

Teacher Perceptions Regarding Barriers To Gifted Education

¹Lukanda Kalobo ,²Wendy Setlalentoa

Central University of Technology – Free State South Africa

Abstract

The South African schooling system seldom caters for gifted learners. Frequently more attention is given to average learners or those who require remedial work. This situation is exacerbated because prospective teachers are not trained on how to teach gifted learners at Higher Education Institutions. This lack of training could impede the quality of teaching afforded to gifted learners and adapting curriculum to enhance their learning, which could ensure greater inclusivity in the education system. This study sought to explore teachers perceived barriers towards providing quality education to gifted learners. The sample comprised a random selection of 116 Primary and High school Mathematics Teachers who attended the Association for Mathematics Education of South Africa (AMESA). A qualitative approach was utilised, and data were analyzed by means of thematic analysis. The teachers' responses were collected through focus group discussions concentrating on the issue of the barriers that hinder providing quality education to gifted learners. Participants described barriers related to human and capital resources, challenges of implementing gifted education services. Results show that most teachers have limited views about barriers to gifted education. This study could assist Higher Education Institutions understand the need for training prospective teachers on gifted education. The study recommends teacher training programmes at Higher Education Institutions consider including modules on teaching gifted learners in their teacher education programmes.

Keywords: Gifted learners, gifted education, inclusivity