

What does giftedness mean according to teachers?

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Abstract

The purpose of this research study was to determine the primary school in-service teachers' views about giftedness. Totally 30 primary school in-service teachers had participated in this study. Data was collected via Semi-structured interview form and comparatively tried to be discussed considering some of the most common conceptions of giftedness. Findings indicated that primary school teachers' views about giftedness and their knowledge about giftedness are inadequate for the realization and the nomination of the gifted children.

Keywords: giftedness, gifted and talented students, teachers views, three ring theory.

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1. Introduction

Gifted and talented students who need special education and constitute an important group of students with different needs. Gifted and talented education, in some advanced countries in the area, these individuals that they have been prepared taking into consideration the characteristics different from normal levels in children to be educated with the help of differentiated curriculum and system are provided (Renzulli,1999). Because gifted children need a wide range of educational opportunities that programs may not be provided with normal way (Renzulli, 1985).These student are expected to be identified as gifted in order to take advantage of these training opportunities.

First step identification of gifted students is in the process of nominating step. The nominating often can be carried out by peers, parents and teachers. The most important roles in the process often falls to parents and teachers in the context of development and capabilities and individual differences. Gifted students can show if the candidates, generally and primarily their parents and / or it is possible to be recognized by their teachers.

According to the researchers, gifted students are not diagnosed early or on time and failure to present the educational options they need them the capabilities of these students can be blunted, it is not even possible. In the process of nominating candidates for any mistake to be made by teachers will cause failure to diagnose students and it will result in the ability to remain deprived of support can get in line (Davis ve Rimm,1998; Ozcan, & Genc, 2016). In this context, early or on time to notice for diagnostic and nomination process of their views on outstanding talents of the teachers who work in primary schools in order to start and genius definition they have their (implicit theories) are of primary importance in.

In the field of gifted education is considered the most accepted theory, selected from superior ability theories, Renzulli's (1986) Three Ring Theory is the basis of this research. Renzulli's Three Ring Theory: Renzulli (1986), the three-ring prowess theory that was put forward; is defined as motivation, the average over the intersection of public and private talent and creativity element (See. Figure 1).

Motivation defined with simple words as to complete a task which started or not to leave a job unfinished. General skills in both general and special abilities of these theories have been used to explain the above average as well as special abilities and this theory has been used to distinguish between them. Average via general and special skill, can be defined as having a potential above average in any area. The idea is creative flexibility, fluency and originality; to be open to experience, such as sensitivity and ability to take risks in the event consists of a combination of a number of concepts.

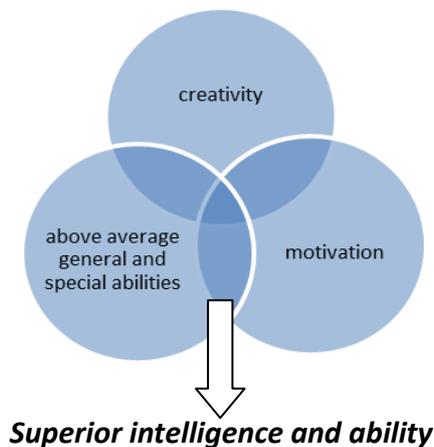


Fig1. Renzulli's Three Ring Theory

There are several studies teachers in the international arena is built on ideas about gifted students. The type of research in the field of national digital noteworthy scarcity.

Class findings of a survey made with teachers revealed classroom teachers generally did not have enough information about the characteristics of genius concept and the gifted students. According to the findings of classroom teachers is around 50% showed an achievement of personal and intellectual characteristics of gifted students; socio-emotional, physical and success on characteristics of gifted teachers have remained around 30% (Gokdere and Ayvaci, 2004). The purpose of this research is to determine the views of primary school teachers working in science and art centers about giftedness which are evaluated according to Renzulli's Three Ring Theory.

2. Method

Research was created in qualitative design and was conducted. Research studies examining the nature of the relationships, movements, cases or material is often called qualitative research (Fraenkel and Wallen, 2006).

2.1. Study Group

Study group of the research consisted of 30 primary school teachers working in science and art centers. This study was conducted in the fall semester of 2014-2015 academic year. Nine of the teachers are female, twenty one of them are male.

2.2. Data Collection and Analysis

Semi-structured interview form were used to collect the data. Two open-ended questions were asked to the participants who participated to the survey. These questions are:

- a) What is giftedness according to you?
- b) What kind of features do the gifted students have?

The second of these questions seem to support the first question. Teachers benefiting from their views on the characteristics of gifted students, in a more specific form of opinion on the concept of genius it is intended to put forward.

Teachers were interviewed to determine their views genius who work in primary schools and interviews were conducted using the voice recorder. Interview recordings were transcribed immediately after the interview. Data were coded themes are formed and the resulting data is described by the descriptive analysis. Frequency and percentage calculation was also made for the data under each category. The opinions are obtained, forms the theoretical basis of the study were interpreted by comparing with the superior talent theory.

3. Results

The first question which was asked to the participants was that they opined about their ideas related to superior ability, in other words, was to define their ideas about the superior ability. The answers which were given to this question by the participants are categorized. For instance, having different characteristics, succeeding and these kinds of opinions are collected in category area of succeeding.

Table 1. Definitions of the genius of elementary school teachers (n = 30)

opinions	frequency	Percent (%)
Talent / ability / skill Owning	9	30
Have different characteristics to be successful	7	23
High IQ / intelligence to have	4	12
	3	11

When we look at the table 1, it is seen that the superior ability of 30 percent of the participants (n=9) is defined to have talent/skill. As to the definition of having different characteristics came from 23 percent of the participants (n=7). While 12 percent of participants (n=4) is defined superior ability to be successful, 11 percent of them (n=3) is defined superior ability to have intellectual. In addition to these, showing early development, learning quick, having motivation, being an intellectual, solving problem, playing his/her own game and these kinds of definitions are make as well. However, the frequencies of these definitions are too low to evaluate that they make sense. The unqualified opinions of the participants about the characteristics of the gifted and talented students are given in table 2.

Table 2. Features of Primary School Teachers of Gifted Students Positive Feedback (n = 30)

features	frequency	Percent (%)
different	18	60
curious	5	18
Creative / productive	4	13
Strong communication skills	4	13
successful	3	10

Table 2 is examined when the participants 60% of the positive opinion about the characteristics of gifted students (n = 18) is different, in 18% (n = 5) enthusiasts, the 13% (n = 4), creative / productive, the 13% (n = 4) strong communication skills and 10% (n = 3) seems to have taken place successfully. Their problem-solving skills as well as having an active, humorous, etc. have a strong memory. It is expressed as positive features, but the frequency of these properties were too low to be considered significant.

4. Discussion and Conclusion

Previous sections of the theoretical background of this research is based on three-ring theory of theories propounded according to this builds on the concept of outstanding talent and leading experts in the field of teachers' opinions were stated to be regarded as comparative. When Renzulli's Three Ring Theory and discussed the components of the theory; the views of teachers, with creativity by circa 13% (see. Table 2) it shows that there is overlap. Task commitment by finding has not been observed in any overlap. This is said to be at an inadequate level the views of teachers according to three criteria of Renzulli.

Considering the views of teachers have stated about the characteristics of gifted students, the teachers have emphasized the view that different shows around 60% of these students that they can be described as different from normal students. However, here the real question should be this difference in what direction and how is that different.

The curious distinction of being recognized as one of the salient features of gifted students but teachers are highlighted by 18%. This situation is extreme enthusiasts or a feature commonly seen as having excessive interest in gifted students (Davis and Rimm, 1998), suggests that very few teachers

have been recognized and adopted by it. The theoretical basis of creativity and productivity features that have associated with being gifted is a feature that has been adopted by 13% of teachers.

As a result of its superior ability to opinions of teachers, it is seen that the leading theorist of the area is not at a level that can be considered sufficient overlap showed their superior talent theory. Primary teachers have stated that opinions about the characteristics of gifted students could not go much further than the features they have successful students. In simple terms the teachers do not have sufficient knowledge and skills related to successful students with the ability to distinguish between bright and gifted students. Primary teachers, they need to support their academic prowess and features subject of gifted students.

5. Recommendations

When the teachers just even take one class about gifted and talented students and their education, the teacher's manners to gifted and talented student are affected affirmatively (Weiner and O'Shea, 1963). In this context, the importance of education to gifted students who work as teachers in elementary schools can take in gifted education in the field should be given. These courses are also within the Ministry of Education or Department of Education may be designed as a training program services and enforceable.

Studying in the faculties of education and teaching programs in Gifted children are grown students studying teachers teaching assignments done for this part of this chapter and talented students to the teaching of these teachers would be more accurate.

Certificate to be provided for teachers on gifted students in later programs will not be enough to solve the problem with this section. How our country opened a section for mentally disabled students and students with the same teachers who graduate from this section if appointed should be in our gifted students. Equal opportunities in education for all students should be established.

Teachers' views on the future of the research to be carried out outstanding talent and also researchers' superior ability to determine the views of some of the teachers branches, determining teachers' attitudes toward the gifted students, teachers' identifying gifted students and information on readiness, the teachers' identifying gifted students toward nominating state' and it is recommended to carry out work on these kinds of topics. Through this work when school-aged gifted students arrived early or realizing on time. Being able to diagnose the problem and the ability to receive appropriate support will be provided to minimize.

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