

Teachers' Competence in Gifted Education

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Abstract

The current knowledge and competence level of teachers concerning gifted education in Turkey is not well-studied which may hinder the development of need-based planning of teacher training programs. The aim of this study is to explore teachers' competencies, and level of perceived knowledge in gifted education. More specifically we investigated the gifted education teachers' competencies and perceived level of knowledge in gifted education in Turkey and whether gifted education teachers' competencies and perceived level of knowledge differ according to teachers' level of education or prior in-service training. Data were collected with online questionnaire from 232 (Mean age=41.18 years, $SD=5.49$) teachers who were working in gifted education in pull-out education. The results revealed that teachers have high self-efficacy in gifted education. The findings have implications for developing teacher training programs in gifted education.

Keywords: teacher in-service training, professional development, perceived knowledge, gifted education, pull-out education