

Investigating Teachers' Awareness of Gifted Children and Resource Accessibility for their Learning in Tanzania

Abstract: Gifted Children are among learners with special needs when they are exposed to a curriculum that is under their intellectual abilities. This study investigates teachers' awareness of gifted children and availability of learning resources to meet learning needs of children identified as gifted in public primary schools in Tanzania taking a case of Tabora municipality. The study adopted the theory of multiple intelligences, and Robert Sternberg's Triarchic Multiple theory of intelligence. The study was guided by the following objectives: To determine the level of teachers' awareness of gifted children among pupils in government primary school in Tabora. To explore the role of teachers trained in special education in government primary school in Tanzania. To examine strategies used by teachers in teaching gifted children in government primary schools in Tabora. The study employed mixed paradigms. A number of 50 teachers were involved in the study. The study adopted cross-sectional survey methods designs, which allow the researcher to visit the field in a single point of time, collect both qualitative and quantitative information which was analyzed separately and merge it at the end of the study. Data was collected by using questionnaires and interview. Research instruments were piloted validated and reliable; the result showed 0.81 C. Alpha which is establishing that research tools are reliable and acceptable to be used in the study. Purposive sampling techniques was used in this study where in-depth interviews was employed. The data were analysed thematically based on the study objective. Data was coded using descriptive statistics using the scientific package for Social Sciences (SPSS) Version 21. Findings reveals that identified that majority of teachers have insufficient awareness about gifted children in public primary schools in Tanzania. The study suggest that in order to develop a clear awareness of gifted children in public primary schools, teachers should be trained about gifted education and professional development for teachers about gifted education should be increased because teachers have a great role to pay in learners academic development. Moreover, to enhance effective learning, a teacher requires to significantly recognize with learners' concerns and try to understand things from the learner's perspective and choose the suitable way of instruction.

Keywords, *Giftedness, learning resources, public primary school, special education teachers.*

1. Introduction

There is a slogan which says that "teachers are second to none" Although this is considered a slogan, in my view, this is not a mere slogan, it carries a crucial message about the significant role which teachers play in the delivery of education and the success of learners. For any nation to achieve its educational goals teachers should be empowered to play their roles effectively by providing them with proper training as well as the necessary resources. Apart from having the resources, teachers should also be conscious of the different type of learners they have before them. A teacher's awareness of the variability of their learners is crucial because is what determines how they learn and the different approaches of teaching which teachers need to adopt in order to meet the unique needs of each learner. This is to say that, children learn better if teachers are sensitized to their needs in the classroom setting. Teacher awareness of children with talents and having resource accessibility for learning are indispensable and interdependent

components in the process of improving education. Education is considered as an influential tool which brings about positive changes in the social –cultural life of countries (Hussain 2004). We have observed that many nations of the world have made recognizable efforts to ensure that each child is getting equal right of accessing quality education from primary level of education up to higher education. It is probably from this background that “in recent years efforts have been made in many countries to ensure that the right to educational opportunity is extended to all members of the community” (UNESCO, 2005). For the nations to facilitate and provide quality education to the children, learning materials, facilities, curriculum and infrastructure are the key elements required to be put in place, ‘teacher’s role in teaching and learning is also crucial’ (Mishera, 2012). As it is now evident that a quality of education of every child and citizen of a particular country is echoed by a teacher and availability of teaching and learning resources, thus every school should have teachers who are full equipped with all necessary knowledges of identifying cognitive ability of every child. This can help teachers to design and implement teaching and learning strategies for knowledge, growth and pleasure consecutively to ensure success based on their variety intellectual abilities in the teaching and learning space. Balta, Arstam and Duru (2015) noted that teachers are the engine of educational development and they have a vast impact on students’ positive academic achievement. Therefore, teachers need to be up to-dated in term of knowledge and skills. In fact, the current teaching and learning practise does not lead to an appropriate results. Also, it has been tested and proven that ‘cooperative and inclusive learning is vital important in education’ (Paschal, Nyoni, and Mkulu, 2020). This consensus of inclusive education and the general education classroom has created mess and a gap in the learning of children in several countries which practice inclusive education. It is apparent that this gap has subsequently brought negative results on the future of gifted children which put these learners to be among pupils with special needs in public primary schools because of being exposed to a curriculum that is unfriendly and does not challenge their intellectual abilities. These children become, bored and upset to be in these kind of learning space. Some end up developing discipline problems and some dropout of schools (Tan, 2012).The question is whether teachers in government primary schools are aware of gifted children and whether schools learning resources are available to meet the need of children identified as gifted? The answer is that, it is not easy to draw a conclusion without conducting an extensive study. This has compelled the need of finding out the teacher awareness of gifted children and resources accessibility for learning in Tanzania using schools located in Tabora as an example Our expectation is that the findings of this paper will shed some light on this important issue that will promote an extensive awareness of giftedness among children as well as it will inspire teachers to develop teaching and learning approaches to be adopted in teaching and learning so as to integrate them rightly and meaningfully for knowledge, growth and pleasure consecutively.

The Concept of Gifted Children

The concept of Gifted Children is a complex issue which is difficult to comprehend. Various scholars have defined Gifted Children based on their own interpretations, because of this, these definitions can rise confusion. The term gifted children was initiated by Terman in 1925 (Manning, 2006; Stephens and Karnes 2000). This term has been used to recognize pupils who achieved better in the classroom. Terman recognized school children scoring the highest percent in general intelligence test. The students who performed better than others were identified as gifted (Clark, 2002). Over the years, this issue has overlooked by many other intellectuals who expressed their ideas to improve the meaning of giftedness among school children. Sak, (2011) defines Gifted Children as children who have potentials to show a higher performance in

comparison with other students in term of skills. It is obvious that every society recognize the presence of people with special capacities in their societies and these capacities may be recognised since the child hood age of these people; however, the way every society recognize, put concerns and support intellectual development on children with special abilities do vary and this stand as a centre of focus which call researchers to explore this situation in various societies.

Statement of the problem

There is a little study about Gifted Children and its relationship to learning in Tanzania. The situation of inadequate study has led to the existence of massive failure, continuous school dropout and unsuccessfully life among Gifted Children (Humble, (2015).These challenges have been caused by many reasons. Some of these reasons are: Lack of clear policy strategies, political intervention, general education classroom and Children being subjected into a curriculum under their intellectual abilities (Humble, Dixon, and Schagen,2018) and (Hanushek and Woessmann, 2012). On the other hand, inclusive learning in Tanzania has been given more priority than any other means of learning (Paschal, Nyoni, and Mkulu, 2020). The learners are not taught into curriculum based on their cognitive capacities and special needs. Even during teaching and learning, the teaching methods and strategies are based on inclusive, no curriculum or pedagogical which is meant for gifted children (Riley, (2011). In line with this,(Gates 2010) also noted that, 'it's a collective or cooperative class where every child develops his/her talent; it is in an inclusive class where learners like children teach each and support one another.'Though the curricula at primary level are intended to prepare youngsters for the higher level of education, the importance of teacher awareness of gifted children and the methods to help them in learning seems to be missing and neglected in Tanzania. Westberg and Daoust, (2004), Van Tassel-Baska and Stambaugh, (2005) pointed that, reasonably few teachers are modifying their instructions for gifted children in regular classroom.We may know that, Tanzania like many other countries has been enrolling many children in schools. These children come from various background seem to not be recognized as gifted. Teachers also carry very little concept of giftedness among school children because they believe in inclusive education as the better way of learning. Therefore, it may be indispensable to interrupt this trend of inclusive education by developing strategies that will encourage policy makers to include the study of gifted children in public primary schools and in higher level of education. It is in this concern the study sought Investigating teacher awareness of gifted children and resource accessibility for their learning in Tanzania.

This study intended:

- i. To determine teachers' awareness of gifted children and the availability of learning resources among pupils in government primary schools in Tabora.
- ii. To explore the role of trained teachers on special education in government primary schools in Tanzania.
- iii. To identify methods used by teaches to teach gifted children in government primary schools in Tabora

Questions to guide the study

- i) What is the level of teachers' awareness about gifted children in schools?
- ii) What are the roles of trained teachers on special education in government primary schools in Tabora?
- iii) Which methods are employed in teaching children with giftedness?

Significance of the Study

The outcomes from the current study can be a source of inspiration for other teachers to develop understanding of gifted children and availability of resources that would help in provision of better education to all children so that will have an improved foundation of building a successful future. It also unlocks the way to other scholars in further investigating and adding to existing study and literature. Furthermore, the study through its recommendations, play informative role of informing the community on the existence of gifted children in schools and the important of giving them moral and material support towards their intellectual development but also this study may act as a reference by the government in improving the existing curriculum by giving special focus on gifted children. In addition to, this work may assist other stakeholders who also facilitate the education system in Tanzania as they may use the information contained in this work to see how they can facilitate gifted children in order to achieve their broad goals.

Theories related to the study of giftedness.

Multiple intelligences theory

Several theories can be applied in studying children with talents around the world. The most prominent is the theory of multiple intelligences which was initiated by Howard Gardner in 1993 in the book named *Frames of mind: The theory of multiple intelligences*. This theory is universally accepted as a reference towards better understanding of a person's intelligences and talents. This theory is related to the current study of talented children since it describes how schoolchildren absorb skills and retain knowledge in the course of learning new information to relevant ideas within someone's cognitive.

Robert Sternberg's Triarchic Multiple theory of intelligence

This theory has three components and intelligences. The components are cognitive process, performance and acquisition of knowledge (Sternberg, 1997). These components are thought to be of learning and decision making. The intelligences in this theory indicates on how children with talents are identified. These intelligences are synthetic, practical and analytical intelligence (Sternberg, 1997). Generally, this theory identifies learning of a gifted child as a process or an interaction of numerous resources and components on a higher level

2. Review of the Literature

i. Teachers' awareness of gifted children and the availability of learning resources among pupils in government primary schools

Teachers play a major role in facilitating learning to learners. For the teachers to influence learning and success to the learners, teachers' awareness of learners' giftedness is an important aspect in any learners' education success. In the study conducted by Altıntaş and Özdemir (2014), teachers noted that children with talents differs from peers because of their ability in various areas. For the teachers to enhance awareness about gifted children in schools, the wisdom from a prominent philosopher, Plato can spark the process. Plato states: *'Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.'* Plato (Edberg, 2020). Plato's words of wisdoms remain relevant to our today's teaching and learning process. Thus, teachers should acquire a wide range of knowledge which can significantly help them to easily identify gifted or none gifted children with their concerns in the classroom. If teachers

understand the characteristics of each pupils in school it would help them to plan, design and develop resources, methods that can help and encourage each learners to thrive in the teaching and learning process. Varieties of literatures have demonstrated the characteristics of gifted children in school. For example, Kaya (2015) mentioned some of characteristics of gifted children as: ‘thinking big, smart, and creative and having different learning talents. Other characteristics of understanding gifted children in school is from Ozcan, and. Kotek (2015); Hosseinkhanzadeh, Yeganeh and Taher (2013 who stated that gifted children are easily recognized by viewing their high performance and expectations. The study also revealed that, these children are creative in nature and possess personal development features. Parallel with that, Altintas and Ilgun (2016), mentioned that some teachers think that children with giftedness need to learn in schools based on their characteristics because of their creativity and variation of behaviours some of the teacher noted that gifted learners are special and those talents are gifted from God.

Researches show that most of the gifted learners are taught in normal classes with teachers who are not well-informed on gifted education, the needs of gifted learners, resources, as well as the techniques to teach them (Sahin, 2021); (Almulla & Fateel, 2017). In the study conducted by Hertberg-Davis, (2009), teachers demonstrated that, the way we teach and do school does not create an easy way for classroom to be places to meet the needs of gifted children. In school we teach well but we have insufficient professional development about giftedness, inadequate assessment and resources such as current books and computers (Almulla & Fateel, 2017); Kurnaz (2009). From this perceptions, it can be noted that integration of children with special talents or giftedness in an inclusive classroom will decrease their motivation of learning. However, it’s important for teachers be supported with the resources as well as to receive special training which will help them in teaching children with talents in the learning contexts.

A study conducted by Karaduman (2017) has discovered that most of the teachers are not capable of recognizing gifted learners in their classrooms. So these children lack closely support from their teachers something that hinders their success in learning. Generally, Reis-Jorge, Ferreira, Olcina-Sempere, & Marques (2021) has explained the environment where a child is raised, and the school environment are the basis for the success of a child’s education. Therefore, for the case of gifted learners, parents should work closely with the teachers for them to easily recognize and support the giftedness. Educational administrators should also work closely with the teachers to understand their experiences in teaching gifted learners and support them through on-job training and by ensuring the availability of enough teaching and learning materials special for gifted learners.

The effective use of teaching and learning materials brings good results in the teaching and learning process as it motivates students to learn. Then it is the responsibility of all head teachers to ensure that the classrooms have enough space to facilitate the teaching and learning process. Most primary schools have no adequate learning materials to support the learning of gifted learners, and most of the available resources are not appropriate for gifted learners and hence difficult to recognize and support them (Okongo, Ngao, Rop, & Nyongesa, 2015).. This contributes to the killing of most talents among pupils (Possi & Milinga, 2017). Gamer and Abdelkarimhadi (2017) has also added that most schools have no adequate textbooks which force many students to share one book. This brings a hard time for teachers to support gifted learners individually.

Moreover, the study of (Tan, 2012) consistently exposed that some of teachers are not aware of giftedness because of lack of training and most of their schools have no resources for gifted children. Matilda, Kariuki, and Omulema (2019) studied teacher awareness of giftedness in Kenya using teachers as respondents. In their study, teachers responded that children with talent will always perform better without any assistance in school, some teachers were not familiar with the topic. Some teachers noted that children with giftedness do not find a rewarding relationship among their peers.

Reis and Renzulli (2009) conducted a study about giftedness. The respondents in school reported that 'giftedness among children is developmental, a child is not born with it' (p. 233). The respondent added that the lack of motivation, poverty may influence the achievement of the child. In connection to that (Reis-Jorge, Ferreira, Olcina-Sempere, & Marques (2021) indicated that developing teachers by training and rewarding them with resources such as the availability of enough teaching and learning materials appropriate for gifted learners are very important because they will help to promote equity in education provision to help learners with talents. Therefore, teachers need to be well prepared to be able to identify and teach gifted learners efficiently. Again, gifted education might be among the topics taught in a teaching course, to equip teachers with knowledge and skills on gifted education.

Vanwyk and Mhlolo (2019) examined how primary school teachers support the learning of the mathematically talented learners in South Africa. It was discovered that only few teachers are capable to recognize gifted learners in their classrooms. Very few teachers have been trained on how to teach gifted students, so most of the teachers try to recognize gifted learners because of their willingness to recognize and support these learners. Gifted learners are not given strong support because of the lack of trained teachers in schools. According to Reis-Jorge, Ferreira, Olcina-Sempere, & Marques, (2021); Nurit (2018), lack of awareness on gifted education, to some of the teachers, makes it difficult for them to manage classes that have gifted children. Teachers fail to distinguish and manage the unusual characteristics of these children and hence fail to teach them effectively. A study conducted in Mexico by Sánchez-Escobedo, Valdés-Cuervo, Contreras-Olivera, García-Vázquez, and Fernanda Durón-Ramos (2020) has discovered that almost 70% of Mexican teachers do not have enough knowledge about gifted children and how effective they can support them. The study recommends that teaching colleges should empower all pre-service teachers about the characteristics of gifted learners and all the techniques they can use to teach them.

ii. **The role of Trained Teachers on Gifted Education in Primary Schools**

Teaching requires effective preparation, reflection, alternatives, experimentations, evaluation and assessment. In schools contexts, gifted children require challenging activities, the presence of creative activities, independent works, and presence of activities that stimulate critical thinking for the best of their learning. As a results, teachers needs to play an essential roles to help their learners. For the teachers to promote effective teaching and learning the words from C. S. Lewis can spark the process. As it is noted in (Edberg, 2020). C. S. Lewis states that "*The task of the modern educator is not to cut down the jungle, but to irrigate deserts*" Thus, teachers should be encouraged to attend training that will equip them with knowledge about new teaching approaches and effectively taking the risks required in implementing the approaches as the means to facilitate and promote effective learning among children in the classroom and school contexts as a whole.

Gifted education professionals play a significant role in the effectiveness of gifted learners' learning process (Jurišević & Žerak, 2019). Under this objective, the roles played by trained teachers on gifted children are organised in sub-themes of foster collaborative learning, identify, develop and prepare best teaching strategies, promoting on- job training to general teachers, identifying gifted learners in their school contexts, and setting of good learning environment for gifted learners.

Foster collaborative learning

Teachers are engaged to play a critical role in order to help learners learn. They plan, develop, implement and collaborate with their learners to reflect and foster various classroom practices to enhance effective learning. Reis, Renzulli, & Renzulli, 2021; Benny & Blonder, 2016) making it clear that when teachers are working together with gifted children in their learning process, it gives them the confidence to learn more effectively. Piske, et. al (2017) also claims that the role of a teacher is to promote cooperation with the gifted learners so that to stimulate their learning. Thus to enhance effective learning to gifted children, teachers should collaborate in doing teaching activity that can effectively challenge gifted learners to make them develop their talents and help them grasp the content easily.

Identify, develop and prepare best teaching strategies.

Research shows that most primary schools have very few teachers with knowledge on how to teach talented children (Nurit, 2018). On another hand, Lubin (2020) reflects on this idea by stating that in schools, teachers who have received training on gifted education, helps to arrange and show other teachers, the teaching materials that are essential for teaching gifted children. This helps gifted students to be taught effectively and thus develop their talents very easily. According to Benny and Blonder (2016); Lubin (2020), the trained teachers to support giftedness play the role of helping other teachers to create new teaching methods that can help gifted learners excel in their learning process and develop their talents. They also help the head of schools to assess the usefulness of the instructional strategies used by other teachers in classrooms, purposely to ensure that gifted learners are taught and learn successfully. This was supported by the National Association for Gifted Children (NAGC) (2014) which maintained that to ensure that gifted learners learn effectively, gifted educational professionals should cooperate with other teachers in teaching gifted children; including helping them to choose appropriate teaching methodologies and learning materials that go well with gifted learners.

Promoting on- job training to general teachers

Professional development for teachers is very important in enhancing effective learning to the learners that leads to positive academic performance. Promoting on job training to teachers prepares both teachers and learners to be ready for the learning process as well as making the learning process more fruitful and attractive. From this standing point, Lubin (2020) emphasises that teachers who have trained on gifted education play a vital task in ensuring that other teachers get the knowledge on gifted education. Although it is still a big challenge for many teachers to recognize and teach gifted learners in the classroom, particularly in developing nations, a few number of trained teachers try to work together with general teachers to ensure that gifted education is widely known by all teachers and continues to exist from generation to generation through different trainings and workshops. These training help and encourage other teachers to get knowledge on how to teach gifted children, and then it makes it easy for the teachers to

recognize and support the gifted learners effectively. This idea is supported by Cheung, Hui, and Cheung (2020); Sahin and Levent (2015) who claims that on-job training about gifted education, helps non-skilled teachers to improve their teaching strategies on gifted education and makes them be creative on how to meet the needs of gifted children in schools

Identifying gifted learners in their school contexts.

Identifying gifted learners in the classroom is crucial in making and maintaining a solid friendship to help learners feel secure and motivated in the classroom. Reid and Horváthová (2016) have pointed out that, teachers trained in gifted education, help other teachers to identify gifted children in their schools. Teachers identify the gifted children in schools contexts by looking at how they perform different duties in and outside the classrooms, purposely to make them known by all teachers and other educational stakeholders so that they can be supported to excel in their learning process Tan, 2012). When gifted learners are identified and recognized by all teachers in a school, they feel free to learn and do anything that they think can make them grow. This, in turn, helps teachers to choose the best teaching strategies that can support the learning of gifted learners. Lubin (2020); Sahin and Levent (2015) have added that gifted educational expertise helps in developing gifted learners by pushing them to try new things and by giving them extra work. This is because gifted learners tend to complete classroom exercises very quickly so they don't live them idle.

Setting of good learning environment for gifted learners.

literature shows that classroom teachers should take classroom set-up as their number one priority because it improves the relationship between a teacher and learners in a class, which makes learners feel motivated and hence learn comfortably to develop their unique talents (Onal, 2021). It was discovered that trained teachers on gifted education help other teachers to prepare a good learning classroom environment that can help gifted learners learn effectively and broaden their talents. This is because a classroom that is poorly arranged, like a class with broken desks, broken walls, disturbs the instructional process for gifted learners and makes them lose their learning morale (Benny & Blonder, 2016). In the same line, a teacher who is informed about gifted education, become very innovative in creating an attractive teaching and learning environment for gifted learners and creating teaching methodologies that capture the learners' interests for effective learning (Reis, Renzulli, Renzulli, 2021). Setting a conducive learning environment has the implication in stimulating of potential teaching and learning methods that can be employed by the teacher in the classroom to meet the need of learners.

iii. Strategies used by teachers to teach gifted children in government primary schools

The goal of teachers is to help learners to learn how to learn and become life-long learners and problem solvers. With this regard, teachers' sacrifice and efforts in ensuring that children have good and functional education do not go unnoticed. However, to ensure that the children have functional and quality education, the quotation from Ignacio Estrada can challenge and inspire teachers to grow their teaching skills and methods. Ignacio Estrada states: *'if a child can't learn the way we teach, maybe we should teach the way they learn.'* Ignacio Estrada, (Edberg, 2020). In the same vein as the new discovery takes place in this globalized world, John Dewey stresses educators and education planners to apply timely instructive approaches to education. He states that: *'If we teach today as we taught yesterday, we robe our children of tomorrow'* (Dewey,

(1916). Teachers therefore should be willing to strive and demand for a quality and functional education by developing and applying best and innovative strategies and methods to enhance learning to learners so that they acquire intellectual knowledge and skills based on their cognitive needs. For the teachers to teach effectively, commitment, attention, time, and useful resources to education should be taken into consideration as important pillars in the teaching process. Literature such as Almulla & Fateel, (2017); Piske, (2017) tells that teachers have been developing and applying a variety of strategies to teach gifted children in schools context. The following are the noticeable strategies that have been applied by teachers in the classroom contexts to teach gifted children.

1. Cluster grouping and work collaborative strategy

This is among the strategies which teachers apply in the education of gifted children in the classroom. (Louis et al., (2004) stated that collaborative strategy involves dividing learners into various small group of learning aptitudes to encourage a positive interaction with each other to enhance a positive exchange of knowledge and experiences during learning. On the other hand, Williams, 2019) demonstrates that grouping and work collaboration is a teaching strategy used to teach gifted learners where they are grouped according to their level of competencies in different subjects to allow them to learn from each other, to improve their learning capability and make them develop their talents. Moreover, when gifted learners are brought together and discuss issues with their fellow gifted learners, it helps them to be creative, innovative and hence widens their level of understanding of a certain topic (Neber, 2020). Also, grouping learners according to their talents is a helpful technique for teaching gifted learners than when grouped in varied capabilities as it makes them grow mentally and socially. It also makes them feel more confidently about their teachers, their school and hence increase their learning morale and learning effectively (Potts, 2019). Moreover, in school contexts, grouping is the strategy of giving education to learners by bringing together learners whose interests, skills and learning abilities tend to be alike Reis, and Renzulli, (2009); National Association for Gifted Children (NAGC). (2014). in line with that, Rogers, (2014) demonstrates that learners are mostly to succeed in a like –capacity group. Other studies like Lubin (2020); Rogers, (2014) demonstrates that grouping the learners together in the classroom provides a unique opportunity to improve their understanding in a deeper way.

Though variety of studies prove the effectiveness of grouping strategy in pre-school learners, the use of grouping and collaborative work strategy has an influence not only in pre-school learning but also at other level of education because it has positive impact on learning, enhancing confidences among learners and increasing high academic performance at all level of education. It should be noted that although grouping and corroborative work strategy has been considered to be vital in helping learners, the strategy cannot be used effectively in some learning contexts that have a large number of learners.

2. Acceleration and performance based assessment strategy

This is a strategy of assisting a learner to participate in learning base on his or her ability. In teaching gifted children, acceleration means teaching these children at a very faster speed than those normal learners because they have the capability of learning new things very faster (Williams, 2019). Keeping in mind, it should be understood that normal students have a very low learning speed so they need too much repetitions, something which becomes a boring style when it comes to talented learners. So ahead of normal learners, teachers move gifted learners to the

next topic very faster after showing that they have mastered the previous topic effectively. The effectiveness of this strategy has the influence as (Pomortseva, 2014) noted that it helps to make the learners grow and develop their talents. However, in this strategy learners requires to show their learning abilities during the learning process in a real life situations such as high academic performance, role play and presentation (Abu Khalifa et. al. (2011). As a result, Reis, Renzulli, Renzulli, (2021) demonstrates that teachers become very innovative after realizing the performance of the gifted learners and involve in creating an attractive teaching and learning environment and develop resources for learners and creating teaching methodologies that capture the learners' interests for effective learning. Based on primary education, one among the way to implement acceleration and performance based strategy in the classroom is taking lesson in the higher classes, being registered in school at the earlier age, as well as being enrolled in an international programs of study (Sak, 2010). The Acceleration and performance based assessment strategy demonstrates the importance of the assessment process for teachers to understand the students' self-realization in the learning process not only of the giftedness but also of the rest of the classroom.

The literature consistently demonstrate that the best teachers who play a significant role which brings and impact on learners and their academic performance are who understand the unique needs of their learners and cultivate a learning environment and pedagogy that can stimulate and foster effective teaching and learning of their learners. However, many teachers in developing countries like Tanzania face challenges in implementing acceleration and performance based assessment strategy due to the lack of clear policy and knowledge on strategies to help students both gifted and other learners. Therefore, teachers and other educational stakeholders should consider it viable to use not only acceleration and performance based assessment strategy in helping gifted children in their learning but also other strategies and be able to formulate a vision for developing of teachers' competence in their instructions so that they can be able to help learners to learn and acquire quality education.

3. Enrichment and Activity based instruction strategy.

According to Silverman (2013), enrichment and Activity Based instruction strategy are the quite wide-spread tools for teaching and learning of gifted and talented children in middle schools in the United States of America where gifted children attend resources centers to learn various programs that are considerably related to the gifted children's learning capacities. On the other hand, Osborn (2014) states that enrichment and Activity Based instruction method of learning involves field trips, in depth studies and fun activities which help educational needs of the gifted children to be met due to the fact that gifted children are capable of learning things faster than the rest of children in the classroom. From the noted standing point above, it is quite evident that enrichment and Activity Based instruction strategy has the influence on the interests and academic development of the gifted children because it gives the positive means for gifted children to learn about their intellectual abilities as well as about the indispensable ways to differentiate their prospectus accordingly. Therefore, It can be assumed that enrichment and Activity Based instruction is the most successful method that can be applied in teaching gifted children because it is applied in a practical ways which encouraging learners to use variety of resources in order to get information so that learners become eager to access knowledge from various sources such as from computer, scientific centers, and smart phones devices.

In implementing enrichment and Activity Based instruction strategy, Ataman, (2004) and Riley, (2011) noted some significant examples of enrichment and Activity Based instruction strategy by saying that one of the enrichment and activity based instruction that can help a learner are visiting camps, summer programs, scientific areas, weekend programs, and learning center in school contexts. As a result enrichment and Activity Based instruction strategy help the entire learning process excel in a modern way (Munro, 2010). Although enrichment and Activity Based instruction strategy can put the gifted learners at a great risk through economical cutting as a result of education changes, a special attention should be taken by the educational stakeholders in order to enhance effective learning of the gifted children.

4. Differentiation teaching strategy

Cheung, Hui and Cheung (2020) have pointed out that most of the gifted learners are included in general classrooms but they always have their learning styles. So, there is no way that teachers have to use different teaching approaches to instruct these learners. According to Kilgore (2018), William (2016), differentiation is among the teaching strategies used by teachers to teach gifted learners. It is a teaching methodology in which teachers modifies the content of the curriculum so that it can fit with the needs and the learning styles of the gifted learners to ensure that they learn effectively. Olcina-Sempere and Marques (2021) have commented that teachers use different techniques to ensure equity in learning. The scholars have discovered some of the differentiating tasks that are always used by teachers to easily fulfil the needs of talented learners. These tasks are, giving gifted learners some more classroom exercises and more outdoor activities than normal learners, as well as using some interesting teaching and learning materials to increase their learning morale. Sahin and Levent (2015), Reis, Renzulli, & Renzulli (2021) have discovered some more differentiating techniques used by teachers to teach gifted learners which are, making classroom activities more complex for gifted learners, giving gifted learners extra duties in a class because they always complete classroom activities very fast, as well as using a different instructional process to these learners.

5. Self-Governing Learning Strategy

A self-governing learning strategy is an instructional technique used by teachers to teach talented learners where learners are given time and space to learn a subject content on their own by following their teachers' guide (Reis, Renzulli & Renzulli, 2021). In this strategy, learners are asked to choose a topic of their interest, develop an inquiry to explore, and then learn through research and discussion. They then share their discoveries with their teachers for input and hence they learn through exploration (Williams, 2019). Moreover, Onal and Buyuk (2021) have discovered that most gifted students have different learning styles, so teachers prefer giving them individual assignments to make them excel. It was also discovered that most of the gifted learners do not like to learn by theories but prefer practical activities. Therefore, teachers prefer to give them several topics to conduct research and laboratory experiments. This helps them to learn enjoyably through discoveries. Neber (2020) has pointed out that when gifted learners are exposed to a self-governing learning process, it helps them to understand new ideas through personal thinking, and personal search for knowledge and this makes them excellent in their studies and hence perform well in exams and real life also. Therefore, to make learners active and make them grow, they must be given different topics to explore regularly.

3. METHODOLOGY

The study employed both qualitative and quantitative paradigms. The study involved 50 teachers from five primary schools in Tabora, where the population were considered sufficient to provide adequate information needed for this study (Burke, 2008). An explanatory sequential mixed design which involved two phases of data collection was adopted. In the first phase, the researcher collected quantitative data using questionnaires and then the quantitative data was analysed. The analysed quantitative data was used to modify the interview guide questions where the researcher visited the field in the second phase to collect qualitative data using interview guide, purposely to help explaining more the quantitative data (Mugenda, 2013; Creswell, 2014).

Stratified simple random sampling and purposive sampling techniques were used to select the research participants. Stratified simple random sampling allowed the participants to have an equal chance of being selected, while purposive sampling technique has helped the researcher to collect exact information from specific people (Burke, 2008). The study involved a total of 50 teachers from public primary schools. Questionnaires and in-depth interview guide was used to collect research data from the participants. Questionnaires were used to collect information from class teachers while an interview guide was used to collect information from head teachers. The researcher used questionnaires because it allowed the researcher to e gather information straight from the participants. Creswell (2014) noted that combining instruments in research, helps to strengthen the weakness of each instrument. Instruments used in this study were given to different research expertise before they were used in collecting information, purposely to ensure the reliability of the instruments. Being a mixed research study, the researcher ensured checking the reliability of qualitative tools before going to the field.

4. Results and Discussion

i. Teachers Awareness of Gifted Children

The first objective of this study was to assess the level of Teachers' awareness of gifted children and the availability of learning resources among pupils in government primary schools in Tanzania. Findings are summarised in figure 1.

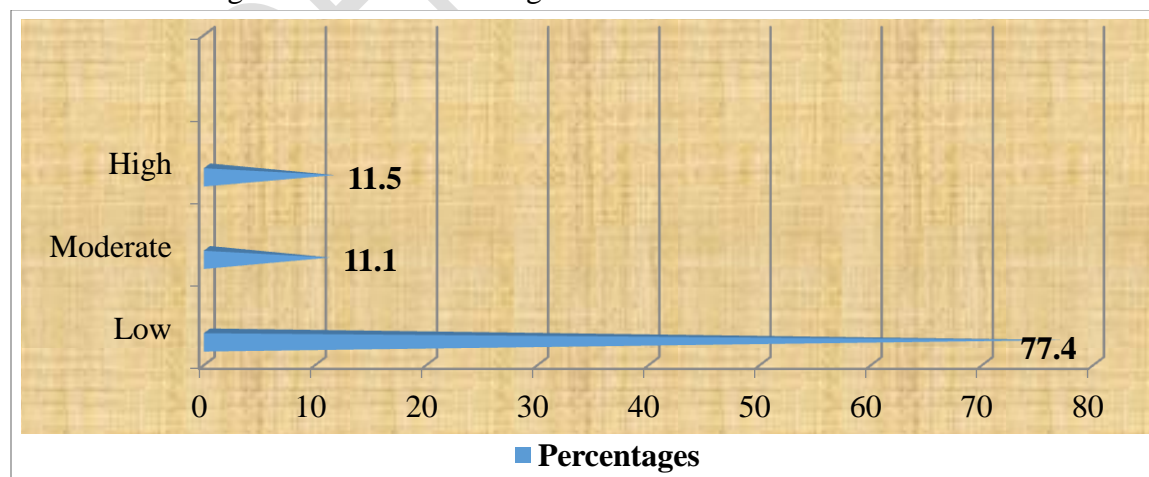


Figure 1: Level of teachers' awareness of gifted children and the availability of learning resources in primary schools in Tanzania (n=45)

Figure 1 illustrates that the level of Teachers' awareness of gifted children and the availability of learning resources among pupils in government primary schools in Tanzania is low. When asked to complete the questionnaire entitled: What is the level of teachers' awareness about gifted children and the availability of learning resources in your school?; the findings show that 77.4 percent of the respondents expressed to have a low level of awareness of both gifted children as well as the teaching resources for gifted children. This is due to the reason that most of teachers in primary schools in Tabora Region have not received any education related to giftedness. This response was supported by one interviewee from school B who has also commented that:

'I have no a deep idea about gifted learners. I went to the college where I was taught about a general curriculum that include all children in a classroom. That's why even the school I am working is an inclusive school where all children are taught in a single classroom (in-depth Interview, 18.09.2021)

Another participant from school E has added that;

Honestly speaking, we have a lot of learners here in our school who are performing above average both inside the classrooms and even when they are outside the classrooms for extra-curriculum activities. I think they might be gifted learners as you have already explained; but the problem is that we don't have enough knowledge on the unique characteristics of these kinds of children. Now my advice is; the Government of Tanzania should plan for in-service trainings to teachers about gifted education so that the talents of these children could be developed (In-depth interview, 08.10.2021).

The above responses supports the findings by Tan, (2012) who consistently exposed that some of teachers in primary schools are not aware of giftedness because of lack of training and most of their schools have no resources for gifted children.

Furthermore, 5 percent of the respondents indicated to have a moderate awareness of gifted children and their learning resources. Some of the respondents noted that they learn from published articles online platform what it means to be gifted learner; and the resources for teaching the giftedness. For instance, when a head teacher of school A was interviewed, she noted that.

'I just have a little understanding about gifted children and what resources needed to teach them. However, when I find the children I teach have different level of learning I use my smartphone to find the materials on the internet and how to use them in helping the children. The government gives us books which are just meant for teaching all learners in general (In-depth Interview 18.09.2021)'

The head of school E has reported that;

As a teacher, I know that we have some children whom are called gifted but I didn't know that they are so special that they need a special care in schools to make them develop. So I think we have killed a lot of talents in many children because of lacking knowledge on how to easily identify, as well as the techniques to teach them. So I think I have to search for any training about gifted children for my teachers so that we can have ideas on how to support these children (In-depth interview 08.10.2021)

Again it was discovered that only 5 percent of the respondents have high level of understanding about gifted children and the resources for teaching these learners. Most of them indicated that they have attended training during college on how to teach and identify gifted children in schools. Majority of the respondents from this percent claimed that they have a wide range of awareness about gifted learners and what the giftedness need in school. For example, during interview, a head teacher from school D mentioned that:

'I am aware of gifted learners and all the resources for teaching them. I have a diploma related to special education where I majored to study about special education. We learned what they need and how we need to help them learn effectively in school. Gifted children have the characteristic of displaying social and psychological competence that offer the ability to integrate behavior and effective social and academic results (in-depth interview 22.09.2021).'

A head teacher from school E responded that:

For sure we have very few teachers who have a complete knowledge about gifted children and how effective we can teach them. For instance, in our school here we have only one teacher who has received training about how to teach gifted children and all the resources needed to support them. This teacher finds himself in a very hard time when it comes to the issue of supporting these children because he is the only one who knows the needs of these children. My advice is that, district education officers could support these few teachers so that they can train other teachers to ensure that these children are supported effectively (In-depth interview, 8.10.2021)

The majority of these participants have emphasized that, self-confidence of a child as well as self-esteem is obtained through the influence from resilient individual. Another head teacher noted that:

'I can advice that if a teacher or a parent has received any training about giftedness; he/she must empower her/ his children to be more effective in the classroom and outside school contexts. For example, if you listen to what we teach in the classroom here in our school, we teach our children their rights and their responsibilities, we develop the value of self- advocacy in the classroom and outside (Interviewee number 2, 20.09.2021).'

These responses concur with Reis-Jorge, Ferreira, Olcina-Sempere, & Marques (2021) who claims that developing teachers by training and rewarding them with resources such as the

availability of enough teaching and learning materials appropriate for gifted learners are very important because they will help to promote equity in education provision. Therefore, in order to help gifted learners, Tanzania needs to improve the whole system of education by integrating the aspects related to gifted learners into the curriculums and pedagogies so that it can help teachers to know about giftedness as well as the resources suitable to teach gifted learners in Tanzania.

ii. The roles of Trained Teachers on Gifted Education in Primary Schools

This is the second objective of this study which sought to investigate the roles of trained teachers on the education of gifted children in Primary Schools. The respondents were asked to identify the roles played by teachers in enhancing effective teaching and learning to gifted children in primary schools in Tanzania. The findings are presented in the table below:

Table 1: The roles of Trained Teachers on Gifted Education in Primary Schools (n=45)

Roles	Frequency	Percentages
To develop teaching and learning resources	14	31.1
To teach interactively by encouraging team teaching, consultation and collaboration with other teachers	10	22.2
To address the counselling needs of each gifted learner to support emotional growth	10	22
To encourage gifted children to participate in extracurricular activities that involves academic development	8	18
To create and maintain a warm and conducive classroom	2	4.4
To provide enrichment activities	1	2.2
TOTAL	45	100

Source: field data (2021)

Table 1 indicates teachers view on the role of trained teachers on the education of gifted children in Primary Schools. The findings from the field revealed that trained teachers play a significant role in the education of gifted children in school contexts. When asked the question: what do you do in order to help the gifted learners learn effectively in your school? Respondents mentioned several roles that trained teachers on gifted education play in helping gifted children learn better in their schools. The findings are explained in the following themes.

To develop teaching and learning resources

The findings revealed that 31.1 percent of the respondents demonstrate that trained teachers play the role of developing and designing teaching and learning resources to help gifted children in their education journey. This response was mentioned during interview with the head teacher from school B who said that:

'We organize teaching and learning resources such as supplementary books and learning tools that give these children to have control of their self-learning based on their talents and the needs of their education' (In-depth interview 20.09.2021)

Another head teacher acknowledged that:

'Despite the fact that I am teaching an inclusive school, I attend resources rooms every weekend to develop learning materials of the gifted children in my classroom. Before developing these materials, I communicate with the special education specialist as well as the learners in order to know what they suggest on how to enrich learners daily learning' (In-depth interview 20.09.2021).

Another respondent from school E has stated that:

I think I have already told you that we have only one teacher who has received training on how to identify and support gifted learners in schools. For sure, this teacher is helping us very much in identifying gifted learners. Together with this, he is also helping us to design effective teaching and learning materials that are suitable for supporting this kind of children (In-depth interview, 8.10.2021)

This response supports the findings by Lubin (2020) who noted that trained teachers play the role of helping other teachers to create new resources such as teaching materials, and suggesting reference books that can help gifted learners excel in their learning process and develop their talents. Given this critical role that trained teachers play in education of gifted children, teaching and learning resources need to be provided in a large quantity so as to help gifted learners to acquire skills and knowledge which are essential in the development of their talents.

To teach interactively by encouraging team teaching, and collaboration with other teachers

This study has found that 22.2 percent of the respondents noted that trained teachers on the education of gifted children in primary schools play a significant role of teaching interactively by encouraging team teaching, consultation and collaboration with other teachers to gain more skills and knowledge that can be utilized in teaching both gifted and non-gifted in the classroom.

In support of this, head of school B stated that:

'Our school have established a team teaching program. We believe that learning of any child including this gifted group of learners is linked to their connection with their teachers who work and teach in team. Team work and corroboration among teachers and

the learners is the best teaching and learning technique for effective learning not only of gifted children but also non- gifted one.’ (In-depth Interview, 18.09.2021)’.

The head teacher of school A stated that:

‘ we believe that team teaching among teachers can bring a meaningful care to earners, community, setting clear consistent expectations for the achievements and behavior of the child, as well as providing opportunities for significant participation in the classroom (in-depth Interview, 18.09.2021)

These responses are generally linked to Reis, Renzulli, & Renzulli, 2021; Benny & Blonder, 2016) who made it clear that when teachers work together with gifted children in their learning process, it gives learners the confidence to learn more effectively. Furthermore, Williams (2019) demonstrates that collaboration among teachers and learners has a great significance in the education of gifted learners due to the fact that it allows them to learn from each other, and improve their learning capabilities. Therefore, through team teaching, cooperation among teachers as well as their learners, gifted children can be empowered to learn better and construct value and knowledge effectively.

To address the counselling needs of each gifted learner to support emotional growth

Table 1 show that 22.2 percent of the respondents play a critical role of addressing guidance and counseling needs to the gifted children as a practical way to support gifted children’s emotional growth. The findings indicate that guidance and counselling have some implication to the educational and emotional growth of learners. During interview a head teacher from school A and C commended that guidance and counseling is organized in his school has helped many gifted children to grow emotionally and academically. For example, the head teacher in school C explained that;

“In our school, we have a guidance and counselling session every Friday where we talk to children about life skills, emotional growth, academic performance as well as extracurricular activities like sports and games’. I can say that all trained teachers are counselors; so our duty is directly linked with taking care of and helping every child whether is gifted or not to attain the goals of the school curriculum as well as to develop their talent (in-depth Interview, 18.09.2021)

A head teacher from school E added that;

As I already said, we have very few teachers who have knowledge about gifted children, so most of the teachers do not know what these children need to excel in their learning. So in our school, we have a tendency of inviting trained teachers on gifted education from nearby schools so that they can help us to guide and direct these children on what to do so that they can develop their talents (In-depth interview, 08.10.2021).

The findings of this study concurs with Ondima et al (2013) who noted that In the present world, guidance and counselling practices has become an essential tool in schools as it helps learners to handle social- emotional and psychological challenges affecting them. Similarly, Mikaye, (2012) has explained that the practice of guidance and counselling in school are done to assist in harmonizing learners' talents interests and values that supports them in developing their potential. Therefore, this study observed that guidance and counseling in school is important because it can help to solve educational issues and challenges to learners and assist them to recognize their learning abilities and interests.

To encourage gifted children to participate in extracurricular activities that involves academic development

Table 2 shows that 18.0 percent of teachers has pointed out that one among the role played in helping gifted children to learn and do better academically is to encourage them to participate in extracurricular activities that involves academic development. Teachers acknowledged that gifted children learn effectively when they get chances of participating in extracurricular activities that involves academic development. During an interview, one trained teacher in education of gifted children has noted that:

'As a trained and special education teacher, I play a role to encourage gifted children to participate in different extracurricular activities that involves academic development. Therefore I can say that encouraging gifted children to participate in extracurricular activities that involve academic development is a good way to help them learn effectively and perform better, based on their abilities. This is due to the fact that extracurricular activities can help to widen their understanding about a particular topic'. (In-depth interview 20.09.2021)

In relation to what has been said by the head teacher above, the head of school B responded that,

'I encourage the staff members to involve the gifted children in various extracurricular activities. When children are exposed to extra-curricular learning always broadens their skills and knowledge. For example, a child who likes to participate in debate may create self- ability in speaking and increase confidence (In depth interview 18.09.2021)

The head from school A expressed that;

I teach my classroom by involving them in extracurricular activities to help them acquire discipline and learn lots of skills that can help them prosper in this globalized world. For instance, when children stay in a camp for learning, they learn various things like self-cleanliness, discipline and they participate in different academic programs as well as in sports and games (In-depth interview 20.09.2021)

To prove the above responses, Sak (2010) has noted that one among the way to help gifted children in school is by exposing them to other extracurricular learning activities like attending lessons in the higher classes, being registered in school at the earlier age, as well as being

enrolled in international programs of study. Thus, it's vital to involve the children in extracurricular learning to help them learn better.

To create and maintain a warm and accepting classroom

Research findings indicated that 4.4 percent of respondents revealed that teachers have the role of creating and maintaining a warm and conducive classroom. It should be noted that the warm and conducive teaching and learning context increase motivation for teachers to work hard, preparing and organizing different learning activities that are suitable to help in the effectiveness of education that need to be given to gifted learners. In connection to this response, one of the head teachers from school D briefly noted that:

As among the trained teachers employed to teach at this school, I teach my pupils to embrace diversity and value differences. I develop the learning environment that allows a gifted child to express his or her aptitudes to learn effectively. Though it's so challenging to help a gifted children in the community school, I try to establish a learning context which is non-competitive to open a warmly and welcoming classroom which allows all the pupils to learn best at their own level of learning' in-depth Interview, 18.09.2021)

A participant from schools E has pointed out that:

Since a gifted child has been identified in a class, the child needs to be looked with two eyes so that we can ensure that their talents are developed. In our school, we work hard to ensure that we teach this kind of learners effectively. Among the technique we use to support them is to create a conducive learning environment in the classrooms which includes surrounding the classroom with enough teaching aids like charts, pictures, as well as creating a learning center within the classroom (In-depth interview, 0810.2021)

In connection to this study, Onal, (2021) demonstrates that classroom teachers should take classroom set-up as their number one priority because it improves the relationship between a teacher and learners in a class, which makes learners feel motivated and hence learn comfortably to develop their unique talents. Therefore, it's vital to note that setting a conducive learning environment has the implication in stimulating of potential teaching and learning methods that can be employed by the teacher in the classroom to meet the need of learners.

To provide enrichment activities

As presented in table 1, 2.2 percent of teachers claimed that trained teachers on giftedness plays an important role of providing the enrichment activities to gifted learners. The respondents explained that they provide environment that can stimulate and address social, physical, emotional needs and better academic performance of the gifted children in primary schools in Tabora. Findings of this study proved that some of the primary schools which practiced enrichment activities for learning of gifted children had good academic performance. Head

teachers in one of the primary schools proved that the gifted children in her school always experience good performance because of enrichment activities. She commended that:

“The involvement of gifted children in teaching and learning through enrichment activities is one of the strategies that have increased the learning ability and academic performance of the gifted children in our school. Children enjoy the learning if teachers use enrichment activities during learning which teach various things in practical ways that may relate to the topic that is being taught in the classroom. Therefore, gifted children should be taught by involving them in the enrichment activities to allow them learn things from the activities they are involved in a practical way. (In-depth interview 22.09.2021)

A head teacher from school E had this to say:

Every day we get to learn new things from those teachers who were trained about gifted children. Gifted children need to be exposed to different enrichment programs like visiting a certain field for getting more knowledge about what has been taught in a class, conducting a joint examination with nearby schools, conducting debate competitions, visiting and studying in a nearby school as well as visiting different studying centers like in regional library (In-depth interview, 08.10.2021).

The findings show that gifted children can learn better and get high academic performance if the teachers and school have the culture of involving them in enrichment activities that relate with their academic needs and aptitudes. The findings of this study are similar to the study of Osborn (2014) which states that enrichment involves field trips, in depth studies and fun activities which help to meet the educational needs of the gifted children due to the fact that gifted children are capable of learning things faster than the rest of children in the classroom. Therefore, involvement of gifted learners in enrichment education related activities can help gifted learners to learn effectively and be creative

iii. Strategies used by teachers to teach gifted children in government primary schools

The third objective of this study aimed to explore the strategies used by teachers to teach gifted children in government primary schools in Tanzania using a case of Tabora region. The respondents were asked to identify the Strategies used by teachers to teach gifted children in government primary schools, and they pointed out various strategies that are used by teachers to teach gifted children. The findings are shown in figure 2 below.

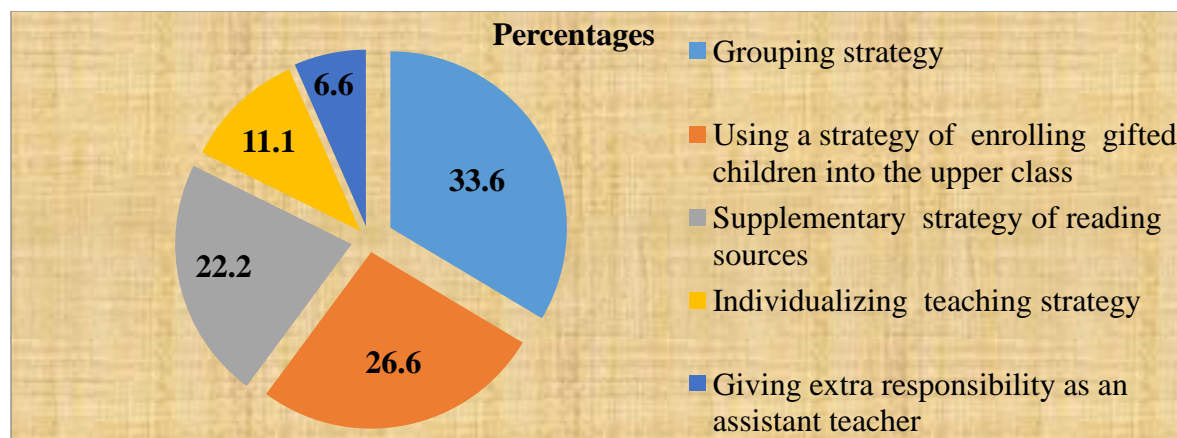


Figure 2: Strategies used by teachers to teach gifted children in government primary schools (n=45)

The findings of this study show that the most and well known strategy that teachers use to teach gifted children in primary schools was grouping strategy which was mentioned by a large number of respondents and it takes 33.3 percent, which was correspondingly followed by a strategy of enrolling gifted children in to the upper class which occupied 26.6 percent of the respondents. Furthermore the findings indicate that 22.2 percent of the respondents noted that they use supplementary reading sources to teach the gifted children in their classes, while 11.1 percent of the findings showed that they employ individualizing teaching strategy in their instructions which was mentioned by the fewest respondents (6.6 percent).

1. Grouping Strategy.

Figure 2 shows that 33.3 percent of teachers in primary schools in Tabora demonstrated that they use grouping strategy to teach gifted children in their classes. This finding indicates that grouping strategy can help gifted children to gain various skills both academically and socially. This strategy is being applied not only to teach gifted children but teachers have been using this strategy to teach non-gifted learners from primary to higher education in Tanzania.

During interview on the strategies used by teachers to teach gifted children the respondents had this to say.

From my experience the use of groups in teaching gifted children is vital because it improves learner's ability to speak, listen, write, read and be effective in learning. Through grouping strategy, learners are learning from both fellow learners and teachers. The children learn better when they meet with their fellow during group discussion in the classroom. For instance, I teach English language in standard seven where I have formulated 5 groups of the children and they always discuss the topic I assign them to do. Therefore, if Tanzanian teachers would opt to use this method to teach their learners, it will help the learners to be effective and learn a lot of skills (In-depth Interview, 18.09.2021)

In relation to what has been said, one of the head teachers from school C responded that,

Grouping teaching strategy is among of the methods I always implement in the classroom. I sometimes provide some questions for students to discuss before starting the lesson; as a result it gives the gifted and non-gifted learners various skills like speaking, listening, reading and writing. As a teacher I do not perceive gifted learners as empty vessels while they have something to say that can be seen from the contribution they give (in-depth Interview, 18.09.2021)

Therefore, the findings obtained indicate that, gifted children benefit more in group strategy of teaching. The finding of this study is related to what National Association for Gifted Children (NAGC) (2014) noted that in school contexts, grouping is the strategy of giving education to learners by bringing together learners whose interests, skills and learning abilities tend to be alike. Therefore, school in Tanzania should use this strategy of teaching as a tool to handle academic challenges of gifted children.

2. Enrolling gifted children into the upper class

Findings in figure 2 above indicates that 26.6 percent of teachers in five school in Tabora have stated that enrolling gifted children in the upper classes is the strategy they employ to support the learning of gifted learners. Teachers do this after they have recognized that they have students with high academic abilities (talented learners), to help them grow. During interview session, one of the head of school demonstrated that:

In my teaching, I came to realize one day that, there were two gifted children in my classroom. It was difficult to help these gifted children because I have been teaching normal children. In 2018 my school selected me to attend a special education conference where I learned many methods of helping gifted children. After the 5 days seminar, I came to talk with the school head about to shift and enrol those two children into the next class and they started doing better in class five (In-depth Interview, 18.09.2021)

Another head of school noted that

...at first, I used brainstorming to teach both gifted and non-gifted children in my classes, but all the correct answers came from the gifted children only. I shifted the gifted children to the upper class where they encountered challenging topics related to their learning abilities. (In-depth interview 22.09.2021)

Another head teacher noted that:

I always ask some questions to both gifted and non-gifted learners in my classes. One of the pupil who was very brilliant, used to provide correct answers every day. I later discovered that he stopped doing the all the works in the classes, claiming that he knew every answer of all the assignments I provided. Then I asked the school committee to shift him to the upper class and he became happy and did well (In-depth interview 22.09.2021)

From the above findings, the researcher discovered that enrolling gifted children in upper classes is the strategy to help gifted children learn better in schools. The effectiveness of enrolling a gifted child into upper class has the influence as it was explained by Pomortseva (2014) who noted that it helps to make learners grow and develop their talents. Therefore this method of learning should be encouraged in schools all over Tanzania so that gifted children will be able to learn effectively and acquire knowledge based on their interests and learning abilities.

3. Using Supplementary Reading Materials

Findings in figure 2 shows that 22.2 percent of teachers mentioned that one of the strategy they use in teaching gifted learner in their classes is through the use of supplementary learning materials. It was recognized that teachers spend time to develop and distribute learning resources such as books, handout and other learning tools to be used by gifted children as supplementary reading materials which are prepared by considering the need and interests of the learners. This finding was cited by head teacher from school C as following:

The first thing you suppose to do as a teacher of gifted learners is to be flexible by learning the needs and interest of learners and after, you need to develop learning materials to be used by learners as supplementary materials. Thus, I every time develop teaching and learning materials for the gifted learners in my classes. Giving them those materials based on their abilities, has helped them to learn and feel that they are engaged. (In-depth interview 22.09.2021)

Another head teacher from school D has mentioned that

Choice of learning resources is my technique of differentiating teaching gifted learners and those non-gifted one in my classes. I develop, and give supplementary learning materials to the gifted children which are goof for developing their learning abilities and interests (In-depth interview 22.09.2021)

A head teacher from school E has also said;

Gifted children need to be provided with challenging learning materials for them to read and come up with new ideas. To support them, we always providing them with supplementary reading materials and ask them to read and present what they have read in their classrooms for inputs from their teachers. This helps to improve their self-search for learning materials (In-depth interview, 08.10.2021).

From the findings, it should be noted that developing and supplying teaching and learning materials to learners is indispensable strategy to enhance effective learning among learner in schools.

4. Using Individualizing teaching strategy

Teaching to an individual child was seen to be a method and strategy that have been implemented by teachers in Tabora, Tanzania, to teach gifted learners. Findings of this study show that 11.1 percent of teachers have been employing individualizing teaching to teach gifted children in schools. During interview, head teacher in School B stressed that:

I have only two gifted children in the class I teach. I teach them English and one of the strategies I use is teaching them individually after I finish teaching them in a mixed class. I take them in my office and I show them different videos related with the topic. But many of teachers in my country have no computer skills but I have learned that social networks such as You Tube contain many learning resources (In-depth Interview, 18.09.2021)

Another head teach from school D has expressed that

In order to help the gifted children to learn effectively, we have lots of things to work on, we need a lot of teaching and learning materials and tools. As a head teacher, I always ask every teacher to teach gifted children individually. I am also a trained teacher in special education so I usually call gifted children two times in one month to teach them extra things related their topics of interest (In-depth interview 22.09.2021)

As noted by the respondents above, it can be understood that teaching a gifted child individually have implication in their learning because they can understand more and learn other things based on their learning ability and interest. Thus it is vital if the teachers may apply this method in helping gifted children.

5. Giving Extra Responsibilities

Figure 2 Indicates teachers view on the strategy they employ in teaching gifted children in their classrooms. The findings from the field revealed that, giving extra responsibilities for gifted learners to act as assistant teachers in their classrooms played a significant role in developing the learning ability of gifted children. It was discovered that 6.6 percent of the teachers employ this method of giving extra responsibilities to gifted children, for them to act as assistant teachers. During interview, the head teacher in school A expressed that:

I have been assigning every gifted child to be an assistant teacher in my classes. At the beginning the other children used to bit the gifted children as they did not allow them to play in their group but later, we all found that gifted children could help other children to learn when comes to teach difficult topics (In-depth interview 18. 09.2021)

Another head teacher from school C has demonstrated that:

We do not always meet gifted children every year. I have been with three gifted children in my class 5 years ago. I taught my class with a proper routine in order to help the gifted learners to enjoy the learning process. I began to give them difficult academic work to do and they did well. I realized to assign them a task of helping me to teach and

they did well. I had to sit and listen to them when they are teaching in the class and could help where necessary (In-depth interview 22.09.2021).

Another head teacher from school E has pointed out that:

From my experience, gifted learners have a habit of doing quickly and finish every activity they are assigned to do. So in classrooms, we use to provide to the more exercises to do to make them active. This is the best teaching technique that helps to support the learning of gifted learners in schools and even this technique can also be used when teaching these learners even at home (In-depth interview, 08.10.202)

Conclusion and recommendations

To sum up, the results of this study have identified that teachers have insufficient awareness about gifted children in public primary schools in Tanzania. In view of this, I suggest that in order to develop a clear awareness of gifted children in public primary schools, teachers should be trained about gifted education. Again, professional development for teachers about gifted education should be increased because teachers have a great role to play in learner's academic development. As findings of this study demonstrated, I realized that the teaching strategies that I have discussed here have a great influence on enhancing academic achievements of the gifted learners. However, to enhance quality teaching and learning, teachers are not always encouraged to implement one method or strategy in the teaching and learning process because the use of one strategy in teaching can be complicated since each and every strategy diverse in capacity of influencing learners to learn successfully. To enhance effective learning, teachers require to significantly recognizing with learners' concerns and try to understand things from the learner's perspective. In order to realize the diverse of effectiveness of the teaching strategies in the teaching profession, the Chinese proverbs can help teachers to rethink and improve their teaching strategies. The proverbs states that: *'Tell me and I'll forget; show me and I may remember; involve me and I will understand'*

On the other hand, encouraging the combination of more than one strategy in the teaching process can challenge learners to think beyond their views and be able to appreciate and enjoy the learning process. Clay P. Bedford's quotation as noted in Edberg (2020) can inspire us. The quotation states that: *'You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives'* (Clay P. Bedford). Therefore, from these points of views, teachers are encouraged to be innovative in their teaching by developing and employing effective strategies that inspire both learners and instructors build confidences and resilience that should promote effective learning to both learners in their school.

Based on the results of this study, the following recommendations can be given to teachers, policy makers and all education stakeholders.

Policy makers have to create and establish the functional policies concerning about gifted education with the aim of influencing and fostering effective learning to the children with giftedness.

Government through Minister of Education science and technology should establish different project, seminars and work-shops for teachers, heads of school and District educational officers in order to get knowledge about gifted children and their education

A guide book on effective strategies and activities to be implemented by teacher in teaching gifted learners should be prepared by ministry of education science and technology of Tanzania

The study of gifted learners and their education should be made to be compulsory for teachers before they graduate so that they will be able to help gifted children in schools.

The ministry of education should supply adequate teaching and learning resources and materials needed by teachers to teach gifted learners in schools.

Motivation and rewards should be given to teachers whose effort is to help the gifted learners to perform effectively.

The government should employ teachers and support staff with required qualification to teach gifted children in schools. It should also employ education planners to work in schools so as to get effectively planned the whole process of giftedness education

I recommend that, further studies should be conducted about gifted learners and their education in schools, primary level, secondary and higher education because this study restricted only in public primary schools.

I recommend to other researchers to conduct a similar study with a large sample size of respondents including ward educational officers, parents, teachers, curriculum developers officers and Non-government organizations.

Conflicts of Interest

The author declared no potential conflicts of interest with respect to the investigated, authorship and the publication within this paper.

Acknowledgement

Author is grateful and would like to thank all participants for their participation in providing data for making the study successful.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that no competing interests exist. The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

REFERENCES.

- Abu-Khalifa, Ibtisam, Khadre, Ghazi, Aisha, Intisar, Hammash, Hannan, (2011). The extent of Basic unit teacher employing assessment tools and strategies in Imman schools in Jordan from the perspectives.
- Almulla, E. K. & Fateel, M. (2017). Pre-service teachers' perceptions of gifted students. *Journal of Teaching and Education*, 06(02), 53–70. <https://www.researchgate.net/publication/316715434>
- Almulla, E. K. & Fateel, M. (2017). Pre-service teachers' perceptions of gifted students. *Journal of Teaching and Education*, 06(02), 53–70.
- Altinas, E., & Ilgun S. (2016). The term gifted child from teachers view *Academic Journals Vol. 11(10)*, 957-965
- Altintas, E & Ozdemir, A. S (2014). The perceptions of primary schools teachers about the term of giftedness .Multidisciplinary perspectives on education.
- Arsian, H., Rata, G., Kocayoruk, E. & Icbay, M. A. (ED). Cambridge scholars publishing (sf 39-460). UK *Approaches* (4th ed.). Thousand Oaks, CA: Sag
- Ataman, A. (2004). Gifted and talented students in Turkey
- Balta, N., Arslan. M. & Duru, H. (2015). The effect of in-service training courses on teachers' achievement: A meta-analysis study. *Journal of Education and Training Studies*, 3(5).
- Benny, N. and Blonder, R. (2016). Factors That Promote/Inhibit Teaching Gifted Students in a Regular Class: Results from a Professional Development Program for Chemistry Teachers. *Journal of Education Research International*, 2016(3), 1-11.
- Burke, W. W. (2011). *Organization change: Theory and practice* (3rd ed). Thousand
- Cheung, R. S. H., Hui, A. N. N. and Cheung, A. C. K.. (2020). Gifted Education in Hong Kong: A School-Based Support Program Catering to Learner Diversity. *ECNU Review of Education*, 3(4), 632–658.
- Clark, B. (2002). *Growing up Gifted. Developing the potential of children at home and at school*, 6th Edition. Upper Saddle River, NJ: Prentice Hall.
- Creswell, J. W. (2008). *Educational Research planning Conducting and evaluating quantitative and qualitative Research*. Upper Saddle River., NJ: Pearson/Merrill Education
- Creswell, J. W. (2014). *Research designs qualitative, quantitative, and mixed methods approaches* 3rd Editions. SAGE publications.
- Dewey, J. (1916) *Democracy and Education*. New York: Maximillian

- Edberg, H. (2020). 80 Inspirational Education Quotes for Students and Teachers. The Positivityblog. <https://www.positivityblog.com/quotes-on-education>.
- Gamer, M. & Abdelkarimhadi, A. (2017). Problems Gifted and Talented Students face from the Viewpoint of Teachers in Basic Schools in Addamer City- Sudan. *International Journal for Talent Development*, 8(14), 179-195.
- Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. (2nd Ed.). New York, NY: Basic Books.
- Gates, J (2010). Children with Gift and Talents: Looking Beyond Traditional Labels (pp. 200-206) *Roeper Review*, 32, 3
- Hanushek, E. & Woessmann, L. (2012). Do better schools lead to more Growth? Cognitive skills, economic outcomes, and Causation. *Journal of Economic Growth* 17, 267-321. <http://dx.doi.org/10.1007/s10887-012-9081-x>.
- Hertberg-Davis, H. (2009). Myth 7: Differentiation in the regular classroom is equivalent to gifted programs and its sufficient: Classroom teachers have the time, the skill, and the will to differentiate adequately. *Gifted Child Quarterly*, 53(4), 251-253
- Heward, W. L. (2013). *Exceptional Children. An Introduction to Special Education*. Ohio: Pearson Education
- Hoseinkanzadeh, A. A, Yeganeh, T. & Taher, M (2013). Investigate attitude of parents and teachers about educational placement of gifted students in Iran. *Procedia- Social and Behavioral Sciences* 84(2013) 631-636
- Humble, S. (2015). In search of human capital- identifying gifted children in poor area of Dar es Salaam, Tanzania. In. P. Dixon, S., Humble, & C. Counihan (Eds), *Handbook of International Development and Education* (pp. 343-367) Cheltenham: Edward Elgar.
- Humble, S., Dixon, P., and Schagen, L. (2018). Assessing intellectual potential in Tanzanian children in poor areas of Dar es Salaam. *Assessing in Education: Principles, Policy & Practice*, 25:4, 399-414, <https://doi.org/10.1080/0969594X.2016.1194257>.
- Hussain, S. (2004). Effectiveness of teacher training in developing professional attitude of the prospective secondary school teachers. Unpublished PhD. Dissertation University of Arid Agriculture Rawalpindi, Pakistan.
- Jurišević, M., Žerak, U. (2019). Attitudes towards Gifted Students and Their Education in the Slovenian Context. *Journal of Educational Psychology*, 12(4), 101-117. http://psychologyinrussia.com/volumes/pdf/2019_4/Psychology_4_2019_101-117_Jurišević.pdf
- Karaduman, G. B. (2017). Investigation of Primary School Teachers' Level of Awareness about Gifted and Talented Students. *European Science publishing Ltd*, 29(1), 1-4.
- Kaya, F. (2015). Teacher's conceptions of giftedness and special needs of gifted students' *Educ. Sci.* 40(177): 59-74
- Kilgore, K. A. (2018). Teacher Perspective on Differentiation for Gifted Students in the General Education Classroom. (Doctoral Thesis, Walden University).
- Kurnaz, A. (2009). 2nd National congress of gifted children: Eskisehir.

- Leung, L. (2015) Validity, Reliability, and generalizability in qualitative research. *Journal of Family Medicine and primary care*, 4(3) 324-32.
- Louis C, Lawrence M, Keith M (2004). A guide to teaching practice, Published on the companion web resources for Rutledge Flamer.
- Lubin, J. (2020). Roles of Special Educators in St. Lucia: Implications of Policy and Practice on Inclusion, *Journal of International Special Needs Education*, 23(1), 33-44. <https://files.eric.ed.gov/fulltext/EJ1263518.pdf>
- Manning, S. (2006). Recognizing Gifted Students: A practical Guide for Teachers. KAPPA DELTA PI
- Matilda, M., Kariuki M & Omulema. B .E. E (2019). Assessment of Teacher awareness of Gifted Children and Resource Availability for their Learning in Regular Primary Schools of Mwatate Sub-County, Kenya. *African Research Journal of Education and Social Sciences*, 6(1)
- Mikaye, O. D. (2012). *Influence of guidance and counselling on students' discipline in publicsecondaryschools* . Nairobi.
- Mishera, P. (2012).The effects of emotional intelligence on academic achievement of senior secondary students. *International Journal of Education Research and Technology*, 3(4) 25-28
- Mugenda, A. G. (2013). *Qualitative research methods: Applied research & training*
- Munro J (2010). Using the Victorian essential learning standards to differentiate pedagogy for gifted and talented learners. Paper presented at 2010 Asian conference on giftedness- Sydney in July 2010
- National Association for Gifted Children (NAGC). (2014). Collaboration among All Educators to Meet the Needs of Gifted Learners.
- Neber, H. (2020). Educating the Gifted: An Opportunity for Improving the Quality of Teaching and Learning in Classrooms. *The International Centre for Innovation in Education*, 8(1) 161-176. <https://files.eric.ed.gov/fulltext/EJ1297547.pdf>
- Nurit, S. (2018). Challenges in teaching gifted students with special learning difficulties: Using a strategy model of 'Asking, Analyzing and Answering Questions' (AAA) to improve the learning environment, (Doctoral Thesis, University of Derby). <https://derby.openrepository.com/bitstream/handle/10545/622896/>
- Okongo, R. B., Ngao, G., Rop, N. K., and Nyongesa, W. J. (2015). Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centers in Nyamira North Sub-County, Nyamira County, Kenya. *Journal of Education and Practice*, 6(35), 132-141. <https://files.eric.ed.gov/fulltext/EJ1086389.pdf>
- Onal, N. T. (2021). Science education for gifted students: opinions of students, parents, and teachers. *European Journal of Educational Sciences*, 8(1), 15-32.
- Onal, N. T. and Buyuk, U. (2021). Science education for gifted students: opinions of students, parents, and teachers. *European Journal of Educational Sciences*, 8(1), 15-32.

- Ondima, P. C., Henry, M., & Ombaba, S. (2013). Effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies: *Journal of Education and Practice*, 4(24).
- Osborn, J. B. (2014). Gifted children: Are their gifts being identified, encourage or ignored? Retrieved, 2014 from <http://www.aboutourkids.org/articles/>
- Ozcan, D. & Kotek, A. (2015). What do teachers think about gifted students? Elsevier Ltd
- Paschal, M. J., Nyoni, T.T., & Mkulu, D. G. (2020). The Role Of Cooperative Learning In Attaining Inclusive Education in The Classroom, Creativity And Innovation in Secondary Schools in Mwanza Region- Tanzania. *International journal of English Literature and Social Sciences (IJELS)*, 5(2). Retrieved from <http://journal-repository.com/index.php/ijels/article/view/1730>.
- Piske, F. H. R., Stoltz, T., Guérios, E., de Camargo, D., Vestena, C. L. B., Freitas, S. P., Oliveira, A. A., & Santinello, J. (2017). The Importance of Teacher Training for Development of Gifted Students' Creativity: Contributions of Vygotsky. *Journal of Creative Education*, 8(1), 131-141.
- Pomortseva, N. P. (2014). Teaching Gifted Children in Regular Classroom in the USA. *Journal of Social and Behavioral Sciences* 143 (2014) 147 – 15.
- Possi, M. K., Milinga, J. R. (2017). Special and Inclusive Education in Tanzania: Reminiscing the Past, Building the Future. *International Journal of Education*, 6(4), 55-73.
- Pots, J. A. (2019). Profoundly Gifted Students' Perceptions of Virtual Classrooms. *Journal of Gifted Child Quarterly* 63(1) 58–80
- Punch, K. F. (2009). *Introduction to research methods in education*. SAGE London
- Reid, E. and Horváthová, B. (2016). Teacher Training Programs for Gifted Education with Focus on Sustainability. *Journal of Teacher Education for Sustainability*, 18(2) 66-74.
- Reis, S. M., & Renzulli, j. s. (2009). Myth 1: The gifted and talented constitute one single homogeneous group and giftedness in a way of being that stays in the person over time and experiences. *Gifted Child Quarterly*, 53(4), 233-235
- Reis, S.M.; Renzulli, S.J.; Renzulli, J.S. (2021). Enrichment and Gifted Education Pedagogy to Develop Talents, Gifts, and Creative Productivity. *Journal of Educational Sciences* 11(615), 3-9. <https://doi.org/10.3390/educsci11100615>
- Reis, S.M.; Renzulli, S.J.; Renzulli, J.S. (2021). Enrichment and Gifted Education Pedagogy to Develop Talents, Gifts, and Creative Productivity. *Journal of Educational Sciences* 11(615), 3-9.
- Reis-Jorge, J., Ferreira, M., Olcina-Sempere, G., & Marques, B. (2021). Perceptions of Giftedness and Classroom Practice with Gifted Children – an Exploratory Study of Primary School Teachers. *Qualitative Research in Education*, 10(3), 291-315. <http://dx.doi.org/10.17583/qre.8097>
- Riley, T. L (2011). Teaching Gifted Students in the inclusive Classroom, USA: Prufrock.

- Rogers, K. B. (2014). Full-time ability grouping. Of gifted students. Impact on social –self concepts and school related attitude// gifted child Quarterly -2014-January 1, 58.-PP 51-68
- Sahin, C. C. (2021). A Meta-Synthesis of Teacher Training Studies in the Focus of Gifted Education. *International Journal of Progressive Education*, 17(1), 97-110.
- Sahin, F. and Levent, F. (2015). Examining the methods and strategies that classroom teachers use in the education of gifted students. *The Online Journal of New Horizons in Education*, 5(3), 69-78.
- Sak, U. (2011) *Features, descriptions and education of Gifted Children*. Ankara, Turkey: Maya Academy.
- Sánchez-Escobedo, P. A., Valdés-Cuervo, A. A., Contreras-Olivera, G. A., García-Vázquez, F. I. and Fernanda Durón-Ramos, M. F. (2020). Mexican Teachers' Knowledge about Gifted Children: Relation to Teacher Teaching Experience and Training. *Journal of Sustainability*, 12(11), 1-9. <https://www.mdpi.com/2071-1050/12/11/4474>
- Silverman, L. K. (2013). Do gifted students have special needs? /retrieved, 2013 from http://www.gifteddevelopment.com/Articles/instruction/instruction_index.html.
- Stephens, K., R., and Karnes, F. A (2000). State definition for Gifted and talented revisited. *Exceptional Children* 66(2): 219- 38
- Sternberg, R. J. (1997). *A triarchic view of giftedness: Theory and practice*. In N. Coleangelo & G. A. Davis (Eds.). *Handbook of gifted education*. 43-53. Boston, MA: Allyn and Bacon.
- Tan, H. H. (2012). *Educating Gifted and Talented Students. From Teachers Thinking to Thinking Teachers*. PhD. Thesis Mudroch University
- UNESCO, (2005). *Challenges of implementing free primary education in Kenya*. Retrieved from <http://www.portal.unesco.org/education/en/ev.php-url>.
- Van Tassel-Baska, J. & Stambaugh, T. (2005). Challenges and possibilities for service gifted learners in the regular classroom. *Theory Into Practice*, 44, 211-217
- Vanwyk , M. G. & Mhlolo, M. K. (2019). Examining primary school teacher-support towards mathematically gifted learners in South Africa. <https://www.researchgate.net/publication/340738564>
- Westberg, K & Daoust, M.E. (2004). *The results of the classroom practice survey in two states*. Storrs: University of Connecticut, National Research Center on the Gifted and Talented.
- Williams, J. S. (2019). *Teachers' perceptions of supporting gifted learners in general education classes*. (Doctoral thesis, Carson-Newman University).

UNDER PEER REVIEW