

ATTITUDES OF AMERICAN AND KOREAN EARLY CHILDHOOD
EDUCATORS REGARDING PROGRAMS FOR
GIFTED/TALENTED YOUNG CHILDREN

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The purpose of this research was to study the attitudes of Korean and American early childhood educators concerning gifted children and programs aimed specifically at meeting their needs. The study examined general attitudes towards giftedness and gifted education programs and factors that might affect those attitudes. The study also examined desirable environments for young gifted children.

Twenty-item questionnaires were developed and logically divided into six sections (identification, teacher environment, classroom environment, parent environment, educational rights, and program). A systematic process of development, analysis, and refinement of the questionnaire was done.

The questionnaires were given randomly to American educators attending the 1996 National Association for the Education of Young Children (NAEYC) conference. A random Korean sample included early childhood educators listed in the Korean Association for Early Childhood Education Directory (1995-1996) and the Korean Association for Child Care Directory (1995-1996). All subjects were members of one of three groups: (a) teacher educators, (b) teachers, and (c) administrators/directors.

The surveys found agreement between Korean and American early childhood educators on the importance of knowing the strengths of individual gifted children, the need to stimulate higher order thinking skills, the rights of gifted children to an

appropriate education, a perception of more work for the teacher to add these options, and a feeling that gifted programs would be difficult because of the large number of children in classes. The teachers also agreed that it is not difficult to assess or identify gifted preschoolers and having programs for the gifted is not elitist, but that parents should have the main responsibility for meeting the needs of gifted preschoolers and that many gifted strategies are good for all children.

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CHAPTER I

INTRODUCTION

Background

One of the major goals of developmentally appropriate curriculum in early childhood education, according to the National Association for the Education of Young Children, is that curriculum and adult interaction are responsive to individual differences in ability, strengths, and interests (Bredekamp, 1987). Furthermore, different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities (Bredekamp & Rosegrant, 1992). Bredekamp and Copple (1997) stressed the wide variation in individuals' development at a specific age and the need to create early childhood programs or options that matched and addressed the specific needs of these individuals. For practices to be developmentally appropriate, they must be individually appropriate. Developmentally appropriate programs must reflect the importance of establishing a caring, inclusive community in which all children can develop and learn (Bredekamp & Copple, 1997; Mallory & New, 1994).

With the importance of individualized learning environments, equal opportunity for all children is also a major issue in early childhood education (Mallory & New, 1994). The term "equal opportunity" is often associated with the socioeconomically disadvantaged, but equal educational opportunity is a real issue in the daily lives of

all children, including the gifted and talented. Gifted and talented children are often denied in our schools the opportunity to appropriately and fully develop their potential.

Beyond equal educational opportunity, Parke (1989) proposed six additional rights for children in schools:

1. All students have the right to learn at their own pace. Quick learners should move through the curriculum at a faster pace than slower learners.

2. All students have the right to receive instruction that is at their achievement and ability level, regardless of grade level.

3. All students should be given the opportunity to develop independent thinking skills (e.g. problem-solving techniques, higher-level inquiry skills).

4. All students should be prepared to be lifelong learners. They should participate in classroom decision-making and assume responsibility for their own learning.

5. All students should be allowed to express in many ways the things they know and how they feel. These expressions must allow for differences in cognitive abilities and learning styles.

6. All students should be encouraged to develop a respect for themselves and others, and to accept individual differences and experiences that build on each child's special abilities.

Gardner's theory of multiple intelligences (1983) has recently served as the basis for several model programs that provide domain-specific enrichment to all children.

Gardner defines intelligence as the ability to find and solve problems and create products of value in one's culture. His original seven intelligences, which are much like learning

styles or modes, include: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. Gardner postulates that each child possesses all seven intelligences, but to differing levels. Gardner claims that through educational experiences and other activities each intelligence of a child can be developed to at least an adequate level and to a high level with gifted children. The way early childhood programs would use Gardner's theory is by being aware of these different learning modes or intelligences and the different ways children might exhibit them.

In addition, trends in gifted education have stressed the need to identify and serve undeserved populations such as gifted young children, minority, and/or economically disadvantaged gifted children, and handicapped gifted children (Berk, 1997). Gifted educators find important information in Vygotsky's (Cole, M., John-Steiner, V., Scribner, S., & Souberman, E. (Eds), 1978) teaching approach (zone of proximal development and scaffolding) about identifying and serving such underserved populations.

Whitmore (1986) stated that gifted and talented young children have traditionally been under represented in both gifted education and early childhood education. Gifted educators and supervisors/directors of gifted programs are rarely trained to work with young gifted children. As a result, they tend to place more emphasis on serving older children. They also seem to feel more comfortable and better prepared to work with such children. Teachers who work in early childhood classrooms are also unprepared to address the learning needs of the gifted and talented. They seldom get pre-service or in-service training in understanding gifted children and their needs, or in providing appropriate educational intervention for them. As a result, early childhood educators have

incomplete understanding of the characteristics of giftedness, of the strategies to use to promote full development of giftedness, and of the strategies to differentiate instruction for gifted children when they are enrolled in programs with children who represent a wide range of abilities (Karnes & Johnson, 1991).

Gifted and talented young children can be found in every age, ethnic, economic, and cultural group (Sayler & Brookshire, 1993). Indeed, virtually all early childhood teachers have gifted children in their classrooms, but these children do not develop their full potential and without special help will often show developmental problems (Kitano, 1982). Several authors (e.g., Whitmore, 1980) pointed to lack of support in the early years as one source for the devastatingly wasteful under-achievement of many gifted adolescents. If the child is not challenged and the teacher's expectations are not compatible with his or her abilities, the child's motivation to learn may be dulled and he or she may join the ranks of the underachievers and have behavior problems (Whitmore, 1980). The inadequacy of early childhood provisions for this population refers to more than just a general lack of services. It may engender academic underachievement, social behavior problems, inhibited emotional growth, and damaged self-esteem, self-image, and social competence (Karnes & Johnson, 1991; Richert, Alvino, & McDonnel, 1982; Whitmore, 1980).

Shaklee (1992) stated that teachers having young gifted children frequently fail to recognize giftedness in these children. There are several reasons for this failure. First, most classroom teachers have not been systematically trained to recognize indicators of giftedness in young children. Second, most teachers do not regularly engage children in

learning activities that allow intellectual giftedness to be demonstrated or developed. These teachers seldom provide activities allowing children to experiment, explore, or show self-expression in a psychologically safe environment. Third, most school systems do not attempt to identify gifted children or provide special educational programs before the fourth grade.

Karnes and Johnson (1991) stated that many questions regarding the education of young gifted children remain unanswered. We do not have much research on the advantages of early childhood gifted education programs, especially prior to the third or fourth grade. We lack knowledge of the identification of, and programming for, young gifted children. We are not sure how to train parents and teachers to work effectively with gifted young children. Yet some things seem generally understood.

1. Schools and preschools have not been committed to early identification and programming for the young and gifted.

2. There are few advocates for young and gifted children.

3. Institutions of higher learning often do not train personnel in gifted education to work with young children.

4. There are few financial resources available to conduct research with young and gifted children and their families; develop more effective and efficient procedures and instruments for screening and assessing young and gifted children; determine the most effective strategies for meeting special needs, including ways of differentiating instructions; and securing follow-up data that will give us insight into the effectiveness of our identification and programming.

5. There is no American or Korean legislative mandate for public schools to serve young and gifted children below the age of five, nor help for public schools to finance such programming.

6. There is little awareness among educators and parents alike of the importance of early identification and programming for the gifted.

A possible explanation for the lack of these comprehensive services may be found in an educators' attitude. Bechtel (1983) stated that educators' attitudes and misconceptions may present barriers to the development of effective programs for young and gifted children.

Recently, a promising trend in research has looked at the influence of appropriate classroom practices on teacher beliefs and attitudes (Bryant, Clifford, & Peisner, 1991; Charlesworth, Hart, Burts, & Hernandez, 1991; Charlesworth, Harts, Mosley, & Fleege, 1993; Stipek, Daniels, Galluzzo, & Milburn, 1992).

Statement of the Problem

This study sought to determine the attitudes of American and Korean early childhood educators toward the possible implementation of programs for gifted and talented young children. The main areas examined were: (a) attitudes of early childhood educators toward providing special programs for gifted and talented young children, (b) the similarities and differences in attitudes between American early childhood educators, and (c) the exploration of major predictors of early childhood educators' attitudes toward gifted children and appropriate programming.

Research Questions

The study investigated the following research questions:

1. What are the prominent attitudes of American early childhood educators and Korean early childhood educators toward providing special programs for gifted/talented young children?
2. Are there statistically significant differences between American and Korean early childhood educators?
3. What are some of the predictor variables associated with specific attitudes?

Definition of Terms

Gifted and Talented Children

“Gifted and talented children” refers to children who are identified at preschool level, elementary level, or secondary level as having demonstrated potential abilities that give evidence of high performance capability in areas such as intellect, creativity, specific subjects, leadership ability, or in the performing and visual arts, which require services or activities not ordinarily provided by the school (Marland, 1972).

Young Children

“Young children” refers to those children who range in age from 3 to 6.

Special Program (Gifted Program)

Special programs refers to in-school provisions for gifted learners different from what is done for all children. Examples are: enrichment activities, creativity activities, grouping, and early entrance to kindergarten or elementary school.

Attitude

An attitude is an idea charged with emotion that predisposes a class of actions to particular class of social situations. This definition has three components: the idea (cognitive component), the emotion attached to it (affective component), and the predisposition to action (behavioral component) (Rajecki, 1990; Triandis, 1971).

Zone of Proximal Development

The level of concept development that is too difficult for a child to accomplish alone but which can be achieved with the help of adults or more skilled children (Cole, M., John-Steiner, V., Scribner, S., & Souberman, E. (Eds), 1978).

Portfolio

A systematic collection of a child's work selected largely by that child to provide information about the child's attitudes and motivations, level of development, and growth over time.

Six Subordinate Components

The attitude scale developed by the researcher was divided through logical discernment not factor analysis into six clusters of scale items. (See Appendix B and the definitions to follow.)

Identification

The "Identification" cluster contains items related to the identification of gifted, gifted and talented, or talented young children; the difficulty of accurate assessment; the ease of early assessment; and the presence of heavy pressures once identified.

Teacher Environment

The “teacher environment” cluster contains items related to the stimulation of higher-level thinking processes, the environments which can benefit all children; the increased workload involved in providing for young gifted; the need for special skills; intuitively knowing how to help the young gifted; and knowing how gifts and talents might be linked to potential success.

Classroom Environment

The “classroom environment” cluster contains items related to beliefs about class size and the need for additional funding.

Parental Environment

The “parental environment” cluster contains items related to the responsibility of the family towards providing nourishment for their own gifted, the discontent of parents whose children are not identified for gifted services, and parental openness towards early entrance opportunities for their gifted children.

Educational Rights

The “educational rights” cluster contains items related to practitioner’s beliefs about the greater importance of addressing the needs of children with learning limitations, the belief in a gifted child’s right to an appropriate education, and the issue of elitism.

Program Area

The “program” cluster contains items related to regular classroom activities for all students, modified curriculum for the gifted within the framework of the regular classroom, and enrichment activities done in the regular classroom.

Significance of the Problem

While not promoting elitism, it is in the best interest of countries to support and offer opportunities to those individuals who can make a positive contribution to the society in the future. Early childhood education, it is generally agreed, casts long shadows in the life of an individual.

Summary

This chapter presents the rationale and terminology used in this study of the attitudes of American and Korean early childhood educators toward gifted children and classroom services to meet their needs. Chapter II reviews the literature relevant to this purpose.

CHAPTER II

REVIEW OF LITERATURE

This literature review focuses on five areas of gifted education that relate to providing special programs for gifted and talented children in prekindergarten and kindergarten. Section one reviews literature regarding the definition of giftedness and talents, characteristics, and the identification of gifted/talented young children. Section two examines methods for nurturing giftedness among young gifted and talented children in the classrooms. Section three outlines developmentally appropriate practices for gifted young children. Related research on the attitudes toward program development and implementation for gifted young children is presented in the fourth section. The final section reviews articles about general gifted education in Korea.

Definition of Giftedness and Talent

Over the past century, the meaning of “gifted” has changed from a single-dimensional (high IQ) definition to one in which multiple abilities and intelligences are recognized (Gardner, 1983; Guilford, 1956; Sternberg, 1982; Taylor, 1997). This transition has opened the door to a greater understanding of students and their needs in schools.

Today there are a number of definitions employed to describe people who are gifted and/or talented. These definitions usually recognize that giftedness is a multi-dimensional trait since there are many different areas in which students may have exceptional abilities.

The most commonly used definition of gifted and talented is stated in the Educational Amendment of 1978 (P.L. 95-561, IX-A). It is a multidimensional definition based on the report to the U.S. Congress by the U.S. Commissioner of Education Sidney Marland (1972) concerning gifted/talented education: *Volume 1. Report to the Congress of the United States by the U.S. Commissioner of Education*. The report suggests that gifted children include those with demonstrated ability or achievement or with the potential for achievement singly or in combination in any of the following areas:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability

By specifying six areas of achievement and ability, the report asserted that giftedness could take many forms; that it was not one thing, but many things (Borland, 1989). However, Renzulli (1978) pointed out that the six areas cited above were nonparallel, overlapping, did not cover all areas of the domain, and were often confusing. In addition, Borland (1989) stated that the United States Office of Education definition was not one that easily operationalized. In other words, using this definition as a guide for practice is a problematical proposition.

Gardner's conception of intelligence is similar to one developed by the United States Office of Education in that it categorizes talents into separate, yet related,

compartments. Gardner lists at least seven distinct intelligences, and in his popular book, *Frames of Mind* (1983), each of the following is explained in more detail:

1. Linguistic intelligence: Verbal facility, which is readily measured by current IQ and achievement tests.

2. Logical-mathematical intelligence: Similar to linguistic intelligence, but in the areas of symbolic reasoning.

3. Musical intelligence: Not only the ability to perform music, but the talent to perceive the delicate distinctions between a well-orchestrated piece and a mere collection of notes.

4. Spatial intelligence. It is the ability to arrange parts of the world in such ways as to inspire a sense of awe or beauty in others. Architects have this, and so do expensive landscapers.

5. Bodily kinesthetic intelligence: The ability to use the whole body or various limbs. Ballet dancers and instrumentalists are examples of this intellect.

6. Interpersonal intelligence: It builds upon a core capacity to notice distinctions among others (e.g., moods, temperaments, motivations).

7. Intrapersonal intelligence: This intelligence is the quietest, the most personal. This intelligence enhances one's ability to express feelings and emotions and is seldom valued openly in our society.

Gardner's list of abilities has yet to be firmly grounded in research. His "intelligences" may more closely resemble learning styles. Nevertheless, his ideas have

been powerful enough to rekindle the debate over a unitary versus multifaceted human intelligence (Berk, 1997).

The “Three-Ring Conception” of giftedness (Renzulli, 1978) is based on studies of creative and productive individuals. This model is illustrated with three interlocking traits that are evident in a gifted person: above average ability, creativity, and task commitment (see Figure 1). This model is based on the premise that there are many ways in which the gifted and talented may demonstrate their abilities and that these demonstrations may come at different times and under varying circumstances. Thus, Renzulli calls for the identification processes to be ongoing and the programs to be multifaceted (Parke, 1989).

Although Renzulli’s three-ring definition points toward definitions that specify more clearly the components of giftedness, it is inadequate for practical purposes (Borland, 1989). Borland indicated that the definition appears to be based on a questionable reading of the research marshaled in its support, and that this lack results in a definition that attempts to carry too much weight on its slender shoulders. Moreover, the consequences of using such definitions are such that children who already are succeeding in the regular classroom are likely to receive special services.

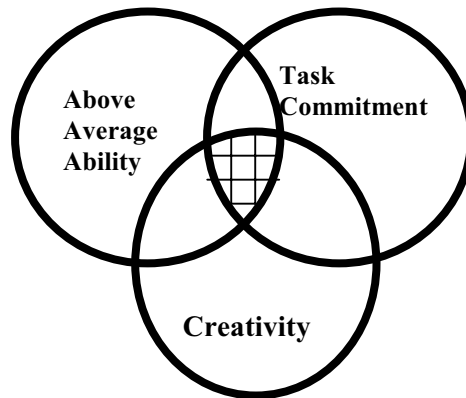


Figure 1. Renzulli's three-ring model (1986).

Gagné (1985, 1996) operationally defined the difference between giftedness and talent. In his conception, giftedness corresponds to competence that is distinctly above average in one or more domains of ability. Giftedness is the possession and use of untrained and spontaneously expressed natural abilities (called aptitudes or natural abilities) in at least one ability domain, which places the child or adult at least among the top 15% of his or her age peers. Talent refers to performance that is distinctly above average in one or more fields of human intelligence. Talent is the superior mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity, to a degree that places a child's or adult's achievements within the upper 15% of age-peers who are active in that in that field or fields.

Gagné's model suggests that underlying abilities, when coupled with the catalysts of environment, personality, and motivation, can result in the demonstration of high-level performance in talent areas (see Figure 2). Thus, he combines the notions of multiple intelligences, personality factors, environment, and talents into a model of giftedness and talent (Gagné, 1985, 1995, 1996).

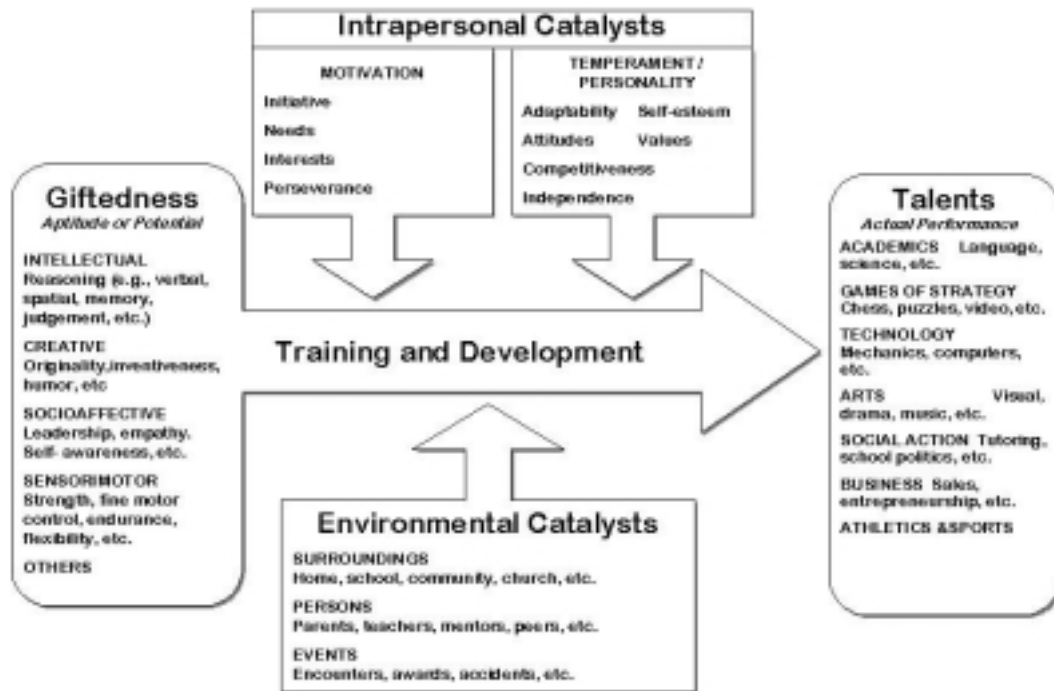


Figure 2. Gagné's (1991) conception of gifts as ability, talents as performances.

To Gagné's definition of talents and giftedness, Borland (1989) addressed one basic question. The question was whether we should focus on the realm of giftedness or that of talent. Using Gagné's definitions, this boils down to a choice between potential, competence, and ability (giftedness) or performance (talent). One way of thinking about it is in terms of the age or grade of the students being considered. For example, the younger the children, the more appropriate it is to consider abilities or gifts rather than developed talents.

Identification and Characteristics of Gifted Children

Identifying gifted children is always difficult. At the preschool/kindergarten level, formal testing procedures to identify gifted and talented children are not common. Therefore, early childhood educators should be aware of the behaviors and traits displayed by

gifted children. In this way, teachers can recognize developmentally advanced or potentially gifted children under their care.

Sayler (Porter, 1999, pp. 282-286) summarized characteristics of gifted and talented young children as including:

1. Has quick accurate recall of information
2. Shows intense curiosity and deeper knowledge than other children
3. Is empathetic, feels more deeply than do other children that age
4. May not always display their advanced understanding in everyday situations
5. Uses advanced vocabulary.
6. Reads, writes, or uses numbers in advanced ways.
7. Advanced play interests and behaviors
8. Shows unusually intense interest and enjoyment when learning about new things
9. Has an advanced sense of humor or sees incongruities as funny
10. Understands things well enough to teach others
11. Is comfortable around older children and adults
12. Shows leadership abilities
13. Is resourceful and improvises well
14. Shows logical and metacognitive skills in managing own learning
15. Uses imaginative methods to accomplish.

Robinson (1993) noted that preschool gifted children as groups have characteristics that warrant attention. Among these characteristics are the following behaviors:

1. Excels at activities weighted with cognitive components, such as acquiring and remembering information, understanding social situations, thinking about future events, or performing complex (as opposed to simple) motor skills.

2. Shows excellence in memory, long attention span, wide vocabulary and advanced complexity of conversation, talent for imaginative play, as well as a preference for older playmates and mature concepts of friendship.

3. Demonstrates precocity in specific skills such as reading or mathematical reasoning, although they may have attained and continue to use these skills in differing ways.

4. Displays advanced logic and meta-cognitive skills so that they are effective managers of their own learning.

5. Relishes and enhances problem-solving challenges.

6. Does not always display an advanced understanding in everyday behavior and, indeed, may regress precipitously into “age-appropriate” crankiness and noncompliance when stressed.

There are several techniques that may be used to identify gifted children. For children between ages 3 to 7, the following techniques are considered useful (Ehrich, 1980): (a) personal interviews; (b) biographical data; (c) peer judgments; (d) professional judgments; (e) parent nominations; (f) formal and informal observations; (g) objective

testing including individual IQ tests, group IQ tests and achievement tests in specific areas; (h) checklists and rating scales.

Feldhusen (1990) stated that the major purpose of the identification process is to determine which children need unique educational provisions, supplements, or alternatives to regular mainstream instruction and to pinpoint or diagnose these special needs. He indicates that identification process should be flexible and inclusive rather than exclusive. Children may show signs of giftedness and talent at any time during the year, not just at a particular identification time. The overall purpose of the identification process is to make sure that children who exhibit high potential have a chance to excel by being involved in higher levels and more challenging activities.

Thomas (1992) explained that a child's developmental level is determined on the basis of how adequately she or he answers the question or solves the problems posed by the test. Piagetian tasks have been used to reveal the present mode of the child's mental functioning. Ostensibly this assessment informs the educator of the base on which instruction might build. If the child's test performance shows that he or she has mastered a level of thought necessary for a given type of learning, then those learning activities are appropriate for that child at that point. However, if the child's intellectual development appears insufficient for pursuing the proposed learning task, then the task should be postponed until a later date.

Vygotsky , however, disagrees with this line of logic and proposed instead that two developmental levels were important for determining whether a given sort of learning could profitably be attempted. The first level, which he called the actual

developmental level, was the one established by the test or Piagetian tasks. It showed a stage of development that had already been completed. But Vygotsky contended that this level was not a good indicator of how well a child can learn new material with some hints or help from an instructor. Besides the development that has been completed, there is development that is currently evolving, and this sort of learning potential is not adequately revealed by traditional tests. It is revealed, rather, during the process of teaching a child, by observations of how the child intellectually functions in relation to hints or leading questions or suggestions from a sensitive instructor. Studies conducted by Vygotsky and his associates support this contention and motivated him to identify a second developmental level that extends above the actual level. Vygotsky called this the “zone of proximal development.”

[The zone] is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. The zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the buds or flowers of development rather than the fruits of development. (Cole, M., John-Steiner, V., Scribner, S., & Souberman, E. (Eds). 1978. pp. 86-87)

Robinson (1993) stated that most of the preschools/kindergartens for gifted children do not rely on psychometric tests for identification. The National Association for

the Education of Young Children (NAEYC) position paper (1988) states that standardized testing of young children is inappropriate for several reasons. First, young children are not good test takers.

Second, the younger the child, the more difficult it is to obtain reliable information (consistent over time) and valid (accurate) results from tests. Results are easily influenced by a young child's test-taking skills. Second, young children are growing and learning rapidly. Just how quickly children learn is reflected in the fact that a school year constitutes one fourth of the lifetime of a 4-year-old.

Finally, there is no such thing as a culture-free test. Test bias has been well documented. Test developers ignore language and culture variations too often. With young children, language and culture are essential aspects of a child's learning and development.

According to the NAEYC position statement (1988), standardized tests should only be administered by qualified professionals. These tests need to be carefully selected and used only for the purposes for which they were designed. There needs to be data demonstrating the accuracy of the measures.

Smutny, Walker, and Meckstroth (1997) insist on a portfolio for more authentic assessment. A portfolio is a collection of products and observations about a child. It teaches beyond the confines of a classroom, integrating what the child is capable of at home and elsewhere. Portfolios provide evidence of actual witnessed behaviors. Such evidence is variable in determining instructional plans, especially for children from about kindergarten through the fourth grade. The portfolio is a repository of what a child can do. Its focus is on strengths, not deficits.

Smutny, Walker, and Meckstroth (1997) also indicated that the advantages of portfolio assessment were as follows. A portfolio:

1. validates your observations and hunches about a child.
2. enables you to talk more decisively about your plans with parents, guardians, caregivers, and support staff.
3. builds a concrete bridge between you and the parent so that each can see what the other is talking about.
4. helps you evaluate the child's progress.
5. guides you to a more child-centered and responsive curriculum.
6. broadens your ideas and the choices you have to offer every child in your class.
7. justifies what to look for in identifying other students and becomes a learning tool for you.
8. creates a source of pride and accomplishment for the child.

Curriculum and Teaching Methods

Early childhood teachers are well prepared to work with children at their own pace—a key factor in teaching the gifted and an underlying principle of early childhood education. The logistics of having gifted children in a class can, however, present challenges in curriculum planning. Parents of the gifted child will need support and encouragement as well as guidance in dealing with their child's exceptionality. Together, teachers and parents can explore what will best suit each child so that this giftedness may be nurtured and challenged at home and at school (Clark, 1988; Gordon & Browne, 1989).

Lupkowski (1990) said that, although it is important to stimulate and challenge gifted children, it is not necessary to schedule activities for every minute of the day. Gifted children enjoy structured activities; they also require time to be alone and freely explore the environment. Gifted youngsters are children first and gifted second; they have the same social, physical, and emotional needs similar to all children.

Enrichment activities provided in regular classrooms and pull-out programs in which bright youngsters are gathered together for special instruction have been common ways of serving gifted children for decades. These approaches are limited in effectiveness, since the same enrichment experience is generally provided to all pupils without consideration for each child's unique talents and skills. Current trends in gifted education place greater emphasis on experiences that build on each child's special abilities. These include tutors for the gifted youngster in a relevant field and accelerated learning programs in which gifted pupils are provided with fast-paced instruction in a particular subject or permitted to advance to a higher grade (Berk, 1997; Torrance, 1990).

Clark (1988) said that the curriculum for all young children must be rich in variety and stimulating in process. For those who are developing faster and who show higher levels of intelligence, such variety and stimulation are even more necessary. In their experiences we can include more activities allowing self-direction, exposure to more abstract concepts, and more involvement with the tools and skills for operating in the areas of reading, mathematics, science, research, art, music, and writing, and in the world in which they live.

Kitano (1982) recommended that teachers can enrich the regular classroom program by increasing the depth, complexity, or abstractness of content; by promoting different processes; by asking children to create new products; or by providing new resources in terms of speakers, facilities, and materials. Lundsteen (1989) explained how classroom teachers can meet the needs and address the interests of gifted children. She advocated, for example, the following practices related to attitude:

1. Encourage their curiosity, exploration, and questioning.
2. Be willing to explore and to accept their alternative solutions to problems.
3. Involve them in special projects that benefit them and can be of value to the class or school.
4. Do not feel threatened if you don't know the answers to some of their questions. Do be willing to help them search for the answers.
5. Encourage higher levels of thinking. Questions and assignments should draw upon their abilities to analyze, synthesize, generalize, and solve problems creatively.
6. Help them early to learn and specialize reference skills that will help them throughout a lifetime of learning.
7. Keep them motivated and constructively creative, as their high energy level can often be diverted into negative behavior.
8. Do not fill their time only with errands, clerical jobs, or helping others in the class.

9. Remember, intellectual giftedness does not necessarily mean a totally interested child. Often gifted children need help in developing balanced self-concepts and healthy social relationships.

Morrison (1988) stated that there are a number of processes caregivers can promote in order to encourage children who may be gifted.

1. Provide opportunities for children to develop more advanced skills. A gifted preschooler may have no difficulty mastering skills taught in kindergarten and first grade. This approach is an excellent method of providing for the gifted; the gifted get advanced opportunities while they remain with their age group and learn to develop appropriate social skills.

2. Enrichment provides opportunities for gifted children to have broader, diverse kinds of experiences in areas related to a particular talent or ability.

3. Gifted children may need help in areas in which they are not gifted. A 4-year-old for example, might read at a third-grade level but lack interpersonal skills necessary for getting along with other children.

4. Provide an environment in which gifted children can use their talents and abilities. The primary factor in helping children develop their potential for giftedness is an interactive environment that supports the development of their abilities.

Kitano (1982) stated that, traditionally, three general instructional approaches have been used to provide for the needs of gifted children: (a) acceleration (e.g., early admission to first grade), (b) ability grouping, and (c) enrichment of the regular

classroom. While research on the effects of early entry and other forms of acceleration have been positive (Braga, 1971), this option is not commonly selected due to both parental and administrative skepticism regarding its benefits. Teachers and parents seem to feel that social, emotional, and motor development lag behind the intellectual (Roeper, 1977). Grouping gifted children together seems to be relevant for mutual stimulation and realistic self-appraisal. Grouping is not always possible unless there are sufficient numbers of gifted children and adult guides. Enriching the regular classroom may be the best option for many early childhood teachers. Enrichment by providing more depth or breadth in the curriculum and stimulating higher-level processes can benefit both gifted and non-gifted children (Kitano, 1982).

With regard to the provision of special options for preschool/kindergarten gifted children, a number of curricular models exist. Examples of preschool/kindergarten programming for gifted children can be found in many countries, including Australia, Brazil, Germany, Israel, Sri Lanka, and the United States. These services have been provided in a traditional preschool/kindergarten environment, but some have provided alternatives, such as summer or Saturday classes, group programs, or individualized sessions (Robinson, 1993).

Sloan and Stednitz (1984) adapted Renzulli's Enrichment Triad Model for the very young gifted. They stated that the model can very well be used in the regular classroom, provided the teacher can find time for individual activities or can arrange for help from volunteers and mentors. At the kindergarten level, a resource room approach works fine. This approach has children pulled out of their regular classroom for various

enrichment experiences. At a preschool level, however, the resource room teacher can encounter serious problems when attempting to pull out young children from their regular peer groups for short periods of time. In their schools, several children simply refused to leave for fear of missing out on activities with their peers.

File (1995) stated that in the Vygotsky-Feuerstin model of mediated learning, a teacher's role becomes critically important in the classroom. Teachers would be viewed as resourceful to the children and as mediators of their introduction to the problems and processes of the socially constructed world. The processes that occur among the classroom participants, teachers, and children, become vitally important in conceptualizations of teaching and learning. Bredekamp and Rosegrant (1992) proposed that the range of behaviors falling on the continuum varies in degree of intrusiveness from non-directive to mediating direct instruction. While appropriate under certain conditions, direct instruction may place the teacher between the child and learning. Karnes (1987) stated that mediating strategies of facilitating, supporting, and scaffolding may be more appropriate. In these strategies, the adult supports and challenges the child, in varying degrees, to move beyond his or her current level of competence and to push the limits of his or her developmental level.

This practice corresponds to Vygotsky's zone of proximal development where emerging abilities are demonstrated first in an interpersonal context and later independently (Cole, M., John-Steiner, V., Scribner, S., & Souberman, E. (Eds). (1978).

The zone of proximal development lies between what the child can accomplish independently and what the child can do in a supportive environment (Hill, 1992).

Developmentally Appropriate Practice

Early childhood educators need to determine how to best provide experiences that contribute to the development of the whole child, and those experiences should be available for all children to help them reach their full potential (Lundsteen, 1989; Lundsteen & Tarrow, 1981). In 1987, the National Association for the Education of Young Children (NAEYC), America's largest professional association of early childhood educators, published a position statement which clearly specified what is appropriate and inappropriate practice for children from birth to 8 years of age. The basic definition of developmentally appropriate practice has two vital components: age appropriateness and individual appropriateness. Curriculum and practice should be appropriate and meet the needs of a particular age span. The knowledge of a universal sequence of development is central to this part of the definition. Individual appropriateness focuses on curriculum and practice, which is based on the unique abilities or characteristics of the child. Although universal and predictable sequences of human development appear to exist, a major premise of developmentally appropriate practice is that each child is unique and has an individual pattern and timing of growth, as well as individual personality, learning style, and family background (Bredekamp, 1987).

Meador (1996) noted that individually appropriate curriculum must create ample opportunities for children to have experiences in their flow channel. This channel creates a balance between experiences that create boredom and those that create anxiety. Children attempting tasks that are too difficult may become anxious, while tasks that are

too easy cause boredom. The flow channel experiences results when tasks are of an appropriate level of difficulty for the child's current level of skill.

Another major component of the NAEYC position statement focuses on the developmental evaluation of young children. Noting the necessity for assessment of individual development and learning in the process of planning and implementing programs, the position statement makes several important assertions regarding the use of standardized tests that are pertinent to the early identification of gifted and talented students. First, the authors note the basic requirements of adequate reliability and validity of instruments are rarely met by standardized tests used with young children. Too often tests are selected on the basis of availability, not reliability. Instead, the authors suggest greater reliance upon systematic observations of young children in which recording behavior, rather than evaluation, is the goal.

Also relevant to the issue of identification is the NAEYC discussion of the risks of substantive error in making major decisions about child placements or services based upon a single assessment or screening device. A score on psychometric tests that measure narrowly defined academic skills should never be the sole criterion for recommending enrollment in a program or placement in a special class (Bredekamp, 1987).

In the Developmentally Appropriate Practice (DAP) criterion, learning through social activity/play is an important instructional concept. Montessori's concept of the prepared environment in which children interact with materials gives children specific purposes and allows children the freedom to educate themselves—an idea similar to Froebel's idea of purposeful play. Many theorists and researchers, notably Piaget, believe

that learning involves both interaction and construction. The child builds knowledge, or mental frameworks, through the process of purposeful interaction with his or her world.

The importance of social interactions, culture, and language is reflected in the works of Froebel, Piaget, Vygotsky, and Montessori. Vygotsky (Cole, M., John-Steiner, V., Scribner, S., & Souberman, E. (Eds). 1978) believed that each school experience should be a complex cultural activity involving authentic literacy events, and he discussed the social context of language learning.

The domains of developmental sequence are commonly thought of as physical, emotional, cognitive, social, and language. Clark (1988) discussed one other domain, called the intuitive domain, which is involved in intuition or insightful acts and creative activity. Clark (1988) stated that the curriculum for gifted young children must play to the ages and stages of growth by always stretching just a bit beyond the normative expectations. Viewing each stage of development as an exciting opportunity for growth will allow a far more appropriate learning situation.

General Attitudes Toward Gifted

Programs and Children

Historically, attitudes towards exceptional children and special education program have varied widely. According to Kirk (1992), awareness of individual differences began to change into a more positive attitude toward exceptional students. The greatest influences on this change were the development of public school program for exceptional children, the impact of war on attitudes toward disability, the development of parent

groups, the advances made in special education and related fields, and the financial support of the federal government (Kirk, 1992).

Brooks and Brantford (1971) found attitudes toward the concepts of special education and integration into the classroom and prevention became more positive as a result of information and knowledge about the role of special education. They suggested that the attitudes of teachers and administrators must be altered if the numbers of exceptional children in self-contained classes are to be decreased.

Jacobs (1972) expressed concern that negative teacher attitudes may lead to decreased student development and learning. He further explained that the impact of attitudes on the child's acceptance of his or her own ability is critical. Jacobs stressed the idea that teachers consistently evoke attitudes in students that are similar to their own. Teachers, according to the researcher, must consider their own attitude with respect to the value placed upon high academic ability. He concluded it is important when teaching high ability students that teachers' attitudes toward the gifted be positive.

In 1980, Weiss and Gallagher directed a study to explore the effects of personal experience on attitudes toward gifted education. The sample was randomly selected from the faculty of five universities. Of the 586 faculty members who responded to the questionnaire, 76% felt that most regular classroom teachers did not have the extra time to help the gifted child. The results indicated that faculty members who had direct personal experience with a gifted program were more positive about the outcomes. Factors such as the particular university, age, religion, presence of children in the family,

and their own parents' educational levels were not related to faculty attitudes about programs for gifted children.

In 1980 Nicely et al. studied the relationship of selected variables to the attitudes toward gifted education. The following were considered: understanding program purposes, function of the program to enrich or to remedy, and age of the respondent. The study revealed that the more teachers know about and understand the gifted program, the more positive their attitudes toward gifted education are. Because of the importance of a positive attitude, educators should examine their own attitudes toward education of the gifted.

Monk (1993) investigated the opinions and perceived needs of Mississippi school administrators toward implementation of programs for the gifted. The study concluded that administrators who have a high level of participation in gifted education programs hold positive opinions toward gifted programs. Participation in gifted programs includes taking college courses on gifted education, participating in workshop/conferences, attending parent/teacher meetings, and direct involvement.

The Current Gifted Education Program and Its Problems in Korea

The Gifted Education System

The Korean gifted education system was debated since the introduction of equalization for middle schools in 1968 and high school equalization in 1974. Students could not be selected for special programming; they all had to study the same contents, the same methods, and at the same speed, even if there were differences in their talents.

Side effects of this decision were felt in many places (e.g., at the Kyunggi Province Science High School in 1983).

Korea's gifted education programs were started in order to help Korean children better participate in an information-oriented, personalized, and globalized society. After that start, most education for the gifted was based in special-purpose high schools, such as science high schools and foreign language high schools. In 1994, students with talent were able to graduate early and enter higher institutions of learning (Educational law article 154-2). Presidential regulations allowed elementary school and middle-school students to eliminate a year of school. Furthermore, all city and provincial education authorities encouraged the skipping of grades.

In 1996, the ministry of education in Korea allowed the early entrance of 5-year-old children who had the ability to comprehend elementary school curriculum; however, some early childhood educators and gifted educators worried about the policy. These educators pointed out that most schools were not ready to provide the benefits of early entrance. In fact, in earlier studies about 5% of children who attended elementary school early had later dropped out (Kim, 1996). Beginning in late 1997, some universities opened their campuses to the gifted in order to recruit and educate local gifted students. A gifted education promotion bill was introduced in the regular House session in 1988 and became law on January 28, 2000. As of 2001, however, public Korean preschools and kindergartens are not offering programs. A few private institutes for young, academically gifted children exist.

Most institutes use standard tests to identify academically gifted children. Some institutes require teacher referral. The identified children attend the institutes two or three times a week. Most institutes focus on developing creativity in a special area in which each child has interest (Park, 1995).

Current Gifted Education System Operation in
the Regular/General School System

The Gifted Education Target

Table 1 displays the extent of current gifted education programming found in the formal education system of Korea.

Table 1

The Gifted Education Program Schools in the Formal Education System

	Elementary School	Middle School	High School
1994	9.08% (580 Schools)	17.70% (413 Schools)	8.33% (154 Schools)
1998	1.30% (75 Schools)	3.13% (73 Schools)	0.16% (3 Schools)

Selection Standard of the Gifted Student

The Elementary School Situation. The following aspects describe the Korean selection standards for the gifted students. The selection standard for gifted students in Model School or Research School uses IQ and creativity tests purchased by the government. A teacher's recommendation based on a student's school grade was used in 82.7% of schools. About 20-25% of the gifted education schools use the Standardized Humanity test or acknowledgement test to choose gifted students.

With respect to middle school and high school, 72.7% of the schools use students' grades and teachers' observation results to find gifted students. Only 3 out of 76 schools use the tests to distinguish among the gifted students.

Gifted Education Teachers/Teachers Who Provide Gifted Education

There is no efficient way to appoint a teacher to be in charge of gifted education. In the elementary school, 93.9% of schools offering gifted education recruited their teachers from among the general school teachers. It is very rare for schools in Korea to ask parents for help (0%) or to seek the help of special guest lecturers from outside of the school. Usually, one of the previously stationed teachers is assigned to take charge of gifted education. Approximately 86% of the special education teachers have no specific training in gifted education. Those who cover gifted education at middle school and high school level are general school teachers (100%); among them only 8% have sufficient experience to participate in the special training program for a gifted education class. The greatest burden for the teachers in charge of gifted education is their multiple roles at school because they take responsibility for the gifted education class on top of their other school responsibilities. There is not enough time to prepare the class lectures; therefore, the expertise of the current Korean gifted education teacher is generally lacking. It seems desirable to open special training programs in gifted education to improve the knowledge and performance of the teachers who are in charge of the gifted education program.

The Scope of Gifted Education Practices

Talented students should be exposed to various subjects from an early stage of education in order to develop their talent. Unfortunately, this is not being done in Korea.

Table 2

The Gifted Education Subjects in the Formal Education System

	First Grade	Second Grade
Middle and High Schools	Korean, Math, English, Music, Science, Fine Arts (Focusing on English & Math)	Music, Math, Korean

Development of Teaching/Lesson

Materials for the Talented

According to a survey research (Park, 1995) the majority of Korean elementary schools with gifted education programs have been in operation for less than one year.

Table 3

The Development and Preparation of Teaching-Learning Materials for the Gifted Education System

	Outer-Source Programs	Teacher	Outer-Source Institute+ Teacher	Korean Educational Development Institute (KEDI)
Middle & High Schools	5.3%	26.3%	68.4%	22.2%

The Administrative and Financial Support System

and Its Operational Method

Finding an institute that has funded gifted and talented services is a difficult task. Most preschool gifted services are supported by the parents of the students. Though more expensive, it is difficult to prove that special programs are more effective than programs designed for the average student. In cases of middle and high school, it is almost impossible to find a school with financial support for such programs between the years 1986-1988. Only one school in 1988 had 300,000 Won (U.S. \$300) donated by outside sources. This money mostly paid for a guest lecturer's fee.

Analysis of Educational Effects for the Gifted Class in Regular Schools

A survey based on answers from parents of elementary students who participated in the gifted and talented programs showed responses to be positive (Cho, 1998). Despite the tight budget, each pupil felt satisfied and reported that individual needs were met. Those who taught the students, however, were not as satisfied. The survey showed that the teachers complained about feeling burdened by such programs, and such feelings may have affected their answers.

In middle and high schools, 61.1% of the gifted students felt that their enthusiasm for academics increased when they were placed in special programs. At least 56.6% of schools felt that special programs increased the potential of students. The polls showed that others felt that there were no differences. Though there were many positive aspects, teachers at these schools felt that there were no specific aspects evidenced, which is why teachers found it difficult to critique. Of the schools that funded special programs, 89% reported that its students received awards at nationwide contests.

Problems Related to Gifted Education

Programs in Korea

The idea of saying one has a gifted program is fashionable; many say they have one, but they may have little or nothing. University sponsored gifted education centers provide middle-school gifted education programs, and science high schools provide gifted education at a high-school level. There are no comparable programs provided for preschool and elementary school students. A few public schools and gifted educational centers focus on science in their gifted education programs; therefore, some students are able to take advantage of these programs. Some elementary school gifted students who have difficulties in the programs have dropped the school programs since 1997 (Kim, 1997). These students take certificate examinations instead (Min, 1999).

There is a lack of administrative and financial support in many schools. In public schools, special classes taught after school hours are not financed publicly. Financial support from the federal educational office is less than 10 million Won (approximately US \$1,000) per year and averages 4 million Won (approximately US \$400) per program (Cho & Oh, 1998). The sum of money depends on how many teachers are included in the program. This money is paid as a salary for the teachers. As a result of this restriction, schools and local school authorities cannot buy ready-made identification instruments or specific lesson materials for gifted students. Even if they used the federal monies to buy materials, many would worry about receiving a violation during an audit. It is also difficult to hire qualified teachers. Thus, there are some limitations to being able to apply new theories and up-to-date instruments, which can contribute to the development of new

ideas. In terms of solving extra difficult questions, there is only a tendency to devote time to skill development.

The Ministry of Technology and Science gave 80-100 million Won (approximately US \$ 8,000 to \$10,000) to each gifted education center located at universities. Although this support is more than what is received by public schools and local government support programs, university adjunct gifted education centers also have problems in developing teaching/lesson material based on the budget allowed.

Furthermore, administrative supporting systems are weak, stemming from the local school district office, such as city, province, and region in regard to the execution of the gifted education policy. Among local school district offices at the national level, 70% of the school superintendent offices have only one school inspector, and 30% of the offices have no inspector, and there are no specialized inspectors for the gifted education field at these offices. It might be beneficial to create opportunities for cooperation between the gifted programs of the local school superintendent offices and the university adjunct gifted education programs.

Lack of Perception Regarding Talented

Toddlers and Young Children

While programs for the gifted and talented are needed across Korea, programs for toddlers need particular focus. It is necessary to create a method of understanding these children. Wu and Cho (1993) brought attention to the fact that there needs to be advanced programs built for such extraordinary children, especially in Korea, and that teachers for such jobs need special training. Kyung Won Jung (1997) made several suggestions for

creating successful gifted programs. First, the parents and professionals need to become key parties when making regulations concerning the children. Second, the education of the teacher must be stable and efficient. Third, talents should be sought out earlier so that the child's parents and counselor(s) can set up a program with a strong foundation. Fourth, human capital in this field is desperately needed. Although the recognition of special education for the gifted is low compared to that of general education, the acknowledgement of special education for toddlers is especially low. Therefore, it has come to the point that institutional supplementary programs, established with careful consideration for extraordinary young children, are needed.

The concerns reviewed in this review of the literature and current practice, are the focus of the present research. This research literature also furnished ideas for the creation of a survey instrument to help serve as a basis for future recommendations. Chapter III describes the methodology used to address this challenge.

CHAPTER III

METHODOLOGY

This chapter describes the design of the study, sampling procedures, survey instrument, variables, data analysis, and limitations. The chapter concludes with a summary of the methodology and procedures utilized in the study.

Research Design

The study was designed to investigate the attitudes of American and Korean early childhood educators regarding programs for gifted/talented young children. As a qualitative analysis, the survey research design allowed for interaction between the researcher and individuals involved in the study. The data generated arose out of these interactions in the form of what the people reveal to the researcher and the researcher's impressions (Borg & Gall, 1989).

The methodology selected for this study was a cross-sectional survey research. Survey research, according to Borg and Gall (1989), is a distinctive research methodology that accounts for a substantial proportion of the research done in the field of education. Survey research focuses on the collection of standardized information from a sample drawn from a predetermined population. This study collected information and explored relationships between variables. Research questions produced by the researcher guided the study. No hypotheses were tested. Research questions were developed to gather and organize information related to the attitudes of American and Korean early

childhood educators toward providing special programs for gifted/talented pre-kindergartners/kindergarteners.

Subjects

The populations identified for this study were American and Korean early childhood educators. American early childhood educators participated. The American early childhood educators participated in the 1996 annual conference of the National Association of Education for Young Children (NAEYC). The researcher randomly surveyed participants. Korean early childhood educators were listed in the Korean Association for Early Childhood Education Directory (1995-1996) and in the Korean Association for Child Care Directory (1995-1996). The subjects were members of one of three groups: (a) teacher educators, (b) teachers, and (c) administrators/directors. The sample size was 248 (American 105, Korean 143).

Instrumentation

The instrument used, *Attitudes Towards Early Childhood Programs for Potential Development of Gifted/Talented Children*, was designed by the researcher specifically for this study. An extensive review of the literature was conducted prior to creating the instrument items.

The researcher developed an initial pool of items by examining the research literature in the general area of gifted education. Due to a limited number of articles on young gifted children, articles on older children were also used heavily and adapted. Additionally, a review of early childhood education articles, particularly those addressing developmentally appropriate practices for young children, was undertaken. Interviews

were then conducted with some early childhood educators (two American professors, three directors of pre/kindergartens, and eight teachers). From the reviews and the interviews an initial questionnaire was created consisting of 33 items focusing on general gifted education. A pilot test was given for testing and adjusting the questionnaire items. The questionnaire was sent to the Child Development Laboratory of a university (including one director, four head teachers, and four assistant teachers) for review. The questionnaire was also reviewed by two gifted education graduate classes. Forty-seven graduate students (teachers of the gifted) responded to the questionnaire; most of these students were teachers at the K-12 level. Finally, the questionnaire was revised through discussion with the dissertation chairpersons.

The attitude scale was then logically divided to the six subordinate categories by the researcher (see Appendix B). The six areas were based on ideas from the review of the literature, the former pilot study, and theories mentioned in Chapter II.

The following are the six subordinate components: (a) identification of gifted, (b) teacher environment, (c) classroom environment, (d) parent environment, (e) educational rights, and (f) program area.

The following items constituted the identification category (for exact item wording, see Appendix B): (a) “difficulty of identifying gifted” (item 1), (b) “influence of economy/cultural background” (item 5), (c) “early identification” (item 6), and (d) “inappropriate pressures of parents” (item 9).

The following items represent the teacher environment category (for exact item wording, see Appendix B): (a) “ability for higher thinking level “ (item 2), (b) “too heavy

a work load” (item 3), (c) “development of potential ability” (item 8), (d) “special skills needed for gifted/talented” (item 4), and (e) “knowing what the children’s gifts/talents are” (item 18).

The following items represent the classroom environment category (for exact item wording, see Appendix B): (a) “too many children in classroom” (item 7), and (b) “additional funding” (item 14).

The following items represent the parent environment category (for exact item wording, see Appendix B): (a) “family responsibility for gifted needs” (item 13), (b) “discontented response of the average child’s parents” (item 17), and (c) “decision for gifted early entrance” (item 19).

The following items represent the educational right category (for exact item wording, see Appendix B): (a) “children with limitations more important” (item 12), (b) “gifted/talented children’s educational rights” (item 16), and (c) “issue about elitism” (item 20).

The following items represent the program category (for exact item wording, see Appendix B): (a) “activity for all children” (item 10), (b) “adjusted curriculum for gifted/talented children” (item 11), and (c) “enrichment activities for gifted/talented children” (item 15).

The final instrument (see Appendix A) consisted of 20 items. Depending upon the positive or negative direction of the statement, items were scored according to a 5-point Likert-type scale. This scale, according to Nunnally (1978), is most frequently employed for measuring sentiments such as attitudes, interests, and values. For positive statements,

a value of 5, 4, 3, 2, or 1, ranging from strongly agree to strongly disagree, was given to each subject response. For negative statements, the scoring values were reversed.

For the internal consistency of the test, Cronbach's Alpha (α) was computed by the researcher. The result of items internal consistency is shown in Table 4. Each item's reliability on the test (α) was over .66. Reliability (α) of each factor on the test was also above average (.59) (Table 5).

Table 4

Internal Consistency of Items

Variables	1	2	3	4	5	6	7
Reliability	.70	.67	.70	.68	.68	.70	.71
Variables	8	9	10	11	12	13	14
Reliability	.71	.71	.68	.69	.72	.68	.69
Variables	15	16	17	18	19	20	Total
Reliability	.69	.67	.72	.68	.68	.68	.70

Table 5

Internal Consistency of Factors

Factor	Identification	Teacher Environment	Parent Environment	Classroom Environment	Gifted Rights	Program
Reliability	.65	.60	.67	.71	.62	.68

Korean Version

It was necessary to develop a Korean-language version of the survey instrument because almost half of the subjects were Korean educators. The investigator, who is of Korean nationality, translated the English version of the survey instrument into Korean

(Appendix C). This translation was validated by Dr. Ha-Ja Park, who is the director of a daycare center in Dallas, Texas. She translated the Korean version back into English, and the reverse translated version was compared to the original and found acceptable by the investigator.

Variables

The independent variables in this study include nationality (American or Korean), with the educators divided into teacher educators, teachers, and administrators/directors. Other variables include age, sex, position, educational level, and familiarity with gifted programs.

Data Analysis

The following statistical procedures were used to analyze the data from the American and Korean educators.

1. Calculation of means and standard deviations for each item by country, each factor, each group of respondents, and across all respondents.
2. For each questionnaire item, comparisons of the average scores for each country, factor, and group of respondents were done using multi ANOVA. Ad hoc comparisons of various pair-wise differences were tested by Scheffe's method.
3. A multiple regression procedure was used to measure the predicted level associated with specific attitudes.

Limitations of the Research

This study has some limitations, which are mentioned below. First are the limitations of the methods used in choosing the respondents. In the case of the American

sample, the researcher met, at random, the people who participated in the National Association for the Education of Young Children (NAEYC) Annual Conference. This does not represent a truly random sample of American early childhood educators. It is therefore difficult to generalize the results of this research to early childhood educators throughout the United States. The advantage to this method, however, is that the typical problem of low response rate to mailed questionnaires was avoided. A second limitation is that the data in this research were gathered five years ago. A third limitation is related to the definitions of “gifted/talented child” and “gifted program.” It is possible that the respondents did not adequately understand these terms. A fourth limitation is that in the field of early childhood education there is a disproportion of females to males. Fifth, though the respondents were teachers from both public and private schools, there was no item that allowed us to determine which kind of school they attended.

CHAPTER IV

DATA ANALYSIS

The data for this study were collected from 248 childhood educators: 143 Korean and 105 American. Descriptive statistics were computed for each item by nationality and the means compared. Analysis of variance was used to find any multiple commonalities. Regression of demographic categories was conducted to determine the relative contribution of each to the overall category score.

Simple Rank Ordering of the Responses in the Attitude Scale

Table 6 gives the average strength of response to questions on the Attitude Scale in rank order from the strongest positive response (strongly agree) to the strongest negative response (strongly disagree). A glance at these priorities shows that “Teacher needing to know children’s talents,” for example (question 18 on the scale), received top rank from the American sample and third in rank for the Korean sample. Question 7, “Pre-Kindergarten/Kindergarten is too full for gifted program,” ranked second from the top for the American sample and first for the Korean sample. There was strong agreement between American and Korean educators on the ten items both considered least important. It is interesting to note that neither sample thought that assessing the gifted and talented was particularly difficult (question 20).

Table 6

Rank Order: USA and Korea Sample Strength of Response to Items on Attitude Scale

Rank	USA Avg.	Qst. #	Rank	Korea Avg.	Qst. #
1	4.3	18	1	4.7	7
2	4.3	7	2	4.2	2
3	4.3	2	3	4.2	18
4	4.0	16	4	4.0	9
5	3.9	3	5	4.0	16
6	3.9	4	6	4.0	3
7	3.8	15	7	3.8	4
8	3.7	9	8	3.8	12
9	3.7	12	9	3.7	15
10	3.6	14	10	3.7	14
11	3.4	8	11	3.5	8
12	3.4	11	12	3.4	11
13	3.4	19	13	3.3	5
14	3.3	5	14	3.3	17
15	3.3	17	15	3.2	19
16	3.2	6	16	3.2	6
17	3.0	10	17	3.1	10
18	2.9	13	18	3.0	13
19	2.4	20	19	2.7	20
20	2.2	1	20	2.3	1
Item Number	CONTENTS				
1	Difficulty of identifying gifted				
2	Ability for higher thinking level				
3	Too heavy a work load				
4	Special skill for gifted/talented				
5	Influence of economy/cultural background				
6	Identify in pre-k/k				
7	Too many children in classroom				
8	Development of potential ability				
9	Inappropriate pressures of parents				
10	Activity for all children				
11	Adjusted curriculum for gifted/talented children				
12	Limitation children's educational right				
13	Family responsibility for gifted needs				
14	Additional funding				
15	Enrichment activities for gifted/talented children				
16	Gifted/talented children's educational right				
17	Sensitive response of average children parents				
18	Knowing what children's gifts/talents				
19	Decision for gifted early entrance				
20	Presents an elitism issue				

Six Categories of the Instrument

The 20 items in the attitude scale used in this investigation were logically classified into six categories according to their content. The content came from a synthesis of the research literature and from the opinions of content experts. Table 7 displays the items (see Appendices B and C for exact item wordings) and categories.

Table 7

Questionnaire Items and Categories

Classification	Item Number	Item Summaries
Identification	1	Difficulty of identifying gifted
	5	Influence of economy/cultural background
	9	Inappropriate pressures of parents
Teacher Environment	2	Ability for higher thinking level
	3	Too heavy a work load
	8	Development of potential ability
	4	Special skill for gifted/talented
	18	Knowing what children's gifts/talents
Parent Environment	13	Family responsibility for gifted needs
	17	Sensitive response of average children parents
	19	Decision for gifted early entrance
Classroom Environment	7	Too many children in classroom
	14	Additional funding
Education Right	12	Limitation children's educational right
	16	Gifted/talented children's educational right
	20	Issue too elitist
Program	10	Activity for all children
	11	Adjusted curriculum for gifted/talented children
	15	Enrichment activities for gifted/talented children

Table 8

Subfield Mean Score and Standard Deviation of Test Instrument for Teachers

Item number	American Teachers		Korean Teachers		Combined	
	mean	sd	mean	sd	mean	sd
1	2.2	0.42	2.3	0.44	2.3	0.43
2	4.3	0.81	4.2	0.90	4.2	0.86
3	3.9	0.90	4.0	0.90	3.9	0.90
4	3.9	1.10	3.8	1.18	3.8	1.15
5	3.3	0.86	3.3	0.89	3.3	0.88
6	3.2	1.16	3.2	1.16	3.2	1.16
7	4.3	0.83	4.7	0.50	4.5	0.70
8	3.4	0.87	3.5	0.82	3.5	0.84
9	3.7	0.87	4.0	0.80	3.9	0.84
10	3.0	0.95	3.1	0.93	3.1	0.93
11	3.4	1.32	3.5	1.14	3.4	1.22
12	3.7	0.80	3.8	0.79	3.7	0.78
13	2.9	0.94	3.0	0.94	2.9	0.94
14	3.7	1.12	3.7	1.15	3.7	1.14
15	3.8	0.83	3.7	0.82	3.8	0.82
16	4.1	0.87	4.0	0.91	4.0	0.89
17	3.3	0.83	3.3	0.82	3.3	0.82
18	4.3	0.87	4.2	0.94	4.3	0.91
19	3.4	1.23	3.2	1.27	3.3	1.04
20	2.5	0.91	2.7	1.11	2.6	1.04

Table 7 shows that the highest average agreement for Americans was on questions 18, 7, and 2: “It is important for the teacher to know what kind of talents children have and how those talents could affect their potential success,” “Teachers need to motivate higher levels of thinking ability,” and “There are too many children in classes to provide special education for the gifted.” Korean educators also gave their highest ratings for items 18, 7, and 2.

Teachers in both countries were most likely to disagree with items 1, 20, 13, 10, and 6. These items dealt with the perceived difficulty in identifying gifted children, that having programs was elitist, that families should be responsible for preschool education

of the gifted, that activities appropriate for the gifted were appropriate for all children, and interestingly, that programs for the gifted should start in preschool.

General Characteristics (Demographics)

Again, 105 American and 143 Korean early childhood educators were involved in the study. Content specific to demographic data are found in Table 9.

Table 9

Demographics and Frequency

	GENDER		AGE				EDUCATION			
	male	female	21-30	31-40	41-50	over 51	B.A/B.S	M.A/M.S	DOCTORAL	
American	8	97	22	55	8	20	64	17	24	
Korean	10	133	30	74	12	27	89	20	34	
Frequency (Percent)	18 (7.3)	230 (92.7)	52 (21.0)	129 (52.0)	20 (8.1)	47 (19.0)	153 (61.7)	37 (14.9)	58 (23.4)	
	POSITION					FAMILIAR WITH GIFTED EDUCATION				
	PROFESSOR	TEACHER/P	TEACHER/K	ADMINIS/P	ADMINIST/K	OTHERS	VERY/F	FAMILIAR	KNOW/SOME	KNOW/ NOTHING
America	27	21	33	9	10	5	8	25	47	25
KOREA	46	29	51	9	8		2	33	59	49
Frequency (Percent)	73 (29.4)	50 (20.2)	84 (33.9)	18 (7.3)	18 (7.3)	5 (2.0)	10 (4.0)	58 (23.4)	106 (42.7)	74 (29.8)

Although there were more women than men in the sample, the proportions found were similar to the ratio of women to men in the field of early childhood education. The total distribution of American educators in this study was 7.3% men and 92.7% women. In the case of Korea, 7% were men and 93% were women. The age range of 31-40 was the most common. A bachelor of arts or sciences was the most common educational level attained. Kindergarten teachers were the most frequent group in both countries. In the

aspect of familiarity with gifted/talented education, “know/some” was the most frequent response.

Data Analysis of American Educators

Identification Category of Items

There were significant differences in responses to identification items based on the respondents’ gender and position, there were no significant differences in levels of other factors. In the gifted identification category, women’s scores were significantly higher than men’s. Kindergarten teachers and college professors were most positive towards the identification of gifted children.

Table 10

ONEWAY ANOVA for Americans: Identification

		N	Mean	Std. Deviation	F	Sig.
GENDER	Male	8	2.56	0.18	10.2	P<0.01
	Female	97	3.15	0.38		
AGE	21 ~ 30	22	3.17	0.27	1.13	N.S.
	31 ~ 40	55	3.08	0.28		
	41 ~ 50	8	3.38	0.40		
	over 51	20	3.03	0.41		
EDUCATION	B.A/B.S	64	3.07	0.41	1.25	N.S.
	M.A/M.S	17	3.07	0.37		
	DOCTORAL	24	3.23	0.38		
POSITION	PROFESSOR	27	3.21	0.36	2.97	P<0.05
	TEACHER/P	21	3.10	0.26		
	TEACHER/K	33	3.12	0.52		
	ADMINIST/P	9	2.69	0.17		
	ADMINIST/K	10	3.13	0.13		
	OTHERS	5	3.25	0.47		
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	8	2.94	0.37	1.33	N.S.
	FAMILIAR	25	3.05	0.49		
	KNOW/SOME	47	3.21	0.38		
	KNOW/NOTHING	25	3.04	0.30		

Teacher Environment Category of Items

There were significant differences in responses to teacher environment items based on the respondents' gender, there were no significant differences in levels of other factors. In the gifted teacher environmental category, women's scores were significantly higher than men's.

Table 11

ONEWAY ANOVA for Americans: Teacher Environment

		N	Mean	Std. Deviation	F	Sig.
GENDER	Male	8	3.73	0.15	8.34	P<0.01
	female	97	3.97	0.50		
AGE	21 ~ 30	22	3.86	0.56	0.19	N.S.
	31 ~ 40	55	3.99	0.53		
	41 ~ 50	8	4.20	0.21		
	over 51	20	3.85	0.30		
EDUCATION	B.A/B.S	64	3.97	0.57	1.22	N.S.
	M.A/M.S	17	3.84	0.38		
	DOCTORAL	24	4.01	0.31		
POSITION	PROFESSOR	27	3.86	0.33	1.13	N.S.
	TEACHER/P	21	4.07	0.70		
	TEACHER/K	33	3.92	0.49		
	ADMINIST/P	9	4.16	0.30		
	ADMINIST/K	10	3.90	0.53		
	OTHERS	5	3.96	0.41		
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	8	4.13	0.30	0.27	NS
	FAMILIAR	25	3.82	0.57		
	KNOW/SOME	47	4.05	0.50		
	KNOW/NOTHING	25	3.85	3.89		

Parental Environment Category of Items

There were significant differences in responses to identification items based on the respondents' gender, education, and familiarity with gifted education. There were no

significant differences in levels of other factors. In this category, men's scores were significantly higher than women's. Younger respondents were more positive towards the effects of parental involvement than older respondents. Those respondents who most familiar with gifted education were most positive towards the identification of gifted children.

Table 12

ONEWAY ANOVA for Americans: Parent Environment

		N	Mean	Std. Deviation	F	Sig.
GENDER	male	8	3.71	0.45	5.72	P<0.05
	female	97	3.12	0.65		
AGE	21 ~ 30	22	3.20	0.73	10.23	P<0.01
	31 ~ 40	55	3.14	0.60		
	41 ~ 50	8	2.33	0.71		
	over 51	20	3.55	0.33		
EDUCATION	B.A/B.S	64	3.19	0.68	1.12	N.S.
	M.A/M.S	17	3.24	0.50		
	DOCTORAL	24	3.07	0.69		
POSITION	PROFESSOR	27	3.06	0.70	0.34	N.S.
	TEACHER/P	21	2.90	0.68		
	TEACHER/K	33	3.37	0.73		
	ADMINIST/P	9	3.19	0.38		
	ADMINIST/K	10	3.17	0.18		
	OTHERS	5	3.47	0.38		
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	8	3.38	0.33	5.14	P<0.01
	FAMILIAR	25	3.16	0.63		
	KNOW/SOME	47	3.39	0.52		
	KNOW/NOTHING	25	2.69	0.76		

Classroom Environment Category of Items

Significant differences were found in all categories of classroom environments.

Women's scores were significantly higher than men's; middle-aged respondents rated

classroom environments higher; those with doctorates rated these environments lower; and those respondents with some knowledge of gifted education rated classroom environments higher.

Table 13

ONEWAY ANOVA for Americans: Classroom Environment

		N	Mean	Std. Deviation	F	Sig.
GENDER	male	8	3.56	0.18	12.10	P<0.01
	female	97	4.00	0.68		
AGE	21 ~ 30	22	3.73	0.67	5.21	P<0.01
	31 ~ 40	55	4.26	0.59		
	41 ~ 50	8	4.00	0.65		
	over 51	20	3.40	0.35		
EDUCATION	B.A/B.S	64	4.08	0.69	6.33	P<0.01
	M.A/M.S	17	4.09	0.51		
	DOCTORAL	24	3.58	0.56		
POSITION	PROFESSOR	27	3.69	0.56	4.29	P<0.01
	TEACHER/P	21	4.40	0.58		
	TEACHER/K	33	4.03	0.66		
	ADMINIST/P	9	3.28	0.36		
	ADMINIST/K	10	4.40	0.57		
	OTHERS	5	3.60	0.22		
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	8	3.56	0.18	5.37	P<0.01
	FAMILIAR	25	4.00	0.71		
	KNOW/SOME	47	4.18	0.65		
	KNOW/NOTHING	25	3.66	0.59		

Educational Rights Category of Items

American female educators agreed more often than male educators that appropriate education is a right of gifted children (Table 14). Older and younger respondents were less likely to agree than middle-aged ones. With regard to educational attainment, the highest agreement was among those with a bachelor's degree. Administrators were

the least likely to agree. There were no differences by level of familiarity with gifted education.

Table 14

ONEWAY ANOVA for Americans: Educational Right

		N	Mean	Std. Deviation	F	Sig.
GENDER	male	8	3.21	0.50	11.24	P<0.01
	female	97	3.42	0.49		
AGE	21 ~ 30	22	3.20	0.44	4.54	P<0.05
	31 ~ 40	55	3.50	0.51		
	41 ~ 50	8	3.13	0.50		
	over 51	20	3.45	0.38		
EDUCATION	B.A/B.S	64	3.51	0.50	3.99	P<0.05
	M.A/M.S	17	3.14	0.39		
	DOCTORAL	24	3.31	0.45		
POSITION	PROFESSOR	27	3.30	0.44	3.13	P<0.05
	TEACHER/P	21	3.56	0.46		
	TEACHER/K	33	3.52	0.58		
	ADMINIST/P	9	3.07	0.32		
	ADMINIST/K	10	3.13	0.23		
	OTHERS	5	3.60	0.15		
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	8	3.13	0.43	1.24	N.S.
	FAMILIAR	25	3.45	0.56		
	KNOW/SOME	47	3.45	0.52		
	KNOW/NOTHING	25	3.33	0.33		

Educational Program Category of Items

There were significant differences in responses to identification items based on the respondents' gender and position. There were no significant differences in levels of other factors. In the gifted identification category, women's scores were significantly higher than men's. Administrators of pre-K programs were most positive toward the educational programs of gifted children.

Table 15

ONEWAY ANOVA for Americans: Educational Program

		N	Mean	Std. Deviation	F	Sig.
GENDER	male	8	3.29	0.42	9.34	P<0.01
	female	97	3.42	0.70		
AGE	21 ~ 30	22	3.58	1.09	0.92	N.S.
	31 ~ 40	55	3.24	0.51		
	41 ~ 50	8	3.70	0.45		
	over 51	20	3.57	0.50		
EDUCATION	B.A/B.S	64	3.30	0.77	1.23	N.S.
	M.A/M.S	17	3.43	0.47		
	DOCTORAL	24	3.68	0.47		
POSITION	PROFESSOR	27	3.52	0.48	7.26	P<0.01
	TEACHER/P	21	3.03	0.39		
	TEACHER/K	33	3.31	0.71		
	ADMINIST/P	9	4.30	0.89		
	ADMINIST/K	10	3.30	0.74		
	OTHERS	5	3.60	0.55		
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	8	3.75	0.50	1.31	N.S.
	FAMILIAR	25	3.41	0.57		
	KNOW/SOME	47	3.42	0.81		
	KNOW/NOTHING	25	3.25	0.56		

Tables 10 to 15 show that the variables that most consistently affect the respondents' attitudes toward gifted/talented children are gender and position. The only variable that affected the grouping of items labeled "environment of the teacher" was gender. Variables affecting the group of items called "parental environment" were gender, age, education, and familiarity. Those affecting the grouping of items called the environment were gender, age, education, position, and familiarity, showing relevance with all the demographic variables. The variables affecting the elements of education rights were gender and position. The categories that reflect relevance with each of the

factors will be further explained in detail through the technique of multiple comparison (Table 16).

Table 16

Multiple Comparisons

Factor		Variables	P-value
Identification	POSITION	PROFESSOR - ADMINST/P	P<0.05
		21~ 30 - 41 ~ 50	P<0.01
Parent Environment	AGE	31 ~ 40 41 ~ 50	P<0.01
		41 ~ 50 over 51	P<0.01
	FAMILIAR	KNOW/SOME-KNOW/NOTHING	P<0.01
Classroom Environment	AGE	21~30 - 31 ~40	P<0.01
		31~40 - over 51	P<0.01
	EDUCATION	B.A/B.S - DOCTORAL	P<0.01
		M.A/M.S - DOCTORAL	P<0.05
	POSITION	PROFESSOR - TEACHER/P	P<0.01
		TEACHER/K - ADMINIST/P	P<0.05
		ADMINIST/K - ADMINIST/P	P<0.01
FAMILIAR	KNOW/SOME-KNOW/NOTHING	P<0.05	
Right	EDUCATION	B.A/B.S - M.A/M.S	P<0.05
PROGRAM	POSITION	TEACHER/P - ADMINIST/P	P<0.01
		TEACHER/K - ADMINIST/P	P<0.01
		ADMINIST/K - ADMINIST/P	P<0.05

Post Test: Scheffé Analysis of

Multiple Comparisons

Post hoc Scheffé analyses of the various ANOVA results were conducted. The results of the multiple comparison follows.

The first category, identification of gifted and talented children, interacted significantly with the respondent being either a college professor or a preschool administrator. The second category, parental environment, was found to interact significantly with age and familiarity (see Table 16 and Figure 3). Age group results are as follows: 21~30 with

41~50, 31~40 with 41~50, and 41~50 with over 50. This analysis showed that the parental environment score was the lowest when respondents were in their 40s. In familiarity with programs for the gifted, there was an interaction between “very familiar” and “knows nothing.” The more familiar a respondent was with gifted programs the more likely they were to see the positive effects of a strong parental environment.

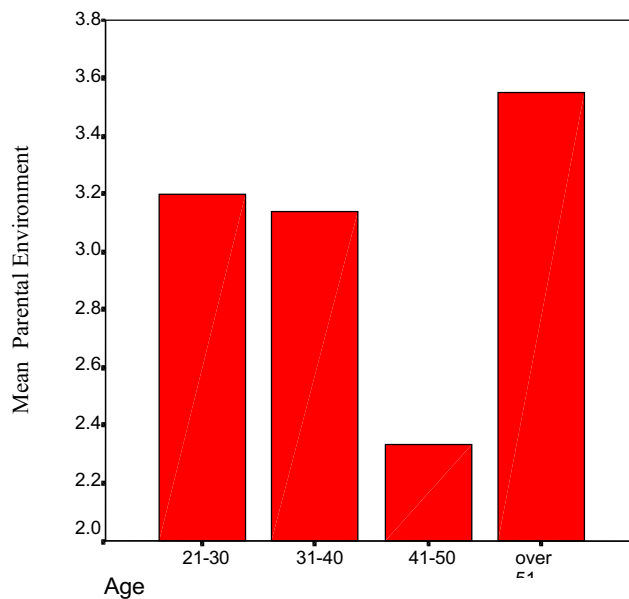


Figure 3. A graph of the average and education level for parent environment.

A significant interaction was found between educational level obtained and the area of classroom environment. At the doctoral level, the classroom environment cluster received a low score (see Figure 4).

The age group between 31 and 50 has been shown to display the highest response score for classroom environment.

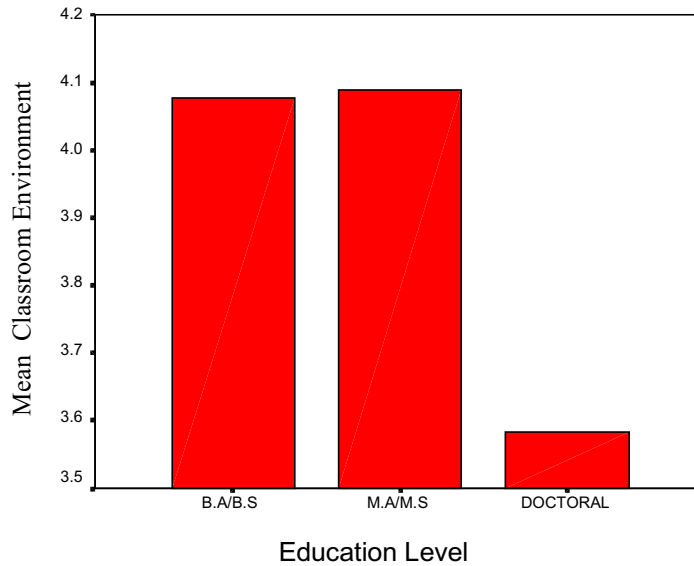


Figure 4. A graph of the average and education level for classroom environment.

In the degree of B.A./B.S., a difference of score was shown in the factor for educational rights.

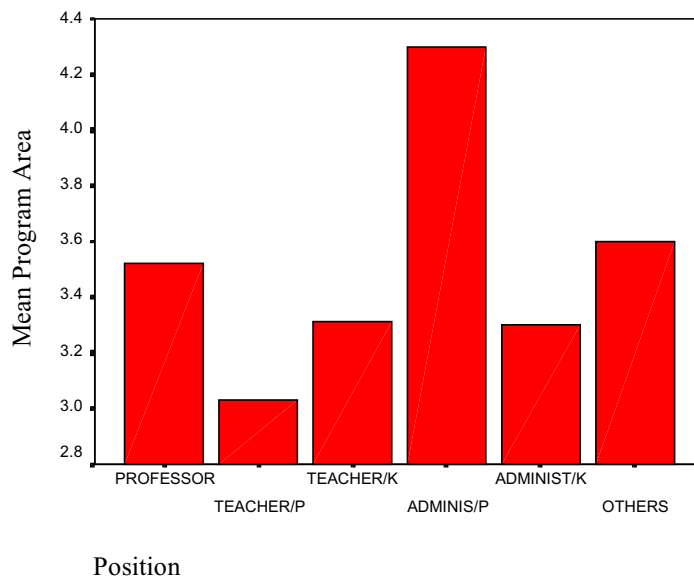


Figure 5. A graph of the average and education level for educational program.

The Administrator of preschool group showed the highest ratings while the Teacher in a preschool group exhibited the lowest.

Regression Analysis

Predictor variables for each of the factors are shown in Tables 16 through 21.

Table 17

Regression Analysis for Identification Factors

Variables	B	S.E.	Standardized Coefficients	R ²
Constant	1.343	0.315		
Gender	0.726	0.135	0.488	0.238
Education	0.141	0.043	0.297	

Table 18

Teacher Environment

Variables	B	S.E.	Standardized Coefficients	R ²
Constant	3.954	.048		0.000

Table 19

Parent Environment

Variables	B	S.E.	Standardized Coefficients	R ²
Constant	4.212	.342		
Age	.320	.108	.486	0.283
Education	-.444	.129	-.566	
Familiarity With Gifted Education	-.211	.074	-.280	

Table 20

Classroom Environment

Variables	B	S.E.	Standardized Coefficients	R ²
Constant	4.218	.577		
Gender	.453	.264	.181	0.458
Education	-.244	.081	-.306	
Familiarity With Gifted Education	-.170	.082	-.223	

Table 21

Educational Rights

Variables	B	S.E.	Standardized Coefficients	R ²
Constant	2.432	.389		
Gender	.680	.175	.371	0.348
Age	.552	.079	1.130	
Education	-.604	.086	-1.035	

Table 22

Education Program

Variables	B	S.E.	Standardized Coefficients	R ²
Constant	2.830	.215		
Age	-.256	.115	-.374	0.285
Education	.440	.137	.538	

The following are results of the regression equations for the predictor variables.

Regression equation for identification = $1.343 + (0.726 \times \text{Gender}) + (0.141 \times \text{Education})$

1. Regression equation for teacher's environment = 3.954

2. Regression equation for parent environment = $4.212 + (0.32 \times \text{Age}) - (0.444 \times \text{Education}) - (0.211 \times \text{Familiar})$

2. Regression equation for classroom environment = $4.218 + 0.453 \times \text{Gender} - 2.44 \times \text{Education} - 0.17 \times \text{Familiar}$

5. Regression equation for education right = $2.432 + (0.68 \times \text{Gender}) + (0.552 \times \text{Age}) - (0.604 \times \text{Education})$

6. Regression equation for program = $2.83 - (0.256 \times \text{Age}) + (0.44 \times \text{Education})$

Data Analysis of Korean Educators

Identification Category of Items

There were significant differences in responses to identification items based on the respondents' gender, age and position. In the gifted identification category, women's scores were significantly higher than men's. Older respondents' ratings were higher than younger respondents. Preschool administrators had the lowest ratings on category related to the identification of gifted children.

Table 23

ONEWAY ANOVA for Koreans: Identification

		N	Mean	Std. Deviation	F	Sig.
GENDER	male	10	2.56	.16	13.72	P<0.01
	female	133	3.24	.42		
AGE	21 ~ 30	30	3.28	0.62	4.54	P<0.05
	31 ~ 40	74	3.18	0.36		
	41 ~ 50	12	3.44	0.39		
	over 51	27	3.03	0.40		
EDUCATION	B.A/B.S	89	3.18	0.46	1.23	N.S.
	M.A/M.S	20	3.16	0.49		
	DOCTORAL	34	3.26	0.38		
POSITION	PROFESSOR	46	3.26	0.36	4.21	P<0.01
	TEACHER/P	29	3.27	0.35		
	TEACHER/K	51	3.17	0.54		
	ADMINIST/P	9	2.67	0.18		
	ADMINIST/K	8	3.38	0.42		
	OTHERS	0				
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	2	2.88	0.53	1.03	N.S.
	FAMILIAR	33	3.05	0.54		
	KNOW/SOME	59	3.27	0.37		
	KNOW/NOTHING	49	3.22	0.44		

Teacher Environment Category of Items

There were significant differences in responses to teacher environment items only for respondents' gender. There were no significant differences in levels of other factors. In the gifted identification category, women's scores were significantly higher than men's. Kindergarten teachers and college professors were most positive toward the teachers' environments for gifted children.

Table 24

ONEWAY ANOVA for Koreans: Teacher Environment

		N	Mean	Std. Deviation	F	Sig.
GENDER	male	10	3.70	0.11	11.88	P<0.01
	female	133	3.95	0.54		
AGE	21 ~ 30	30	3.79	0.58	0.93	N.S.
	31 ~ 40	74	3.96	0.57		
	41 ~ 50	12	4.23	0.21		
	over 51	27	3.88	0.32		
EDUCATION	B.A/B.S	89	3.94	0.60	1.27	N.S.
	M.A/M.S	20	3.72	2.93		
	DOCTORAL	34	4.05	3.12		
POSITION	PROFESSOR	46	3.91	0.35	0.53	N.S.
	TEACHER/P	29	3.93	0.76		
	TEACHER/K	51	3.94	0.52		
	ADMINIST/P	9	4.07	0.32		
	ADMINIST/K	8	3.90	0.53		
	OTHERS	0				
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	2	4.10	0.42	1.14	N.S.
	FAMILIAR	33	3.76	0.56		
	KNOW/SOME	59	3.98	0.56		
	KNOW/NOTHING	49	3.99	0.43		

Parental Environmental Category of Items

There were significant differences in responses to the parental environment category items for all demographics except level of education. Men's scores were significantly higher than women's. Younger respondents were the most sure of these variables. Those who were teachers of kindergarten held the most positive beliefs in parental environments. Respondents who know a lot or a little about gifted education were most positive toward the parental environments of gifted children.

Table 25

ONEWAY ANOVA for Koreans: Parents' Environment

		N	Mean	Std. Deviation	F	Sig.
GENDER	male	10	3.83	0.18	10.33	P<0.01
	female	133	3.13	0.70		
AGE	21 ~ 30	30	3.21	0.82	5.21	P<0.01
	31 ~ 40	74	3.14	0.67		
	41 ~ 50	12	2.44	0.69		
	over 51	27	3.58	0.25		
EDUCATION	B.A/B.S	89	3.18	0.76	0.34	N.S.
	M.A/M.S	20	3.28	3.28		
	DOCTORAL	34	3.12	3.12		
POSITION	PROFESSOR	46	3.14	0.63	4.30	P<0.01
	TEACHER/P	29	2.77	0.67		
	TEACHER/K	51	3.41	0.77		
	ADMINIST/P	9	3.37	0.35		
	ADMINIST/K	8	3.17	0.18		
	OTHERS	0				
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	2	3.50	0.24	5.29	P<0.01
	FAMILIAR	33	3.16	0.65		
	KNOW/SOME	59	3.41	0.54		
	KNOW/NOTHING	49	2.90	0.81		

Classroom Environment Category of Items

There were significant differences in responses to classroom environmental items for all variables. Women's scores were significantly higher than men's. Middle-aged respondents were higher in this category. The more education a respondent had the lower their score in this area. Kindergarten administrators and preschool teachers were most positive towards the classroom environments for gifted children. Those who had the most knowledge of gifted education had the lowest scores on classroom environments.

Table 26

ONEWAY ANOVA for Koreans: Classroom Environment

		N	Mean	Std. Deviation	F	Sig.
GENDER	male	10	3.50	.00	13.11	P<0.01
	female	133	4.27	.62		
AGE	21 ~ 30	30	4.05	0.69	9.74	P<0.01
	31 ~ 40	74	4.51	0.44		
	41 ~ 50	12	4.38	0.77		
	over 51	27	3.50	0.00		
EDUCATION	B.A/B.S	89	4.41	0.58	5.67	P<0.01
	M.A/M.S	20	4.03	0.47		
	DOCTORAL	34	3.81	0.62		
POSITION	PROFESSOR	46	3.56	0.53	4.34	P<0.01
	TEACHER/P	29	4.71	0.25		
	TEACHER/K	51	4.33	0.57		
	ADMINIST/P	9	3.28	0.26		
	ADMINIST/K	8	4.75	0.27		
	OTHERS	0				
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	2	3.50	0.00	4.48	P<0.01
	FAMILIAR	33	4.12	0.67		
	KNOW/SOME	59	4.47	0.58		
	KNOW/NOTHING	49	3.99	0.54		

Educational Rights Category of Items

There were significant differences by age in this category of items. There were no significant differences in levels of other factors. The oldest respondents had the highest scores and youngest had the lowest.

Table 27

ONEWAY ANOVA for Koreans: Educational Rights

		N	Mean	Std. Deviation	F	Sig.
GENDER	male	10	3.50	0.36	1.32	N.S.
	female	133	3.51	0.56		
AGE	21 ~ 30	30	3.20	0.49	5.30	P<0.01
	31 ~ 40	74	3.59	0.57		
	41 ~ 50	12	3.39	0.57		
	over 51	27	3.70	0.42		
EDUCATION	B.A/B.S	89	3.51	0.56	0.98	N.S.
	M.A/M.S	20	3.30	0.58		
	DOCTORAL	34	3.63	0.49		
POSITION	PROFESSOR	46	3.54	0.57	1.12	N.S.
	TEACHER/P	29	3.47	0.55		
	TEACHER/K	51	3.58	0.61		
	ADMINIST/P	9	3.44	0.24		
	ADMINIST/K	8	3.17	0.18		
	OTHERS	0				
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	2	3.33	0.47	0.83	N.S.
	FAMILIAR	33	3.51	0.59		
	KNOW/SOME	59	3.40	0.54		
	KNOW/NOTHING	49	3.65	0.53		

Educational Program Category of Items

There were significant differences in responses in all categories of respondents except familiarity with gifted programs. Women's scores were significantly higher than men's. Some ages of respondents were more positive than others, although no clear pattern emerged. Higher scores were obtained by those with the highest education. Preschool administrators and kindergarten teachers had the highest scores of all employment groups on this variable.

Table 28

ONEWAY ANOVA for Koreans: Educational Program

		N	Mean	Std. Deviation	F	Sig.
GENDER	male	10	3.07	0.21	11.40	P<0.01
	female	133	3.46	0.63		
AGE	21 ~ 30	30	3.52	0.98	3.36	P<0.05
	31 ~ 40	74	3.31	0.48		
	41 ~ 50	12	3.86	0.17		
	over 51	27	3.49	0.49		
EDUCATION	B.A/B.S	89	3.35	0.71	4.31	P<0.05
	M.A/M.S	20	3.38	0.31		
	DOCTORAL	34	3.68	0.43		
POSITION	PROFESSOR	46	3.60	3.89	3.31	P<0.01
	TEACHER/P	29	3.02	0.47		
	TEACHER/K	51	3.45	0.65		
	ADMINIST/P	9	3.89	1.05		
	ADMINIST/K	8	3.33	0.71		
	OTHERS	0				
FAMILIARITY WITH GIFTED EDUCATION	VERY/F	2	3.50	0.71	1.16	N.S.
	FAMILIAR	33	3.26	0.59		
	KNOW/SOME	59	3.45	0.74		
	KNOW/NOTHING	49	3.52	0.45		

In Tables 22 through 27 the identification factor showed a statistical significance with gender, age, and position as factors. The teacher environment factor was related only to the gender factor. The parent environment factor was related to gender, age, position, and familiarity with gifted education. The educational rights factor was related to age only, and the educational program factor showed a statistically significant association with gender, age, educational level, and position. Table 29 provides a more detailed analysis.

Table 29

Multiple Comparison

Factor		Variables	P-value
Identification	POSITION	PROFESSOR - ADMINIS/P	P<0.01
		TEACHER/P - ADMINIS/P	P<0.05
		TEACHER/K - ADMINIS/P	P<0.05
		ADMINIST/K - ADMINIS/P	P<0.05
Parent Environment	AGE	21~ 30 - 41 ~ 50	P<0.01
		31 ~ 40 41 ~ 50	P<0.05
		31 ~ 40 over51	P<0.05
		41 ~ 50 over 51	P<0.01
	POSITION	TEACHER/K - TEACHER/P	P<0.01
	FAMILIAR	KNOW/SOME-KNOW/NOTHING	P<0.01
Classroom Environment	AGE	21~30 - 31 ~40	P<0.01
		21~30 - over 51	P<0.01
		31~40 - over 51	P<0.01
		41 ~ 50 over 51	P<0.01
	EDUCATION	DOCTORAL - B.A/B.S	P<0.01
		M.A/M.S - B.A/B.S	P<0.05
	POSITION	PROFESSOR - TEACHER/P	P<0.01
		PROFESSOR - TEACHER/K	P<0.01
		PROFESSOR - ADMINIS/P	P<0.05
		PROFESSOR - ADMINIS/K	P<0.01
		TEACHER/P - TEACHER/K	P<0.05
		TEACHER/P - ADMINIS/P	P<0.01
		TEACHER/K - ADMINIS/P	P<0.05
		ADMINIST/K - ADMINIS/P	P<0.01
FAMILIAR	KNOW/SOME-KNOW/NOTHING	P<0.01	
Education Right	AGE	21~30 - 31 ~40	P<0.05
		21~30 - over 51	P<0.01
Program	AGE	31~40 - 41 ~50	P<0.05
	EDUCATION	B.A/B.S - DOCTORAL	P<0.05
	POSITION	TEACHER/P - PROFESSOR	P<0.01
		TEACHER/P - TEACHER/K	P<0.05
		TEACHER/P - ADMINIS/P	P<0.01

The following figures show major results computed from the former multiple comparisons. Figure 6 shows that preschool administrators had the lowest agreement of any group towards the identification of young gifted children. Figure 7 shows that the

scores for any age group of respondents is the 40s, although the highest scores in this category come from respondents over 50.

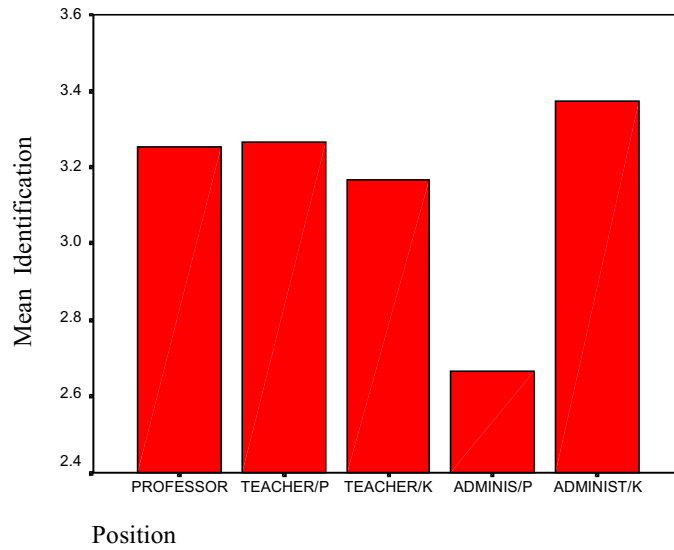


Figure 6. A graph of position vs. giftedness identification.

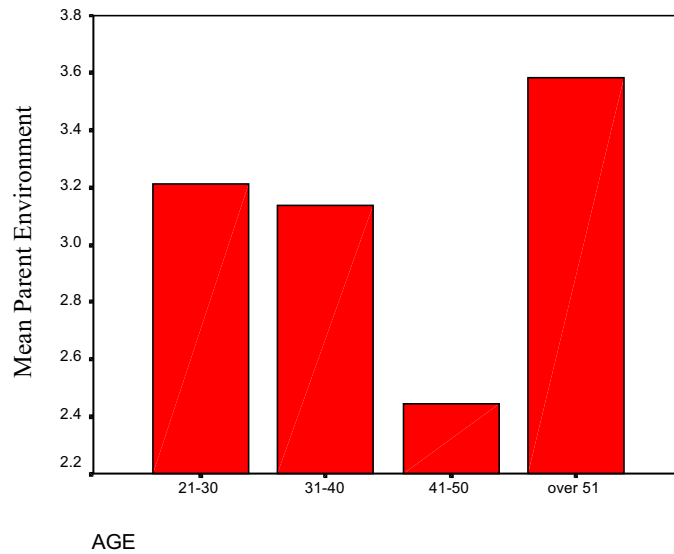


Figure 7. A graph of the average and age for parent environment.

Figure 8 shows graphically the relatively lower positive response of preschool teachers to effective parental environmental modifications. Kindergarten teachers, on the

other hand, had the highest levels of agreement. Examination of the classroom environment cluster found that the greater the education the less likely a person was to agree that classroom modifications would make a difference for gifted learners (Figure 9).

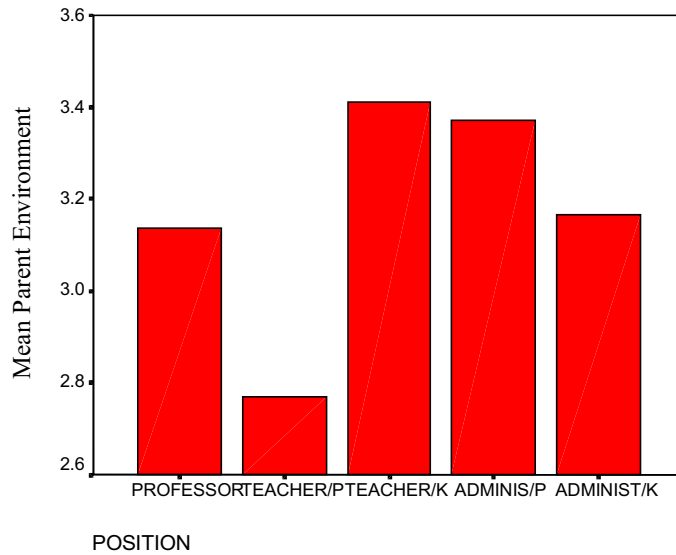


Figure 8. A graph of the average and position for parent environment.

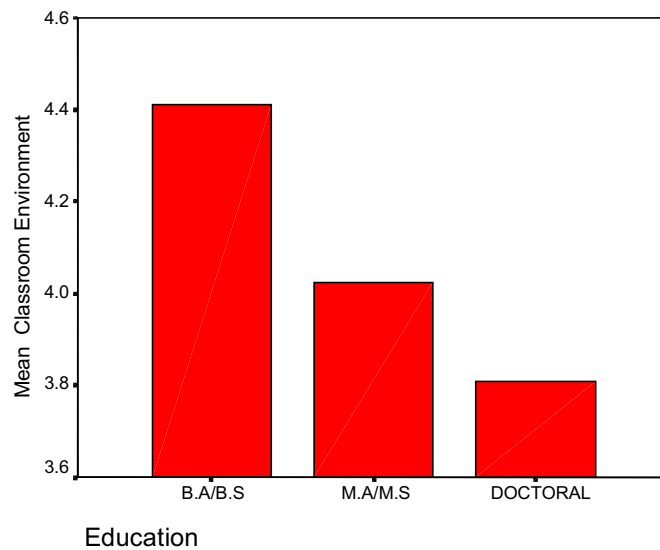


Figure 9. A graph of the average and educational level for classroom environment.

In figure 10 the pattern of Figure 9 is reversed. Here we find that the higher the educational attainment of an individual the more likely they were to agree with the modifications to the program area.

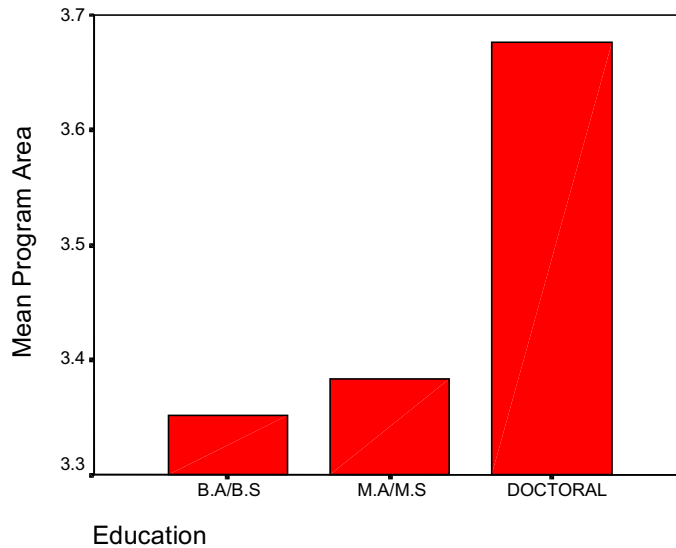


Figure 10. A graph of the average and educational level for educational program.

Regression

Predictor variables for each factor are presented in the following tables.

Table 30

Identification

Variables	B	S.E.	Standardized Coefficients	R ²
CONSTANT	1.664	.340		
GENDER	.648	.154	.372	0.494
EDUCATION	.228	.074	.434	
AGE	-.140	.068	-.313	

Table 31

Teacher Environment

VARIABLES	B	S.E.	Standardized Coefficients	R ²
CONSTANT	2.369	.534		
GENDER	.560	.207	.275	0.149
AGE	.143	.058	.273	
POSITION	.006	.036	.179	

Table 32

Parent Environment

VARIABLES	B	S.E.	Standardized Coefficients	R ²
CONSTANT	4.707	.579		
GENDER	-.485	.264	-.177	0.375
AGE	.212	.115	.302	
EDU	-.267	.123	-.323	
FAMILIARITY WITH GIFTED EDUCATION	-.121	.073	-.137	

Table 33

Classroom Environment

VARIABLES	B	S.E.	Standardized Coefficients	R ²
CONSTANT	3.900	.441		
GENDER	.518	.192	.211	0.294
EDUCATION	-.262	.058	-.354	

Table 34

Education Rights

VARIABLES	B	S.E.	Standardized Coefficients	R ²
CONSTANT	2.456	.437		
GENDER	.508	.197	.236	0.525
AGE	.444	.088	.800	
EDU	-.354	.095	-.543	

Table 35

Education Program

VARIABLES	B	S.E.	Standardized Coefficients	R ²
CONSTANT	1.063	.546		
GENDER	.722	.208	.298	0.308
EDU	.284	.069	.387	
POSITION	.009	.040	.217	

Regression analysis was conducted on the categories and the following equations generated.

1. Regression Equation for Identification = $1.664 + (0.648 \times \text{Gender}) - (0.140 \times \text{Age}) + (0.228 \times \text{Education})$

2. Regression Equation for teacher environment = $2.369 + (0.560 \times \text{Gender}) + (0.143 \times \text{Age}) + (0.006 \times \text{Position})$

3. Regression Equation for parent environment = $4.707 - (0.485 \times \text{Gender}) + (0.212 \times \text{Age}) - (0.006 \times \text{Position})$

Age) – (0.267 x Educational level) - (0.121 x Familiar with gifted)

4. Regression Equation for classroom environment = 3.900 + (0.518 x Gender) – (0.262 x Educational level)

5. Regression Equation for educational rights = 2.456 + (0.508 x Gender) +(0.444 x Age) - (0.354 x Educational level)

6. Regression Equation for education program = 1.063 + (0.722 x Gender) + (0.284 x Educational level) + (0.009 x Position)

Simultaneous Comparison and Combined Analysis
of American and Korean Attitudes

As for the results of the total data analysis, only the classroom environment showed a statistical significance. If the sample size were bigger, more difference might have been seen in the results.

Table 36

ANOVA for American and Korean Education

	COUNTRY	N	Mean	Std. Deviation	F	P-value
IDENTIFI	American	105	3.1095	.3967	1.23	N.S.
	Korean	143	3.1958	.4462		
TEACEN	American	105	3.9543	.4901	0.97	N.S.
	Korean	143	3.9343	.5210		
PARTEN	American	105	3.1683	.6572	1.14	N.S.
	Korean	143	3.1772	.7008		
CLASEN	American	105	3.9667	.6660	11.27	P<0.01
	Korean	143	4.2133	.6266		
RIGHTS	American	105	3.4000	.4879	1.30	N.S.
	Korean	143	3.5105	.5521		
PROGRAM	American	105	3.4063	.6840	1.16	N.S.
	Korean	143	3.4336	.6205		

CHAPTER V
SUMMARY, RECOMMENDATIONS,
AND FUTURE RESEARCH

This chapter contains a summary of the purposes, results, and conclusions of the study. Suggestions and recommendations are presented based on findings of the research.

An analysis of the data from the survey instrument shows that the attitudes of American and Korean early childhood educators toward young gifted children and their education are similar. Since the sample size was sufficient the sample was divided into smaller groups for more targeted analysis. Five subgroups were formed and data about each assessed. The areas were: gender, age, educational background, teaching or administrative position, and experience with gifted children.

Problem Statement

The opinions and attitudes of educators are important in helping gifted children develop their hidden talents (Jacobs, 1972). The current study was designed to better understand educators' opinions of and attitudes toward young gifted children's education in the United States and Korea. To be effective and efficient teachers of the gifted, early childhood educators need to understand appropriate programming for the gifted and prepare effective learning environments for these children.

Study Design

To assess attitudes towards early childhood gifted education (Chapter I), participants from each country were given the *Attitudes Scale Concerning Early Childhood Programs for Gifted/Talented Children*. Responding to the scale were 105 American and 143 Korean early childhood educators. Group means, standard deviations, frequencies, percentages, cross tabulations, regression, T-test, one-way ANOVA, and multiple comparisons were used to organize the response data. The criterion level for assessing significance was established at the .05 level of significance.

Summary of the Findings

Research Question One: What is the nature of the attitudes of American early childhood educators and Korean early childhood educators toward providing special programs for gifted/talented pre-kindergartners and kindergartners?

The American educators felt most strongly that advancing the children's thinking abilities (question item number 18) was most important. They thought that educators should help children advance in their thinking. Next strongly, the American educators believed that class sizes were too big and that too many non-gifted children would want to use the programs designed for gifted children. Next strongly, the American educators believed it was important for children to show their hidden talents. The Korean educators agreed with their American counterparts, however, they ranked the same beliefs in a different order. First, Koreans most strongly believed that too many children would want to use the programs that are being made available for gifted children and that their current class sizes were too big to add new gifted interventions. Second in importance, Koreans

would place advancing the children's thinking abilities. Next in importance, the Korean educators would place the importance of the teacher knowing each child's gifts or talents.

There was also strong agreement in the attitudes and beliefs with which respondents from both countries disagreed. These included a rejection of the ideas that gifted programs for young children are inherently elitist, that it is hard to decide whether or not a young child is gifted, that families should bear all the burden of educating gifted young children. Both groups felt many activities for the gifted would be beneficial for other children as well.

Research Question Two: Are there statistically significant differences among American early childhood educators and Korean early childhood educators as measured by their mean attitude score?

Differences were measured by demographic category within each national group. Some of the most consistent differences in response were from women and men. Most often women agreed with the items in the survey more than did men. The exception was in both the American and Korean men who held more positive beliefs than women respondents towards the facilitative effects of home environments on gifted learners.

The level of education obtained had some effect on the attitudes of early childhood teachers and administrators. American respondents with doctoral degrees were much more likely to question the positive effect of classroom interventions on gifted learners than were respondents with a masters or a bachelor's degree. Korean responses were similar, but people with a master's degree were also less likely than those with a bachelor's degree to believe in the effectiveness of classroom modifications for the gifted.

Korean doctoral respondents, like their American counterparts, had the lowest agreement with these items.

The position that a respondent held has some impact on their beliefs. Korean preschool teachers were least likely to see positive value in strong parental environments for young gifted children. The American preschool teachers were also the group that had different opinions. This group was less likely than other groups of teachers or administrators to agree that appropriate programming changes could be made in regular early childhood classrooms.

Research Question Three: What are the predictor variables associated with specific attitudes?

Regression analysis indicated that for respondents from both countries the strongest predictors of agreement with the beliefs that we can identify young gifted children were gender and level of education.

In both countries gender, age, and level of education most strongly predicted agreement with beliefs concerning making modifications in classrooms to meet the needs of the young gifted. Gender, age, and education were the common predictor variables for respondents from both countries with regard to predicting scores in gifted education being a right of gifted children.

¶ With respect to positive beliefs about the effectiveness of program environment for meeting the needs of the young gifted, America's scores were best predicted by age of the respondents. In both countries gender, position, and education supplied some small predictive power.

Conclusion

1. Early childhood educators within the United States of America have the most sympathy toward the idea that it is important to know what abilities children have and how these talents can be related to their potential success. Then they agree most on the fact that it is important for a teacher to stimulate higher-order thinking and also that adding new or special programs designed for children with exceptional ability would make their work load too heavy.

2. Korean early childhood educators tended to agree that the special program designed for children with exceptional ability would be difficult since they would accommodate too large a number of children.

3. When the attitudes of the American and Korean child educators were analyzed in comparison with each other, most agreed that special programs designed for exceptional ability would add to their teaching load because they would need to accommodate new programs for too large a number of children.

4. The early childhood educators from both countries showed deep concern that the parents would put unnecessary pressure on their child after testing and finding their child had exceptional ability.

5. The results of the teaching portion of the survey showed a disapproving attitude toward either pulling gifted children out of regular preschool programs for services or requiring teachers to add services within their own classes.

6. It was predicted that teachers would feel that parents of children with normal ability would have a highly over-sensitive reaction, especially with regard to family

responsibility, and missing out on gifted programs. This prediction did not appear to be verified.

7. Teachers and administrators believe that the large number of children in the ordinary early childhood classes makes the installation of the program for children with special abilities very difficult.

8. Respondents recognized that children with exceptional ability have the right to an education suitable for their ability. They indicated that more intense activity was required for special-ability children in an ordinary class.

Future Research

In this project the researcher assessed school official's beliefs about the attitudes of parents toward early childhood gifted education. In the future, researchers should study the parents' attitudes directly.

In Korea, and often in the United States, early childhood program directors or administrators make the decision whether or not to implement gifted education programs in their preschools or kindergartens. It would be interesting to conduct a study more specifically targeting their attitudes. As early childhood education becomes public education in Korea, we need to study the attitudes of public school teachers, principals, and parents with respect to gifted education.

Interest in and creation of gifted preschool programs would increase if there was support from the federal (Korean or American) government. It is necessary to focus on securing a system of support at a governmental level for these gifted children. For

instance, support could be financial or aid that funds increasing the skills of teachers to plan and deliver quality gifted programs.

Research is needed to determine effective ways of changing the attitudes of parents and teachers of regular students so that they are more favorable toward gifted education.

Finally, program services for creative young children are popular, especially in Korea. It may be interesting to research how those programs affect the development of children in a measurable ways.

APPENDIX A
LETTER TO PARTICIPANTS

APPENDIX A

2413 West Prairie
Apt #8
Denton, TX 76201

October 25, 1996

Attitudes Towards Early Childhood Programs for Gifted Children

Dear Educator,

I am a candidate for a doctoral degree at University of North Texas. My research is on attitudes toward implementation of gifted programs for pre-kindergarten and kindergarten children. Toward that end, I have prepared the enclosed questionnaire. I hope you will be kind enough to fill it out and return it to me in the self-addressed stamped envelope by [insert a date].

This questionnaire should take no more than 10 minutes to complete. Your answers are to this questionnaire are anonymous. However, in order for my results to be valid and useful, your participation is vital. I will analyze and report the data in statistical fashion only, without identifying individual respondents or schools. The return address labels are used to identify which district and/or educators have returned the survey instrument.

Your cooperation would be of great help to me, and I thank you for taking the time to contribute to this important research effort. If you would like a copy of the completed study, please indicate your desire on the questionnaire. I will send the information to you when it is ready.

Sincerely,

Kyu-Woon Song

APPENDIX B
QUESTIONNAIRE

APPENDIX B

Attitudes Towards Early Childhood Programs for Gifted/Talented Children

INSTRUCTIONS: Please answer the following question in terms of your personal opinion, experiences, and judgment. No reference will be made to you, your school, or your school district in the compilation of these dates. Please check or circle the appropriate response for each item. Thank you for your cooperation.

DEMOGRAPHIC INFORMATION

1. Gender: Male Female
2. Age: 21-30 31-40 41-50 Over 51
3. Your education degree (Mark the highest level completed):
- High school B.A/B.S M.A/M.S
- Doctoral degree Others
4. Your position:
- University Professor/Lecture
- Teacher
- Preschool
- Kindergarten
- Elementary
- Administrator/Director
- Preschool
- Kindergarten
- Elementary
- Other (Please specify):
-
5. How familiar are you with education for gifted children?
- Very familiar
- Familiar
- Know something about it
- Know practically nothing about it

Attitudes Towards Early Childhood Programs for Gifted/Talented Children

Please circle the letters that best expresses your opinions and thoughts on the following items. The letters mean the following.

SA---Strongly agree
A---Agree
U---Uncertain
D---Disagree
SD---Strongly disagree

- | | | | | | |
|---|----|---|---|---|----|
| 1. The accurate assessment of giftedness in young children is difficult. | SA | A | U | D | SD |
| 2. Early childhood teachers should stimulate higher-level thinking processes which can benefit all children. | SA | A | U | D | SD |
| 3. The teaching staff may experience too heavy a workload if they are required to plan gifted programs for gifted/talented children. | SA | A | U | D | SD |
| 4. Teachers need special skills in working with gifted young children. | SA | A | U | D | SD |
| 5. It is easier to spot gifted/talented children from high-income, middle-class families than from low-income and/or culturally diverse families. | SA | A | U | D | SD |
| 6. Identification of gifted/talented children should begin in pre-kindergarten or kindergarten. | SA | A | U | D | SD |
| 7. Most classes for pre-kindergarten/ kindergarten have too many children in them to provide a gifted program. | SA | A | U | D | SD |
| 8. Good teachers can help children reach their full potential without benefit of a gifted program. | SA | A | U | D | SD |
| 9. The parents may place inappropriate pressures on a child identified as gifted/talented. | SA | A | U | D | SD |

10. Activities of the regular classroom can adequately meet the needs of all young children.	SA	A	U	D	SD
11. Gifted children should receive an adjusted curriculum within the framework of the regular classroom.	SA	A	U	D	SD
12. It is more important to help young children with limitations than those who are gifted/talented.	SA	A	U	D	SD
13. Meeting the needs of gifted/talented young children is the responsibility of the family not the school.	SA	A	U	D	SD
14. Providing programs for gifted/talented children required substantially additional funding.	SA	A	U	D	SD
15. Providing enrichment activities in the regular classroom is a good plan for gifted/talented children.	SA	A	U	D	SD
16. Gifted/talented children have the right to an education that addresses their special needs.	SA	A	U	D	SD
17. Gifted programs may result in discontent in those parents whose children do not attend the programs.	SA	A	U	D	SD
18. It is important for the children to know what their gifts or talents are and how those gifts or talents link to potential success.	SA	A	U	D	SD
19. Early entrance into school should be made a readily available and affordable option for addressing the needs of gifted young children.	SA	A	U	D	SD
20. Providing gifted programs in the pre-kindergarten/kindergarten is elitist.	SA	A	U	D	SD

Please add any comments you have regarding gifted programming in early childhood classroom.

Comments: (use the back of this page if more room is required)

_____ Please check here if you would like a copy of the results of this survey.

THANK YOU FOR YOUR ASSISTANCE IN
COMPLETING THIS SURVEY

APPENDIX C
QUESTIONNAIRE — KOREAN VERSION

영재/재능아들을 위한 유아교육 프로그램 시행에 대한 태도 측정

안녕하십니까?

저는 미국 북텍사스 주립대학교 대학원 박사과정에서 유아교육을 전공하고 있는 박사학위 후보생입니다. 저의 박사학위 논문은 유치원이나 어린이집 등에 영재, 재능, 창의성에 관련된 프로그램들을 시행하는데 있어 교육자들의 태도를 알아 보기 위한 것입니다. 이를 위해서 저는 동봉된 질문지를 준비했습니다. 저는 여러분들이 1996년 12월 1일까지 동봉된 반송우편으로 다시 저에게 보내 주시리라 믿으면서 먼저 감사 드립니다.

이 질문들을 답하시는데 10분 이상이 걸리지 않으리라 여겨집니다. 여러분의 태도는 익명으로 처리될 것입니다. 자료들은 다만 통계적인 형태로만 이용될 것이며, 학교나 개인적인 분류에는 전혀 사용되지 않을 것입니다.

여러분의 협조는 저에게는 너무나 중요하고도 감사한 일입니다. 만약 여러분이 이 연구의 결과를 원하신다면 주소를 남겨 주십시오. 기꺼이 보내 드리겠습니다.

감사합니다.

송규운 드림

영재/재능아들을 위한 유아교육 프로그램 시행에 대한 태도 측정

안내: 여러분의 개인적인 의견이나 경험에 따라 아래 질문에 답하여 주십시오. 답하여진 자료들은 개인이나 개별적인 학교, 또는 특정 지역에 대하여 분석되지 않을 것입니다. 각 문항에 적절하게 체크하여 주십시오. 여러분의 협조에 감사드립니다.

일반사항

1. 성별: ___남자 ___여자

2. 나이: ___21-30 ___31-40 ___41-50 ___51 이상

3. 최종학력:

___고등학교 ___대학/대학교 ___석사 ___박사 ___기타

4. 직업:

___대학교수/강사

___교사

___어린이집

___유치원

___초등학교

___원장/교장

___어린이집

___유치원

___초등학교

___기타

5. 여러분은 영재/재능교육 또는 프로그램에 대해 어느 정도 알고 계신다고 생각하십니까?

___아주 잘 안다

___잘 안다

___약간 안다

___전혀 모른다.

영재/재능아들을 위한 유아교육 프로그램 시행에 대한 태도 측정

아래 문항에 대해 여러분의 의견이나 생각에 가장 적합한 수준에 체크하여 주십시오.

- 5. 아주 동의
- 4. 동의
- 3. 확실하지 않음
- 2. 부정
- 1. 아주부정

- | | | | | | |
|--|----|----|----|----|----|
| 1. 유아들의 영재성을 정확하게 측정하는 것은 어렵다. | 5. | 4. | 3. | 2. | 1. |
| 2. 유아 교사들은 모든 유아들에게 도움이 되는 한 단계 위의 사고를 자극하는 것이 좋다. | 5. | 4. | 3. | 2. | 1. |
| 3. 영재아들을 위한 프로그램 시행이 요구되어지면 교사들은 지나치게 과중한 부담을 가질 것이다. | 5. | 4. | 3. | 2. | 1. |
| 4. 교사들은 유아 영재들을 가르칠 특별한 기술이 필요하다 | 5. | 4. | 3. | 2. | 1. |
| 5. 저소득층보다 중산층 이상의 가정에 있는 유아들이 영재아로 발견되어지기 쉽다. | 5. | 4. | 3. | 2. | 1. |
| 6. 영재아 판별은 유치원이나 어린이집에서부터 시작되어야 한다 | 5. | 4. | 3. | 2. | 1. |
| 7. 대부분의 유치원이나 어린이집의 교실이 영재 프로그램을 시행하기에는 너무 많은 유아를 보유하고 있다. | 5. | 4. | 3. | 2. | 1. |
| 8. 유능한 교사는 영재 프로그램의 도움이 없이도 유아들의 잠재된 능력을 온전히 개발 시킬 수 있다. | 5. | 4. | 3. | 2. | 1. |
| 9. 부모들은 그들의 유아들이 영재아로 판별 되는데 있어 부적절한 압력을 행사할 수도 있다. | 5. | 4. | 3. | 2. | 1. |

10. 정규교실의 활동들은 모든 유아들의 요구를 적절히 충족 시킬 수 있다. 5. 4. 3. 2. 1.
11. 정규교실에서의 시간표 내에서 영재아들을 위한 조정된 교육과정이 제공되어야 한다. 5. 4. 3. 2. 1.
12. 영재아들보다도 장애아들을 돕는 것이 더 필요하다. 5. 4. 3. 2. 1.
13. 유아 영재들의 욕구를 충족 시키는 것은 학교가 아니라 가정의 책임이다. 5. 4. 3. 2. 1.
14. 영재프로그램을 시행하는 일은 부수적인 경비를 요구한다. 5. 4. 3. 2. 1.
15. 정규교실에서 심화 프로그램을 제공하는 일은 영재아들을 위해 좋은 일이다. 5. 4. 3. 2. 1.
16. 영재아들은 그들의 특별한 욕구가 충족 되어질 교육적인 권리를 가지고 있다. 5. 4. 3. 2. 1.
17. 영재프로그램의 시행에 있어 그 프로그램에 참여하지 못하는 부모들로부터 동의를 얻는 것이 어렵다. 5. 4. 3. 2. 1.
18. 교사들은 유아들이 어떤 재능을 가지고 있으며, 그러한 재능들이 그들의 잠재적인 성공에 어떻게 연결 될지를 고려할 줄 아는 것은 중요한 일이다. 5. 4. 3. 2. 1.
19. 조기입학은 유아 영재들의 욕구를 충족 시킬 수 있는 적절한 선택이다. 5. 4. 3. 2. 1.
20. 유치원이나 어린이집에 영재 프로그램을 시행하는 것은 에리트 의식의 발로이다. 5. 4. 3. 2. 1.

유아교육 기관에 영재 프로그램을 시행하는 것과 관련된 여러분의 의견이 있으시면 추가로 적어 주십시오.

만약 이 논문의 결과를 필요로 하시면 연락처를 적어 주십시오.

설문지에 응해 주셔서 대단히 감사 합니다.

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