

Assessment of the Implementation of Curriculum for Exceptionally Gifted Students in Federal Capital Territory Abuja: Implication for Curriculum Planners

DR. (MRS.) OHIARE-UDEBU, M.F

Department of Educational Foundations, Faculty of Education University of Abuja

Article Information

Received: October 13, 2022

Accepted: October 22, 2022

Published: October 30, 2022

ABSTRACT

This research work titled, "Assessment of the Implementation of Curriculum for Exceptionally Gifted Students in Federal Capital Territory: Implication for Curriculum Planners" It is specifically set out to find out the implementation of the curriculum for the gifted students and why many exceptionally gifted students especially in the secondary school end up as gifted under achievers without making much impact academically significant at the end of their senior secondary school. In addition it is also to access the appropriateness of the curriculum contents with regards to the needs of the exceptionally gifted. The design for the study was survey research design. A sample size of 270, respondents were selected from a population of 600 (staff and students) constituted the population of the study, this agreed with Krejcie and Morgan (1970), sample distribution table. A questionnaire was used to collect data. The mean score, chi-square and T-test were used to analyze the data. The findings obtained from the study showed that the curriculum for the exceptionally gifted students in FCT is not different from what is planned for other students. Also an inclusive method is adopted in teaching and not differentiation method. In line with the findings, the study recommends that the exceptionally gifted learners require a differentiated curriculum programme to enhance their multi-faceted abilities. In addition the public and private sector should team up with the three tiers of government in funding of gifted education project.

INTRODUCTION

The essence of educational institution is primarily aimed at transmitting and furthering the scope of existing knowledge to the learners. The totality of all the knowledge to be acquired is the curriculum. Davidson (2016) stated that the school curriculum and instruction deals with the real nitty-gritty of the practical activities needed to ensure the realization of the lofty goals of educational programmes. It is critical to note that curriculum planning and development process gives rise to the instrument curriculum. Education is the basis for full promotion and improvement of the status of individuals in the society. Qualitative education is the basic tool that should be given to all children in order to

fulfill their roles as full members of society. Education avails individuals the opportunity to imbibe positive civic attitude, nationalism, tolerance, and respect for constituted authority and judicious exploitation and utilization of human and environmental resources.

The general purpose for planning a curriculum is to have an instrument of education for a society which can foster its ideals and values and subsequently lead to the maximum attainment of its social economic and other needs and aspirations. One of the greatest problems facing the Nigerian educational programme is inconsistent in its institutional framework. As commonly known in the society that if we fail to plan, we plan to fail.

Curriculum planning can be referred to as the decision making process in which the focus is on the determination of nature, organization and orientation of the curriculum design. It is viewed as the process of arriving at decisions that will lead to the building of a programme of learning experiences that will enable learners in a school system attain pre-specified goals and objectives.

The concept of exceptionally gifted children has been conceptualized in many ways. National policy on education (2014) stresses the need to provide opportunities for exceptionally gifted and talented children to develop in their own pace in the interest of the nation's economic and technological development through a diversified and appropriate curriculum design.

For the above laudable goals to be attained, the problem of curriculum planning for the exceptionally gifted need to be addressed: As commonly known, most of the projects are planned well but poor at implementation level. This issue is at all levels of our educational system. Implementation stage cannot be over emphasized at all levels of education because each level matters in the achievement of educational objectives. Above all, it is worthy to conclude this segment that the quality and success of any instructional programme depends on the availability of (human and material) resources. A well planned curriculum for the exceptionally gifted may be marred if the necessary facilities are not put in place for its implementation. Such a situation will naturally make it difficult for the curriculum to be properly implemented. The resultant effect is the continued neglect and lip service to the education of exceptionally gifted leading to its decline as is presently being witnessed. It is on the above premise that the researcher is prompted to find out how the planned curriculum is being implemented and its implication for the exceptionally gifted students.

Statement of the Problem

Despite the overrating importance attached to educational programmes for the exceptionally gifted learners and the high expectations from this group of learners in their academic performance during external examination at the end of their Senior Secondary. The manner by which many exceptionally gifted students at this stage in their Secondary School end up without exceptional performance in their external examinations (WASCE, NECO) has been a source of concern to parents, educationists and the government as well.

Whenever a situation like this arises, the general contention is focused on the fact that government pays lip service to the education of the gifted and talented students without matching words with action as exemplified in the implementation of the National Action Plan for education for the gifted and talented children, 2012.

Purpose of the Study

The purpose of this study is to assess the implementation of the curriculum for the exceptionally gifted students in the Federal Capital Territory Abuja, it's implication for curriculum planners. Specifically, this works is set out to:-

1. Find out if the curriculum of gifted students is significantly different from that of others.
2. Examine the appropriateness of the content of the curriculum needs and aspirations of the exceptionally gifted students.

Research Questions

In line with the purposes stated above, the following research questions were proposed for the study.

1. What extent is the curriculum for the exceptionally gifted students significantly different from that of others?
2. What extent is the content of the curriculum appropriate to the needs of the exceptionally gifted students?

Significance of the Study

Every research carried out has some level of significance to stakeholders. Thus, the overriding significance of this study and its findings cannot be over-accentuated. Therefore, the findings would be of immense benefits to the Researcher and other Researchers, School Administrators, Policy Makers and Educational Leaders, Students, the Teachers, Curriculum Planners and the Government at all levels. The findings from the study would be of immense benefit to the researcher, as it would broaden his mental horizon. And since researchers begets research, it would also serve as a reference material or pave way for other persons or researchers who may be interested in carrying out or researching on similar or related issues.

The findings from this study would educate school administrators, educational leaders, and policy makers on how to plan leaning activities for the gifted.

The findings, generated from this study will help to enhance the creativity profile of the exceptionally gifted students, by developing more interest in their programmes as new techniques will be imbibed for improved learning opportunities.

The outcome of this study will help teachers to develop better instructional models and materials for use in their schools, instructional approach and attitude for the exceptionally gifted students through the findings of the study, curriculum planners would be guided in designing gifted curriculum that would have educational opportunities consistent with gifted abilities.

Concept of Exceptionally Gifted Students

The concept of exceptionally gifted students has been conceptualized in many ways. Davidson [2012] sees it as a broad evolving concept which addresses exceptional ability or performance in a wide range of human endeavor including intellectual and creative domains, talent in kinesthetic areas, music and visual arts, and socio - emotional dimensions such as interpersonal strengths. According to Vaughn [2014] giftedness is seen as multi-faceted and the typical gifted child as having an uneven profile of exceptional abilities. From these perspective, gifted students are seen as heterogeneous group who may differ in many characters.

Stanley (2013) stressed that the exceptionally gifted students have multi-dimensional achievement, specifically with high intelligence quotient (I.Q) high creativity profile and ability to excel in visual arts, sciences and music.

Marland (2014) defined giftedness as a multi-faceted and exceptional abilities including social and emotional development but if left to their own resources, they will make it on their own. On the contrary the very characteristics which are associated with the exceptional abilities also make them more vulnerable to criticism from teachers and rejection by peers, hence the gifted students are as likely to require counselling services as any other children in the class. According to Mozart (2012) gifted students were regarded as weird geniuses engaged in exotic scientific experiments and academic endeavours, emotionally unbalanced and out of touch with society.

Curriculum and Instructional Models for Exceptionally Gifted

In order to implement appropriate curriculum for gifted students, there must be concern for the faithful translation of sound models for curriculum and instruction into an action research arena where effectiveness can be continually evaluated. Passow (2014) formulated some cardinal

curriculum principles that reflect content, process, product, behavior and evaluative considerations on which educational planning for the talented should evolve and for the attainment of their instructional goals.

According to Gubbins (2013) program planning for the exceptionally gifted students should be centered on Neal's assessment profile such as:

1. Gifted students needs are met.
2. Attitude towards exceptionally gifted students are positive
3. Enrichment opportunities are available
4. Acceleration opportunities are available
5. Social-emotional needs of exceptionally gifted students are met
6. Professional development opportunities area available

The Content Model of a Gifted Child

The content model tends to emphasize the importance of learning skills and concepts within a predetermined domain of inquiry. Gifted students are encouraged to move as rapidly through the content areas as possible and thus content acceleration in some move tends to dominate the application of this model in practice. The approach has proved effective in controlled setting, but has not been widely practiced in regular classroom for the gifted. Several reasons appear to account for this:

1. It requires a highly competent classroom manager to implement, for if used appropriately, each students may be working on a different problem, chapter and even book at the same time.
2. Most pull-out gifted programs do not focus on core content areas and therefore avoid the model.
3. The approach has not been particularly valued by most educators of the exceptionally gifted because of its insistence on using the same curriculum and merely altering rate. Teachers and teaching assistants act as facilitators of instruction rather than as didactic lecturers. The curriculum is organized by the intellectual content of the discipline and is highly sequential and cumulative in nature, making a proficiently-based model for achievements outcomes very feasible. Clearly it represents the most individualized instructional approach to basic curriculum for the gifted that might be undertaken and embodied a continuous process philosophy that schools can understand.

Learning Characteristics of Exceptionally Gifted Students

Research into thinking processes indicates that gifted students are superior to their average peers in the following ways (Sheffield and Spinech, 2014)

1. Recognizing the problem to be solved
2. Readily and spontaneously generating a series of steps to solution
3. Setting priorities for the direction to take in solving a problem
4. Selecting representation of information more like an expert would
5. Monitoring solutions systematically rather than guessing
6. Executing the process of analogical thinking
7. Executing problems dealing with memory and attention span
8. Organizing and using prior knowledge

Concept of Curriculum

Different scholar, viewed the concept of curriculum in different ways Obanya (2012) stated that the

school curriculum and instruction deals with the real nitty-gritty of the practical activities needed to ensure the realization of the lofty goals of educational programmes. Franklin Bobbit presented curriculum as a science that emphasizes on students need.

According to Bobbit, the cardinal point of a curriculum was to see which result have to be accomplished, from the above definitions, it could be pointed out that a curriculum has the following features:

1. It is planned
2. It has purpose, goals and objective for the learner to attain
3. It has content and learning experience
4. It has methodology for attaining the set goals and objectives
5. The outcomes of the curriculum are evaluated.

Ezeh (2014) agreed that the curriculum contents are the sum total of knowledge, skills, concepts, principles, laws, theories, generalizations techniques and values exposed to the learner in a formal school setting.

Curriculum Planning and Development

Harret (2018) defined curriculum planning as the process of building a programme of learning experiences calculated to result in the attainment of set goals for a particular people.

Bellgain (2012) defined curriculum planning as the process of building a programme of learning experiences calculated to result in attainment of set goals for a particular people.

Nwosu (2012) explained that curriculum planning is the process of gathering, sorting, selecting, balancing and synthesizing relevant information from many sources for designing learning experiences that will assist learners in attainment of the goals of the curriculum.

Curriculum planning and development process gives rise to the instrument curriculum. The terms curriculum planning and development process have often been used interchangeably in curriculum literature if there exist any difference, it is minor. Both involves the same steps in execution. In the case of curriculum planning, the focus is on the determination of the nature, organization and orientation of the curriculum design. It is considered as being choice oriented and can be viewed as the process of arriving at decisions that will lead to the building of a programme of learning experiences that will enable learners in a school system attain pre-specified goals and objectives. Decisions have to be made in respect of the general goals and objectives that the system is to endeavour to achieve. The general purpose for planning and developing a curriculum is to have an instrument of education for a society which can foster its ideals and values and subsequently lead to the maximum attainment of its social and other needs and aspirations.

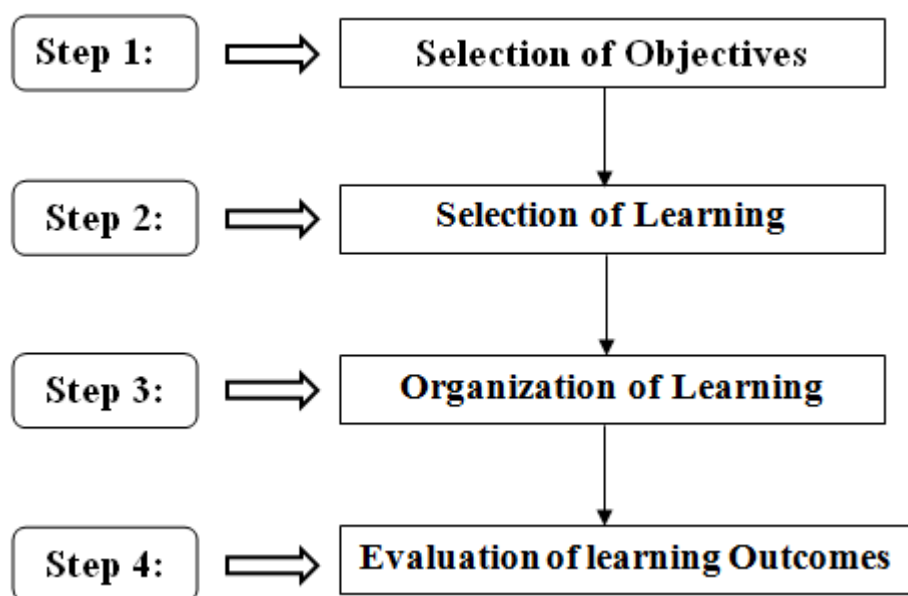
These stages have formed the basis of various models of curriculum development.

Tyler's Four-Step Model

The model is based on his belief that there are four fundamental questions which curriculum planners must answer in the course of planning curriculum. These questions are:

1. What educational purpose should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purpose?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purpose are being attained?

These four fundamental questions of Tyler represents four stages in curriculum planning as shown below:



Source: Adopted from Smith (2013) and cited in (Gold, 2015).

Tyler's model is linear in nature. In the model, curriculum planning starts with selection of objectives and ends with evaluation. The selection of objective controls all other steps, stages or phases while feedback from the evaluation can lead to re-planning, modifying and restructuring the curriculum (Offorma, 2012).

Factors Affecting Curriculum Planning

The factors affecting curriculum planning include: the society, the learners and the teachers.

The Society

Some societies are multi-cultural and heterogeneous eg. Nigeria. For meaningful curriculum, it should incorporate and reflect the significant values, needs, aspirations and objectives of each cultural group according to their heritage. The planners should study the activities of the people and help them to carry out the activities through education.

Also, the society's political philosophy, economic philosophy influence the curriculum planned for the society. Societal problems no doubts has profound influence on the curriculum planned for the society. A prominent problem associated with Nigeria especially with colonial education is that of unemployment. This problem was addressed by evolving the 6-3-3-4 educational system in which pre-vocational and vocational subjects are emphasized.

The Learner

According to Smith (2012), the learner is the most important factor that affects curriculum planning, the education to be given to a child must recognize his worth, characteristics, tasks, uniqueness, needs, concerns, talents and interest. The learner should be able to relate his school activities to the life in the wider society. Hence, a curriculum that is claimed to be adequately planned useful and relevant must clearly reflect the fundamental issue of learner's peculiarities.

The curriculum planners should be familiar with the learner's nature as shown by his growth needs, pattern of physical and psychological development, his motives, attitude and other aspects of life.

The Teacher: The teacher usually controls the learning experiences that go on in the classroom and also evaluate the learners' achievement of objectives. The teacher is more at close contact with the learners. He knows the scope of material that can be covered within an academic year and therefore

ought to be an important participant in planning and development of educational programmes. It is only teachers that take part in every stage of curriculum process e.g. teachers take part in curriculum planning development, implementation and evaluations.

Teachers are the chief implementers that can make a success out of a planned curriculum or otherwise. In fact, teachers determine what actually is to be learned, controls the classroom and use the appropriate strategies (methods and materials) that are result oriented.

Objectives of Curriculum Planning and Development

According to Williams (2014) the main objective for curriculum planning and development include fashioning out a programme of education for a society, this is to foster worthwhile ideas and values of the society in addition to enabling the society to progressively attain its social, economic and political goals and other needs and goals.

1. Because the society is dynamic and ever changing and knowledge is expanding at a very tremendous rate, effective curriculum planning and development becomes necessary.
2. Curriculum planning and development is also concerned with providing opportunities for an individual student to benefit maximally from participating in selecting learning activities.
3. In recent time, many societies, including the Nigerian society are growing in complexity and emphasize advancement in science and technology/industrialization, curriculum planning and development that will ensure the kind of curriculum, what will meet this need becomes imperative.
4. There is tremendous increase in enrolment in school system. This has resulted in the establishment of many schools as well as population explosion of existing schools.

The schools now have many individuals with diverse backgrounds and interests. All these will obviously have impact on the curriculum, particularly in respect of learning experiences to be provided. Hence effective curriculum planning and development will then cater for changing situations in the schools.

Curriculum Implementation

Anderson (2014) states that curriculum implementation is putting into effect the curriculum that was produced by the construction and development processes. He adds that implementation activities should include provision for an appraisal of the effectiveness of the curriculum. He also reiterates that curriculum implementation provides evaluative feedback to the construction and development processes.

Offorma (2012) describes curriculum implementation as that translation of curriculum plan into practice. He asserts that it is putting the curriculum development into action. This aspect of the curriculum involves the joint efforts of teachers, learners and school administrators.

Danladi (2010) illuminates that curriculum implementation is a phrase in the curriculum process. He adds that curriculum implementation is therefore the stage when in the midst of learning activities; teachers and learners are involved in negotiation aimed at promoting learning.

Smith (2012) agrees that after the curriculum objectives, content and learning experiences have been selected, and organized and the evaluation procedure determined, what follow is implementation. It is the actual classroom teaching and that is why teachers are the key curriculum implementers while the learners are the curriculum recipients. It is on this premise that the Federal Republic of Nigeria (FRN 2012) asserts that the success of any programme is dependent on the quality of the teachers who implement it, as no educational standard is above the quality of its teachers.

Suffice it to say that teachers who are supposed to teach the gifted students are expected to possess the sound knowledge of the gifted interpretations. This presumes that the teachers of gifted learners must be capable of identifying the appropriate objectives at the different levels of human development by consulting the taxonomies of education objectives.

Research Design

The study adopted a survey research design as no manipulation of variables was involved. The method is designed to create forum for selecting a representative sample derived from a large target population which permits inferences and generalization to be made on population that could be too large to study as a whole at a given time (Olaofe, 2010). Furthermore, the adoption of survey design for this research is because of its emphasis on describing the phenomenon.

Population of the Study

The population for this study involved all the fifty (50) teachers, five hundred and fifty (550) students of School for the Gifted Gwagwalada in the Federal Capital Territory, thus yielding the total population of 600

Table 1 A table showing population distribution of respondents

S/N	Subject	Population
1	Teachers	50
2	Students (SS 1)	240
3	Students (SS 2)	132
4	Students (SS 3)	178
Total		600

Source: ERC information handbook of Secondary schools in FCT (2018)

Sample and Sampling Procedures

For the purpose of obtaining meaningful, relevant and reliable data as well as making valid generalization within the limited time, cost and conveniences, a random sampling method was used for this study. Also, due to distribution or dispersion of the elements of population, total coverage was a constraint. Therefore, a representative sample was randomly selected to give the estimate of the characteristics of the population. In this perspective, random numbers were assigned to students in each class of SS1, SS2 and SS3 respectively. These numbers reflected in pieces of papers which were also folded and put in a box from which draws were made. The name on the paper that was picked read out and recorded as having been selected. The process was repeated until the required sample size was determined. After determining the sample size for each of the groups, the random sampling technique was employed to select the required sample. Based on this a total of 44 teachers were sampled from 50 teachers in the school and 226 students were sampled from population of 550, making a total representative sample size of 270

Table 2: Summary of representative sample for different group.

S/N	SUBJECT	POPULATION	SAMPLE
1	Teachers	50	44
2	SS1 Students	240	99
3	SS2 Students	132	54
4	SS3 Students	178	73
	Total	600	270

Proportion of the Sample Class taken from the Class on the Basis of each Class Population.

Method of Data Analysis

Based on the design of the questionnaire and the responses obtained, the researcher used mean score to answer the research questions raised.

Answers to Research Questions

Research Question 1: Extent in which is the curriculum for the exceptionally gifted student significantly different from others?

Table 3: Curriculum for the exceptionally gifted students its significant difference from others (Teachers)

N = 44

S/N	ITEMS	SA 4	%	A 3	%	D 2	%	SD 1	%	TOTAL	FX	MEAN (X)
1	The curriculum used for exceptionally Gifted is developed basically for the gifted students.	0	0	12	27.2	29	65.9	3	6.9	44	97	2.2
2	6 The Exceptionally gifted students do not have a specific curriculum designed for their intellectual ability.	19	43.2	12	27.2	0	0	13	29.6	44	125	2.8
3	The curriculum for the exceptionally gifted enhances teaching them at a faster rate than their peers.	9	20.4	0	0	31	20.5	4	9.1	44	107	2.3
4	The Exceptionally Gifted students require a differentiated programme to enhance their potentials.	23	52.4	9	20.4	6	13.6	6	13.6	44	137	3.1
5	Most curriculum models do not take into cognizance the unique abilities of the exceptionally Gifted students	31	70.5	6	13.6	0	0	7	15.9	44	149	3.4
6	Implementation of gifted student's Programmes does not primarily require an expert in that field.	0	0	7	15.9	3	6.9	34	77.2	44	62	1.4
	Section mean (X)											2.53

Based on table 3 A above on the curriculum for the exceptionally gifted students and its significant difference from others in respect to the curriculum content, shows that with the sectional mean score of 2.53 which is higher than the cut-off mean score of 2.49, shows that the curriculum for the exceptionally gifted is not different from what is planned for other students.

Table 4: Curriculum for the exceptionally gifted student and its significant difference from others (Students)

N = 226

S/N	ITEMS	SA 4	%	A3	%	D2	%	SD 1	%	TOTAL	FX	MEAN (X)
7	The curriculum used for exceptionally Gifted is developed basically for the gifted students.	7	3.0	143	63.2	41	18.2	35	15.6	226	574	2.5
8	The Exceptionally gifted students do not have a specific curriculum designed for their intellectual ability.	92	40.7	54	23.9	51	22.6	29	12.8	226	661	2.9
9	The Exceptionally	184	81.4	42	18.6	0	0	0	0	226	862	3.8

	Gifted students require a differentiated programme to enhance their potentials.											
10	Most curriculum models do not take into cognizance the unique abilities of the exceptionally Gifted students	143	63.2	83	35.8	0	0	0	0	226	821	3.6
11	Implementation of gifted student's Programmes does not primarily require an expert in that field.	0	0	10	4.4	145	64.1	71	31.5	226	391	1.7
	Section mean (X)											2.93

Table 4 on the other hand reacted to the response from the students. It revealed that the students are of the opinions that the curriculum for the exceptionally gifted students should be planned different from what is presented to others that are not exceptionally gifted. With the sectional mean score of 2.93 as against the cut-off score of 2.49 is in acceptance of the above comment.

Based on the responses from both the teachers and the students, it shows that the curriculum for the exceptional gifted students at planning level require unique modification and differentiated program to enhance their potentials and to take care of their unique abilities. The findings from the table established that implementation of gifted students programmes require experts and knowledgeable personnel.

Research Question 2: Extent in which the content of the curriculum is appropriate to the needs of the exceptionally gifted students?

Table 5: Curriculum appropriation to the needs of the exceptionally gifted students (Teachers)

N=44

S/N	ITEMS	SA 4	%	A 3	%	D 2	%	SD 1	%	TOTAL	FX	MEAN (X)
12	The curriculum content at the senior secondary level is structured to meet the learning style of the exceptionally Gifted students	7	15.9	22	50.0	6	13.6	9	20.5	44	115	2.6
13	The curriculum content at the senior secondary level is programmed to encourage the development of potentials among the Gifted students	21	47.6	13	29.6	7	15.9	3	6.9	44	140	3.2
14	The curriculum content selected for the senior secondary is able to make the Gifted	0	0	29	65.9	8	18.2	7	15.9	44	10	2.5

	learner Problem solving to achieve the societal goals of education											
15	The planned curriculum at the senior secondary is capable of helping the Gifted learner build interrelatedness of knowledge in order to achieve societal goal of education	7	15.9	32	72.7	5	4.4	0	0	44	134	3.0
16	The delineation of curriculum programmes into themes, schemes of work, outlines and units of instruction does not enhance effective and meaningful teaching for the exceptionally Gifted students	0	0	13	29.6	19	43.2	12	27.2	44	89	2.0
17	The exceptionally Gifted students are faced with the problem of inadequate curriculum content	27	61.3	4	9.1	4	9.1	9	20.5	44	137	3.1
18	The periods allotted to most subjects in the curriculum are not adequate to meet the intellectual needs of the exceptionally Gifted learners	29	65.9	6	13.6	9	20.5	0	0	44	152	3.5
	Section mean (X)											2.84

Table 5 responded to the information from the teachers on the extent to which the content of the curriculum is appropriate in meeting the needs and aspirations of the exceptionally gifted students. Based on the table it shows that all the items presented in the table are of positive value and with a section mean of 2.84 as against the cut-off means score of 2.49 shows that if the curriculums are well planned, it will affect the gifted students positively. That is, the needs and aspiration of the gifted students are met and will enhance high performance in their academic; also it will help to build interestedness of knowledge.

Table 6: Appropriateness of Curriculum to the needs and aspiration of the exceptionally gifted students (Students)

N = 226

S/N	ITEMS	SA 4	%	A 3	%	D 2	%	SD 1	%	FX	MEAN (X)
19	The curriculum content at the senior secondary level is structured to meet	0	0	146	64.6	80	35.4	0	0	598	2.6

	the learning style of the exceptionally Gifted students										
20	The curriculum content at the senior secondary level is programmed to encourage the development of potentials among the Gifted students	80	35.4	16	7.0	130	57.6	0	0	628	2.8
21	The curriculum content selected for the senior secondary is able to make the Gifted learners problem solving to achieve the societal goals of education	0	0	110	48.6	116	51.4	0	0	562	2.5
22	The planned curriculum at the se secondary is capable of helping Gifted learner build interrelated of knowledge in order to ach societal goal of education	52	23.0	121	53.5	53	23.5	0	0	667	2.9
23	The delineation of curriculum programmes into themes, schemes of work, outlines and units instruction does not enhance effective and meaningful teaching for the exceptionally Gifted students	0	0	0	0	104	46.0	122	54.0	330	1.5
24	The exceptionally Gifted students are faced with the problem of inadequate curriculum content	76	33.6	89	39.0	61	27.0	0	0	693	3.1
25	The periods allotted to most subjects in the curriculum are not adequate to meet the intellectual needs of the exceptionally Gifted learners	77	34.1	149	65.9	0	0	0	0	755	3.3
	Section mean (X)										2.67

On the other hand, table 4.6 B which contains the responses from the student's revealed that the curriculum is planned in a way that the needs and aspiration of the students are met. In addition, with the sectional mean score of 2.67 as against the cut-off score of 2.49, its shows that the curriculum is planned towards enhancing high performance of the exceptional gifted students.

Based on the table 4.6 A and B (responses from teachers and students with a section means higher than the cut-off mean score indicates that the curriculum contents is planned to meet the needs and aspiration of the exceptionally gifted students. It's equally reveal that the curriculum content for the exceptionally gifted is able to make the gifted learners problem solving so as to achieve the societal goals of education.

Summary of Findings

The following are the findings obtained from this study, assessment of the implementation of curriculum for exceptionally gifted students in FCT: A case study of school for the Gifted Gwagwalada Abuja.

- a) The result of the findings shows that the curriculum for the exceptionally gifted students in FCT is the same with other schools.
- b) It is also discovered that the curriculum content is appropriate in meeting the academic needs of the exceptionally gifted learners.
- c) Finding reveals that qualified teachers in the field of gifted and talented education need to be employed for teaching the exceptionally gifted learners.

Discussion of Findings

The study was undertaken to assess the implementation of curriculum, for exceptionally gifted students in Federal Capital Territory, using school for the gifted Gwagwalada as a case study. The first purpose of this study is to find out if the curriculum for the exceptionally gifted is significantly different from the others. The researcher also carried out an investigation to ascertain the appropriateness of the content of the curriculum to the needs of the exceptionally gifted students. The study equally examined if there are adequate and qualified staff for implementing the gifted curriculum. Also the researcher wanted to know if the evaluation strategies used for the exceptionally gifted students are effective. The analysis of the data in the study provided solution to all the research questions and the objectives of the study were examined accordingly.

Okojie (2011) states that the hallmark of inclusion is its emphasis on restructuring of entire school programmes and practices in order to accommodate a wider range of ability. However, this findings seems to be at variance with Parket et al (2010) stressed that, like all students with special needs, gifted children require instructional adaption to encourage full nurturance of their potentials to meet the advance thinking abilities of gifted students, differentiated educational programmes should be encouraged.

On the same issue, Adelodun (2015) also observed that a typical gifted and talented person learn in much less time than the ordinary and have little difficulty in graspings need ideas, makes most curricular so easy for them. In effect the gifted see the world differently and understand phenomenon in a qualitatively different may from their less –privileged contemporaries, in view of the above they need a unique curriculum.

This finding is in line with the provisions of the National Blue print for gifted education (2012) which emphasized gifted students require a unified curriculum that will prepare them adequately for all public examinations

Implication for Curriculum Planners

From this study one realizes that the quality of instruction in the curriculum content of exceptionally gifted students should not be left completely under the control of the teacher of the exceptionally gifted students. The primary determinant of quality of instructions is the adequacy of description of criterion task and its sub-component as Anderson (2015) says, therefore, the teachers of the exceptionally gifted are almost totally dependent on the available text and teaching materials. And since the quality of instruction cannot be higher than the states of knowledge as contained in the best text available, it may be difficult for teachers of the exceptionally gifted to impact on the students

adequately because relevant materials, in the area are scarce.

Also, the curriculum planners should conduct comprehensive needs assessment before any curriculum is designed so that such curriculum would include the immediate and future needs of the exceptionally gifted students. This would involve actual beneficiaries in determining what they need.

Authors should include some of the findings of this study in their texts and they should work together with content area teachers in the field to get authentic materials that could be used for the exceptionally gifted as well as organize task that will replicate exceptionally gifted based tasks.

Conclusion

The exceptionally gifted learners are those who possess the human traits of being above average abilities, high level of task and high level of creativity with evidence of high performance capability in areas such as intellectual, creative or specific academic field. It could be concluded that the curriculum for this group of learners should be given serious consideration through an enriched educational programmes and curriculum flexibility. It will not therefore be out of place to encourage teachers handling the gifted students on how to effectively and efficiently engage curriculum adaptation in order to actualize the desired objectives of teaching and nurturing the gifted learners.

Recommendations

In line with findings of the study, the following recommendations were made:

- i. Findings revealed that School for the Gifted Gwagwalada, Abuja, adopts the same curriculum with other schools in the Federal Capital Territory, hence it is recommended that the teachers as implementers of the curriculum should engage curriculum adaptation through enrich programmes in order to stimulate the unique learning style of the gifted.
- ii. The evaluation strategies should involve assessment of individual teacher's performance and ability to handle the erratic nature of the gifted learners.
- iii. Also, since for the Gifted Gwagwalada is the only one in the territory, more gifted education schools should be established and equipped to meet the needs of gifted learners, since the only existing one cannot adequately provide for the academic needs of the gifted in the territory.
- iv. Despite the fact that qualified teachers are employed, teachers should be given adequate training to make them more conversant with gifted interpretations.
- v. Moreover, the criteria for recruitment of staff for the gifted programmes should be primarily predicated on competence, professionalism and experience.

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