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**PERCEPTION OF GIFTED STUDENTS ON SELECTED ACADEMIC
FACTORS ON ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN UASIN GISHU**

DISTRICT KENYA



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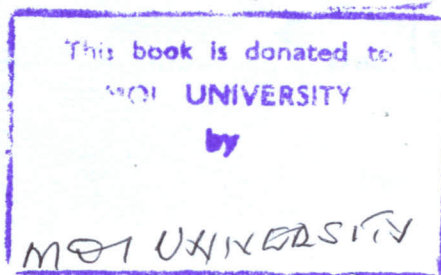
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ABSTRACT

Academic performance is a function of many interrelated variables including inherent study efforts, modes of teaching, school environment and students ability. Many gifted students may face myriads of academic problems, which may however, be masked by their academic prowess, yet research into this realm is limited in Kenya. The objectives of the study were: To investigate the perception of gifted students on the effects of compulsory subjects on academic performance. To establish the perception of gifted students of teacher - centred teaching methods on academic performance. To examine the perception of the gifted students of the effects of mentorship and counselling services on academic performance. To establish the perception of teachers on gifted students identification criteria on academic performance. An exploratory survey design was used. The research population consisted of 100 heads of academic departments and 153 gifted students. The sample then was 30 teachers and 120 gifted students from the sampled schools in Uasin Gishu District. Two sets of structured questionnaires were used to collect data. The sample was selected using random sampling technique and purposive sampling technique. Descriptive statistics was used in data analysis that is of frequencies and percentages. The findings were presented using tables, pie charts and figures. From the findings it was established that the gifted students perceived that the compulsory subjects were highly influential in affecting academic performance. That most of these students 48 %(50) rated the teacher-centred teaching methods as poor and these teaching methods were found to affect the academic performances negatively. Absence of mentorship and guidance and counselling services affected a majority 55% (58) of the gifted students negatively academically. Identifying the gifted learners in secondary schools of Uasin Gishu was non standard. No intelligence tests were used to identify gifted learners instead evaluation test results was majorly used by 60% of the teachers to identify these learners. The study recommended that the MoE should make IQ tests available in schools. Teachers should be equipped with skills and knowledge of how to handle gifted learners in schools. Further studies should be carried out to establish how primary schools cater for this gifted learners.