

**EFFECT OF SUBJECT CONTENT ENRICHMENT ON
ACHIVEMENT OF GIFTED STUDENTS IN SPECIAL SECONDARY
SCHOOLS IN BAUCHI STATE.**

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DEDICATION

This research work is dedicated to my family and relatives.

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ABSTRACT

The study examines the effect of subject content enrichment on achievement of gifted students of special secondary schools in Bauchi State. Senior Secondary

School Students were used as the respondents of the study. The target population of the research was fifty nine (59) students and twenty eight students (28) were sampled out of the population and they were purposively selected for the study. An experimental design was applied in the research. The respondents of the research were divided into two groups (experimental and control group) Two null hypotheses were formulated and tested. Hypothesis one says, “there is no significant difference in the mean score of gifted students between those exposed to enriched subject content and those expose to enriched subject content and those expose to regular subject content. While hypothesis two, says “there is no significant gender difference in the mean scores of gifted students exposed to enriched subject content, t-test statistic was used for independent sample. Hypothesis one reveals that, experimental group performed better than the control group. However, in hypothesis two the boy’s achievement is better than the girls achievement within the experimental group. The intervention period last for six weeks. The findings of this work revealed that subject content enrichment is effective in enhancing gifted academic achievement. In view of this, it was recommended among others those teachers, administrators and parents as well as facilitates the use of subject content enrichment in schools and at home.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Enrichment refers to provision of a differentiated programme of study for gifted students by the classroom teacher within the regular classroom, without assistance from an outside resource or consultant teacher. Additional experiences are provided to the gifted students with or without placing them in a higher grade in Okeke (2001). Enrichment involves provision of selected stimulating activities learning experiences, resource materials designed to challenge their cognitive abilities and promote independent and individual studies. Enrichment involves a lot of changes in content, activities initiatives and so on and so forth of regular curriculum. The rich curriculum is the heart of everything we do to help the gifted and it ensures that every child develop to his full potential both academically and personally. Enrichment is one of the strategies used in nurturing gifted students; as such it has to be judiciously in gifted schools so that their potentialities will be harnessed.

Teachers and educational administrators frequently act on results obtained with several kinds of test used in schools. In secondary school setting, the classroom teacher depends largely upon achievement tests for measuring the progress of pupils in a particular subject area. Aiken (1979) cited in

Mohammed, the most popular types of test in school are measures of achievement the level of knowledge skill accomplishment in an area of endeavor.

In the words of Okeke (2001), in every society of the world, we have few men and women of superior talents and gifts we must of necessity discover them through proper identification, quota system, catchment area. Selection should be strictly based on merit. So far the traits in gifted children to blossom they need to be harnessed, this can be done through making teaching and learning meaningful and challenging to them so that they do not take to stubbornness and apathy. Provision of appropriate education services has to be made from them.

Since gifted students need to be provided with appropriate education service, enriching their curriculum can auger well in taping what is expected in them. Enrichment programme; covers curriculum, teaching and learning including homework, performance review and lesson observation, assessment monitoring recording and reporting are all part of enrichment program.

Ozaji (2000) defined gifted as children who have demonstrated, superior intellectual capability and or children with exceptional facility for achieving non academic task. In referral strategy for gifted and talented according to him they should be sent to agencies that believe in the philosophy of “catch them young”. If the child is at school, the teacher should programme him into the Suleja Academy (School for the gifted) if the child is outside the school, early

identification and training will be best for the child. This tells us that the gifted students in school should be well treated with various techniques of nurturing the apt abilities of students with outstanding high academic performance. Students' academic performance depends to a large extent on comprehension of basic taught in the classroom and also on their ability to achieve what is expected from them. Gifted academic achievement could be realized only if teachers change the attitude of imparting knowledge to such students, therefore teachers of gifted students will have to adopt a new perspective about their profession.

The academic achievement of gifted children will only be a reality if the learning environment is conducive along with relevant available human and material resources. Meanwhile, stake holders interest and commitment counts a lot in building quality in the education of gifted students, thus makes the academic achievement of gifted a reality.

1.2 Statement of the problem

Children are said to be gifted if they so far advance of the norm in some or all of the mental, physical, social or creative spheres that they need specialized educational practices in order to develop their promise or lasting contribution across the spectrum of achievement and to provide for their own maximum potential fulfillment. Watkinson (1978, 1979) as cited in Abdullahi, It is necessary to make special provision for children with such superior mental

abilities. Though many states government across the Federation make several attempts to establish secondary schools for the gifted students, Bauchi State government however is not in exception.

The Bauchi State government in its effort to fill the vacuum in different areas of human endeavor especially in the areas where the state is in the desperate need. Three special schools for the gifted children were established in 2001. The mode of the student's identification is through strict selection exercise based on merits; however it is on quota basis system in which entry examinations are conducted in all the twenty local governments in the state.

Ever since the inception of the schools under the monitorship of special schools management board, the schools have been using regular curriculum. This gesture has however posed serious problems in realizing what is expected from the potential talented students admitted into those schools. Thus the main focus of this study is to find out the possible solution to the problem already discussed in this paragraph, as such the students should be taught with enriched subject content. Thus the present study is justified.

1.3 Objectives of the study

The objectives of the study are as follows:

1. To find out the effects of curriculum enrichment on academic achievement of gifted students.

2. To find out the difference between boys and girls mean scores of the post-test

1.4 Research hypothesis

Ho1: There is no significant difference in the mean score of gifted students between those exposed to enrichment and those exposed to regular curriculum.

Ho2: There is no significant gender difference in the mean scores of gifted students' exposed to enriched curriculum

1.5 Significance of the study

This research is significant to parents and all the stakeholders the importance of gifted education, in which they should be provided with all the necessary materials that can easily facilitate their learning. It is also of great importance for the parents to notice that their gifted children are a treasure not only to them but to the entire nation.

Furthermore the findings of the study would contribute immensely to an already existing body of knowledge to maintain the tempo of running the program through intensive supervision and procurement of teaching and learning materials plus staff inducement and good welfares. This study will benefit the teachers, through effective teaching preparation taking vital decision about their gifted students, parents as well can benefit from this research by

giving extra lesson to their children at home during holidays, using enriched curriculum and supply them with relevant learning materials.

Administrators as well can benefit from this research through organizing classroom instruction; meanwhile, government can also be a beneficent to this research by designing curriculum, evaluation, and intensive supervision. Students however will be prepared for standardized aptitude tests. Other researchers can take benefit from this research in which they can enhance efforts of other researches to undertake studies elsewhere.

1.7 Scope and delimitation of the study

This study was intended to cover the entire three Special Secondary Schools in Bauchi State. As the board was established to cater for the gifted children. Therefore the scope of study had investigated the effect of subject content enrichment on the educational performance of gifted students. It was also restricted to SS2 student across the three Special Schools. The Government as a subject of study was capitalized as the area of concern to this study.

The study was delimited to these schools due to the assumption that these schools were the only schools for the gifted, it was also delimited to engage other students from SSI and SS 3 due to many factors, example the SS I

students had no much experience or the course which SS 3 were been prepared for their SSCE examination, etc....

1.8.1 Operational definition of terms

Efficacy: The ability of something to produce the result that is wanted

Enrichment: to improve the quality of something by adding something to it.

Curriculum: is an organized program of learning usually segregated by subject areas composed of these categories; content, assessment and instruction.

Academic performance: refers to how students deal with the studies and how they cope with or accomplish the different tasks assigned to them by their teachers.

Gifted children: are those children who are above average characterized with an outstanding ability and are remarkably excellent and high performance when given any task.

Curriculum enrichment; refers to the provision of selected stimulating activities, learning experience and resource materials designed to challenge the cognitive abilities of gifted children.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter is a review of related literature. The review is done under the following sub-headings: history of gifted education in Nigeria, definition of giftedness, characteristics of giftedness, identification techniques of giftedness, concept of curriculum enrichment and overview of curriculum enrichment.

2.1 History of gifted education in Nigeria

The Federal Government of Nigeria under the then, Head of state, General Yakubu Gowon in a nation-wide broadcast in (1974) announced the provision of special education program for gifted children and special needs children. When the national policy on Education was released, it contained the introduction of Special education programs which caters for the handicapped and the exceptionally gifted children. Specifically, section 8;36 of the National Policy on Education (2004) clearly states that all children including the gifted as well as those with physical, mental and learning difficulties must be provided for under the new education system.

Education for the gifted, according to policy statement is designed to enables the exceptionally gifted children at their pace for full self-actualization in the interest of economic and technological advancement.

To implement the policy statement, a Committee which was set up by the Federal Government to work out a suitable program for the education of the gifted recommended five Federal Government Colleges to serve as pilot institutions. The approval of this recommendation led to the appointment of King's College, Lagos; Federal Government Colleges in Ilorin, Benin, Kano and Maiduguri as pilot schools for gifted education in Nigeria. As time went by, the Federal Government, eventually, instituted a gifted school in Suleja named Suleja Academy in 1989 exclusively for the education of the gifted children at the secondary level of education. Suleja is in the suburb of the Federal Capital Territory of Abuja.

However, the National Policy on Education (1981) lays emphasis on the education of the gifted in the following words:

There are also specially gifted children who are intellectually precocious and find themselves insufficiently challenged by the programme of normal school and who may take to stubbornness and apathy, in resistance to it. Government has already directed that all children including the gifted therefore special educational arrangements must be made for the "handicapped" and the exceptionally gifted.

Government's major objective in respect of gifted children is stated in the National Policy on Education (2009); to provide opportunity for exceptionally "gifted children to develop at their own pace in the interest of the nation's

economic and technological development. It was as a result of this provision and the need to implement these objectives that the Federal Academy (Formerly Suleja Academy) was founded.

The Federal Government Academy (Formerly Suleja Academy)

Federal Government Academy, Suleja is an institution for the children selected for gifted education in Nigeria. This institution is located at the defunct Federal School of Arts and Science, Suleja, 45 kilo meters South-East of Federal Capital Territory. It is the National Centre for nurturing gifted and talented children.

Balogun (1992) reported that the school started with 205 students in the second year of Junior Secondary School (JSS 2) and second year of Senior Secondary (SS 2) with 15 academic staff. Those students were drawn from the pilot schools operating gifted education programme in Nigeria, namely, King's College Lagos, Federal Government Colleges at Ilorin, Kano, Maiduguri and Federal Government Girls College Benin.

At inception, the academy operates an acceleration programme, graduating students in four years instead of the normal six years of secondary school education. The students enjoyed Federal Government Scholarship covering Tuition, Boarding, Feeding, Uniforms, Text books and Exercise books.

2.2 Review on academic performance

Academic performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment.

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by I.Q tests and those who are higher in conscientiousness (linked to effort and motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement. Parent's academic socialization is a term describing the way parents influence student's academic achievement by shaping student skills. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parent's socio-economic status. Highly educated parents tend to have more stimulating learning environment.

Children's first few years of life are crucial to the development of language and social skills. School prepares and in these areas help students adjust to academic expectancies. Another very important factor that enhances academic achievements is the presence of physical activities. Studies have shown that physical activities can increase neural activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory.

Factors affecting academic performance

The student's academic performance may be influenced by various external and internal factors other than their personal characteristics. For the development of society it becomes necessary to provide quality education to his people. Some of the following are factors that affected gifted children academic performance.

1. Environmental factors: after birth, child is exposed to numerous environmental forces that are purely external in nature the environmental forces could be either physical forces or social forces. As for physical forces are the ones that an individual has no control over them e.g. water, climate as for the case of social factors can be lack of resources or using obsolete equipment either of the social factor may affect one's academic performance.

2. Psychological factors: educators believed that youth are psychologically vulnerable and they associate psychologically vulnerability with characteristic of giftedness which may lead to problem of behaviors and academic performance, particularly in highly gifted students, many of them suffer self-esteem and self-image problems while some of them suffer low sense of self adequacy, feeling of isolation and self contempt, and always attribute success to luck, fate or chance.
3. Social factors: injustice, discrimination, prejudice and economic deprivation often hinder the motivation and academic performance of children as well as contribute to their underrepresentation in gifted and talented education programs.
4. Equity and expectation: Basically children expected to be treated equally, within the school and as others that are in similar schools, they expect to get a certain reward for a certain effort, and they expect to get promoted as they undergo training.
5. Motivation: many students who are not motivated keep their performance to an acceptable level by expending 30% of their ability. Teachers who know how to motivate their students can achieve 90% ability levels and consequently higher levels of performance.

2.3 Origin of the term gifted

The term gifted children was first used in 1869 by Francis Galton. He referred to adults who demonstrated exceptional talent in some area as gifted, for example gifted chemist, children could inherit the potential to become a gifted adult and, Galton referred to these children as gifted children. Lewis Jernan expanded Galton's view to include high I.Q. In the early 1900s, he began his long term study of gifted children whom he defined as children with I.Qs of 140 or more. This study found that I.Q alone could not predict success in adulthood. Leta Hollingworth, too, believed that the potential to be gifted was inherited. However, she felt that providing a nurturing home and school environment were also important in the development of that potential. There has been a controversy concerning the origin of giftedness, some linked it to biological and genetic factors. The early theories and speculation centered on the endowment argument that talents were define gifts. The earliest proponent of genetic factors was Darwin whose work was based on the inheritability of human brain.

Similarly, Galton in the, 1800sstudied twins and concluded that nature prevails our nurture because of the similarities in the identical twins, quoted in Butt (1966) cite in Ikechukwu correlated of twins reared together with those reared apart (+88 and77) and other studies of twins he did and intelligence was determined by genetic factor.

Environmentalists hold the opinion that, there is no doubt, families; community obviously exercises a profound influence on the development of children's abilities. Stimulation opportunities, expectations demands and rewards for performance affect children's learning. Research works have established that there is correlation between socio-economic level and I.Q influences of home and families, especially in the child's younger years, are extremely important. The following were found to occur in the families of highly successful persons:

- a. Someone in the family, usually one of the parents had a personal interest in the child's talent and provided great support and encouragement for its development.
- b. There was specific parental encouragement for the child to explore, the participate in home activities related to the area of developing talent and to join the family in related activities. Small signs of interest and capacity by the child were rewarded.
- c. Expected behaviors and values related to the talent were present in the family. Clear schedules and standards for performance appropriate for the child's stage of development were held.
- d. The family interacted with the mentor and received information to guide the child's practice.

2.4 Definitions of gifted children

Defining the term gifted is not an easy task. Numerous definitions have been suggested, but no single definition is accepted by very one or even by a majority of people. Because so many definitions exist, people often get confused over just what is meant to be gifted.

Watkinson (1978,1979) as cited in Abdullahi defined gifted children as those so far in advance of the norm in some or all of the mental, physical, social or creative spheres that they need specialized educational practices in-order to develop their promise or lasting contribution across the spectrum of achievement and to provide for their own maximum potential fulfillment.

Abang (1981). The term giftedness signifies an individual performance in any valuable line of human activity that is consistently above what is expected of his/her age group.

The Nigerian national Policy on education (2004) viewed gifted children as those who are intellectually precocious that they find themselves insufficiently challenged by the program of the ordinary schools.

2.5 Characteristics of the gifted children

Gifted children exhibit some characteristics that are normally notice by both parents and teachers. Some of these characteristics are:

Language use: language use is the first characteristic that is often noticed the earliest. Parents and others see unusual use of language early on in a child's development precocious language development takes different forms and many gifted have special language abilities. They can be avid story tellers, telling their tales with rich details and expressive language. Gifted children often talk sooner than other children of age now more words, use bigger words and often enjoy wordplay and pun, combining words in unusual or creative ways.

Creative thinking and problem solving: gifted children see the world differently than other children, and their idea of a bird's eye view is often different from the norm. They view institutions from different perspectives and as a result they show creative thinking, creative problem solving techniques and a unique sense of absurdity. Gifted children usually are creative problem solvers who take pride in doing things in their own way difficult problems present a challenge to such children, and they may work persistently to solve them.

Physical characteristics: gifted and talented persons are generally superior physically to their normal counterparts. They are more robust, taller, bigger, stronger and heavier. At birth they weigh heavier and sleep deeper than normal babies. They learn to sit, crawl and walk earlier than their mates. Mentally, they are healthy and suffer less sensory defects.

Educational characteristics: gifted children tend to be far ahead of averages children in academic achievement. They learn to read very easily. Many of them are taught to read by parents or teach themselves before they enter school. They do very well in both academic and non-academic areas to the extent that they described as all-rounder. Educationally they are more interest in sciences and in abstract as in literature, debate and history. They score highly in standardized intelligence tests.

Social and emotional characteristic: socially, gifted and talented persons tend to be happy and are admired by their peers. Collman and Fulzz (1985) cite in Ikechukwu observed that the gifted feel happy within themselves, especially when they are challenged academically to use their ability to the fullest. They have wide varied interest and are positive in their approach to life. They are very honest, trustworthy, sincere, obedient and humble. They hardly cheat, and like to serve or help others, as a group they enjoy stable emotion; and are psychologically balanced and better adjusted in adulthood, these personality qualifies make them good social leaders.

2.6 Assessment and identification of gifted children

Identifying the gifted and talented implies recognizing children with behavioral trait and sorting them out using appropriate screening devices. Early

identification is beneficial since traits of giftedness are noticeable early in life and children thus identified early have ample opportunities to develop their giftedness to the fullest.

Informal procedure

- a. **Parent nomination:** parents give information about the birth history of the child may observe notice and nominate a child based on abilities demonstrated by the child believed to be beyond the abilities of that age e.g. artistic design, drawings, paintings, arrangement of toys.
- b. **Peer group nomination:** peer group's comments may highlight useful talents and abilities noticed in the gifted during day sessions which may not have been noticed by others. The gifted exhibit valuable behaviors of personality and social attributes in play time of which peers can nominate names of peers suspected to be gifted.
- c. **Nurses/doctors:** Professionals like doctors and nurses who come in contact with gifted children from time of birth and thereafter may have useful comments and reports to give such reports may form part of the medical history, showing the child's weight at birth.
- d. **Teacher's nomination:** Teacher nomination is a strong form of assessment. Teachers are required to observe and record performance of all children in their classes in respect of all subjects done in school. These are usually the child's scores on achievement tests and other school

measures which indicated that the child is performing at a very high level in comparison with others in the class and age.

Formal procedure

Formal identification is done through administration of standardized (individual and group) test. The use of intelligence and I.Q scores are the most commonly accepted objective assessment of giftedness on added advantage is that they can be employed quite in early life for the identification processes. The range scores of I.Q accepted by Terman (1925) for being gifted is 140 and above, which others accept 130 and above.

The estimate number of gifted persons in any population of community ranges between 1-5% depending on the criteria used. The rule is the higher the I.Q scores the fewer the number of gifted persons. And the lower the I.Q scores the more number of gifted persons for example; when Hollingworth (1942) used a score of 180 he found only one gifted person in millions of American children.

Educational program of gifted children when the gifted children are admitted into regular classes they are denied with the opportunities they need or full development of their talent. As such they need special intervention. Generally the plans can be described as providing for the following measure:

- i. Enrichment

- ii. Acceleration
- iii. Grouping in special classes/schools

Enrichment simply means, making the child's curriculum for the gifted to be richer in content in method, in materials, in assessment procedures and evaluation over above the ones provided for the average children.

Acceleration principles are adopted to enable gifted child finish his educational career at his own faster rate, thus spending lesser number of years in school. Acceleration may include, early admission to school, using child's mental age, double promotion or telescoping and advanced placement.

Ability grouping refers to grouping in accordance with their mental abilities. Children whose estimated abilities/talents are approximately equal are grouped together to challenge one another in independent study.

2.7 Concept of curriculum enrichment

Enrichment experiences those that let the gifted children investigate topics of interest in much greater detail than is ordinarily possible with standard school curriculum. (Chauhan, 2007).

Enrichment can be done in two ways:

1. Enrichment in breadth
2. Enrichment in depth.

Enrichment in breadth is in which variety and exploration are considered more important than precision and intensive work.

Enrichment in depth is the one which is favored by those who emphasize the academic purpose of education. In a regular class enrichment means to allow the student work at his own pace and at his own level of understanding. The common approaches of enrichment are:

- i. Special assignments which need in-depth study
- ii. Monitor system in which intellectually advance helps the less able children in academic work.
- iii. Project; individual and group
- iv. Provision for providing good books and laboratory experiments.
- v. Summer schools can be organized for different subjects for enriching the knowledge of the gifted students.

Lokanadha, Ramar and Kusama (2007) enrichment refers to provision of a differentiated programme of study for gifted students by the classroom teacher within the regular classroom, without assistance from an outside resource or consultant teacher.

Models of enrichment

There are few models of enrichment proposed by educators:

- i) Revolving door model: This model is based on the notion that children manifest gifted behavior in relation to particular projects or activities on which they bring to bear their above average ability, creativity and those commitment. Students under this model are selected to constitute a “talent pool” through case study identification method. These students are engaged in enrichment activities that involve individual to small group investigation of real life problems. They become participating pollsters, politicians, geologists, editors and so on. The teacher should help students translate and focus a general concern into a solvable problem and provide the students with required tools and methods to solve the problem. Further, he authentic audiences, students can stay in the enrichment programme as long as they have the ability, creativity and motivation to pursue productive activities that go beyond the usual curriculum for students of their age.
- ii) A school-wide enrichment model: This model has been developed more recently; the school-wide model was designed to reduce the “Separateness” of special and regular programmes and to make certain that students who can profit from enrichment activities are given opportunities to engage in more challenging. A challenging learning environment, guarantee proficiency in basic curriculum and make time for enrichment all the students’ strategies are assessed.

Major components of school-wide enrichment model

- i. Curriculum compacting, modifying or “streamlining” the regular curriculum in order to eliminate repetition of previously mastered material upgrade the challenge level of the regular curriculum and provide time for appropriate enrichment activities while ensuring mastery in basic skills.
- ii. Assessment of students strengths, Is a systematic procedure for gathering and recording information about student’s abilities, interests and learning styles.
- iii. Type I enrichment: General exploratory experience, experiences and activities that are designed to expose students to wide variety of disciplines visual and performing arts, topics, issues, occupation, hobbies, persons, places and events that are not ordinarily covered in the regular curriculum.
- iv. Type II enrichment: group training activities instructional methods and materials that are purposely designed to promote the development of thinking and feeling processes.
- v. Type III enrichment: Individual and small group investigations of real problem. Investigative activities and artistic productions in which the learner assumes the role of a first hand inquirer, the student thinking, feeling and acting like a practicing professional.

Research evidence suggests that this school-wide enrichment model can improve the learning environment for all the students. Also it improves the attitude of the students and teachers towards education of the gifted and makes special programming for gifted students a more integral part of general education.

Enrichment involves selection and organization of learning experiences and activities appropriate for the child's adequate development. Thus, the enrichment of education should be considered a need of all students. However, in the case of gifted children, it will definitely imply an urgent need to impact a greater variety of experience or talk a more advanced level to them, Mangal (2013).

Thus, enrichment programmes proposal aims to being additional opportunities for the gifted children for example, it may include the following:

- i. Special assignment (within or outside syllabus);
- ii. Work or independent project;
- iii. Independent library reading;
- iv. Visits to various places for getting first-hand information;
- v. Construction of models aid-material and improvised apparatus, etc;
- vi. Participation in the organization of curricular activities;
- vii. Experimentation and independent research.

Enrichment simple means, making the child's curriculum for the gifted to be richer in content, in method, in materials, in assessment procedures and in evaluation over above the ones provided for the average children. Enrichment, however, is a provision of a differ initiated program of study for gifted students by the outside resource or consultant. Abang (1981) as cited in Kamilu. Says enrichment has the advantage in the gifted children *“remain with peers in regular class, while at the same time many of their special needs are met. In addition, the children who are not gifted profit from interaction with the gifted children. Therefore, the gifted children have the opportunity of sharing experiences with the less gifted. Most important of all, that enrichment does not add tremendous economic strain on society, as it would if separate schools for the gifted were to built”*.

Enrichment programs proposed aims to bring additional educational opportunities for the gifted children; it may come in various ways for example:

- i. Special grouping;
- ii. Resources room and itinerant teacher program;
- iii. Special classes.

In special grouping, enrichment curriculum is adapted for gifted children in the regular school, various form of grouping have been used:

- a. Grouping the children within a regular class in elementary school;
- b. Organizing special sections in the subject matters for example: English, Mathematics, Social Studies etc.
- c. Offering advanced courses for superior students in secondary schools.

The resource room and itinerant teacher allows the gifted and talented children to be removed from her regular classes and age mates for a portion of day in order to engage in special activities focused on their talent.

In special classes techniques, Cleveland (1921) cited in S.A. Kirk & J.J. Gallagher. Students with Q 125 and above may be placed in special classes, the purpose to accelerate the children. The gifted children are to graduate from the school with their age mate, but they participate in other school activities. Eg. Physical education and general school program.

2.8 Approaches of enrichment programs

Several approaches are designed in enrichment program, only that there are freedoms of choice within a basic framework that defines limits and sets outcomes. These approaches may include the following:

Special grouping in the regular classroom

Special classes

Resource room

Fieldtrips and special camp

Use of community mentor

The service of an itinerant teacher

Peer tutoring

Another approach of enrichment program is through the use of extensive repertoire of materials, equipment, 'modules' or program unit and audio visual aids. These should be the responsibility of one or more specialist in the system that is versed in a much wider-range of subject than are covered by the resource centre which services the general run of students.

In yet another approach of enhancing enrichment the key person should be a consultant in various disciplines who will initiate and conduct part of the work with individual students or small groups.

2.9 Differences between regular and enriched curriculum

| Enriched curriculum | Regular curriculum |
|--|--|
| Enrichment is not for everyone (it is individualized) if all students can complete task with equal ease and quality the task probably will not challenge many gifted learners, it consider independent study of personal programs. | There is selection of content or subject content can also mean all the subject matters, learners are being thought n school for example English Language, Sciences, Social Sciences etc. being thought to the pupils |

| | |
|--|---|
| <p>Enrichment is not consumption of contents (it is creation of concepts) it consider how students relate what s learned to previous information and experience</p> | <p>It is flexible to allow for adjustments to the changing needs and condition of the society</p> |
| <p>Enrichment does not personalize bright students (it stimulates, encourages and challenges bright students) few students will work harder for less reward, if work s more challenging but their marks drop students may settle for easier work or questionable value</p> | <p>Regular curriculum reflects the needs of the society such that they become acceptable, that means it should reflects the aspiration, problems, and societal values such that they can be seen to be a solution to some existing and projected problems.</p> |
| <p>Enrichment is not reproductive thinking (is productive thinking) it encourage students to brainstorm, to think of lots of different ideas to “freewheel” to “piggy back” on the ideas of others and to suspend judgment during the brainstorming</p> | <p>To effect a meaningful change in regular curriculum the support of those controlling education in the area is necessary. Unlike in the enrichment model whereby the change is at the discretion of the teacher/system here it is the authority that determines the educational policies and how they are implemented</p> |

| | |
|---|--|
| <p>Enrichment does not ask question to which all student have the same answers (enrichment asks open-ended questions leading to creative and divergent thinking for example begin question with:</p> <p>What will happen if ...?</p> <p>In what ways might we...?</p> <p>Suppose...</p> | <p>In regular curriculum there is need for an explicit and clear aims and objectives of education which will guide in the development of such education for that society</p> |
|---|--|

2.10 An overview of Academic Achievement of Gifted Students

Gifted education is meant to provide opportunities for exceptionally gifted children to develop at their own pace in the interest of nation's economic and technological development for the gifted students to achieve very high academically their curriculum should be a very rigorous in order to attain a maximum standard so that, this can enable the gifted children to develop cognitive and creative skills and also build strong leadership traits that can impact on society.

Today gifted education has become necessary because it is a form of special education and a legitimate right of those children who require a different form of education from that of the mainstream. Hence gifted students learn

differently or faster, teachers have to adjust to that pace and learn to catch up with the ever-widening intellectual scope and curiosity of gifted children.

Gifted academic achievement could be realized only if teachers change the attitude of imparting knowledge to such students; therefore teachers of gifted students will have to adopt a new perspective about their profession. However, teacher's job will not just be instruction; they must be open to construction and discovery of new knowledge. Meanwhile this will facilitate to shift from teacher-centered to learner-centered, learner-centered help immensely to harness the potentials of gifted children, this method is however be more active, with students discussing, debating, research and collaborating on projects with one another and with the teacher.

In sum, academic achievement of gifted students could be realized through identifying and nurturing of gifted potentialities by making adequate provision of conducive learning environment, along with available human and material resources plus adequate funding. However stake-holders interest and commitment should be inspired in building quality in the education of gifted students; with this, the academic achievement of gifted students will be reality.

2.11 Empirical studies

Enrichment is a strategy that can enhance learning of mentally advanced students. Enrichment has many techniques and strategies that could help in

boosting the morale of intellectually precocious learners. Enrichment as a way of giving better educational opportunities to the mentally advanced student (Worcester 1978, p. 98) a lot of research have been conducted on enrichment strategies.

In the study of Jennifer, (2005) on the nature of mathematical enrichment. A case study of implementation, the research took place over a period of approximately two years (2003 – 2005) investigated enrichment effectiveness in school by using data collection as they work on the production of trails. Throughout the study there was continuous search of literature sources to help clarify issues or shed additional light on ideas that emerged. The study however involved a process of data collection, literature review and revision of the framework.

The framework of the study is in terms of four elements: content, experience for learners, implications for teaching and its longer term potential influence on learners and experience for the learners as they engage in mathematics activities. Learners are drawn into the mathematics either because of the content or the mathematics that emerges from the problem itself. Contents may result in learners initially experiencing slight of unease. The implication our teachers will need to identify resources and context that supports needs of learners and development of skills by utilizing e.g. gradient of similarity and complexity. Teachers also need to create atmosphere in which

they engage in dialogue and other interaction as a result of this study, she plan to continue to use enrichment not only in mathematics class but also in the teaching of other subjects.

In the work of Margaret, and Shelah, (2009) on closing the achievement gap with curriculum enrichment and differentiation. The schools mission reflected the school community's desire to provide all students with access to engaging, stimulating and enriched learning environments, where they could thrive and grow. Enrichment is something extra when students' interests and choices related to their own learning are considered, engagement in learning in enhanced.

This work summarizes a unique approach of the achievement gap strategically blended differentiated school wide enrichment teaching and learning. The theories of enrichment and instructional differentiated were translated into practice in elementary school that had previously embraced a remedial paradigm. This enrichment approach resulted in improved student's achievement gap between rich and poor different ethnic groups. A focus on the achievement gap has intensified since that no student left behind act (NCLB) was passed in 2001. In particular achievement gaps among, culturally, linguistically, ethnically and economically diverse group pose great concern to educators and policy makers.

More so, in the work of Sally, (2012) on research that supports using the school wide enrichment model and extension of gifted education pedagogy to meet the needs of all students.

School wide enrichment model (Renzulli 1997, Renzulli & Reis 2006) as cited in Sally is widely implemented as an enrichment program used with academically gifted students and a magnet team of school wide enrichment model, approach for all students through the three goals; developing talent in all students, providing a broad ranged advanced level enriched experience of all students and providing follow ups advanced learning for children based on interest. Reis (2006) school wide enrichment model test in reading with 226 students, result indicated that students in the school-widen enrichment model, treatment group scored statistically significantly higher than those in the control group in both oral and reading fluency attitudes toward reading, the effectiveness of the model perceived by the key groups such as principals.

These researches on the SEM suggest that the model is effective at serving high-ability students in a variety of educational setting in schools, serving diverse ethnic and socio economic population. These studies also suggest that the pedagogy in the SEM can be applied to various content areas resulting in higher achievement.

2.12 Summary and uniqueness of the study

The chapter begins with the conceptual framework on gifted education in Nigeria, its history, origin of the term “gifted” definition, characteristics of gifted and talented children. Assessment and identification among others. Review of empirical researches was done which shows there is a vast body of literature on researches carried out in the same area and that significantly helps to bring about clear understanding of the present day study.

The review also reveals that there are no empirical evidences that a study of such nature was carried out in Bauchi State on efficacy of curriculum enrichment and academic performance of talented children. Therefore this study aims to fill that gap.

This study is therefore unique in Bauchi State as it seeks to focus attention on a research work which attempts were not known as have been carried out before. The study is also unique in that only SS II students offering Government in three Special Secondary Schools of Bauchi State were used as subjects, unlike previous researches carried out in lower stages of institution learning. In addition, this study presents both regular and enriched curriculum were as in most of the previous researches on enriched curriculums were presented. However, different schools under the same board were used, were as in many previous researches only one school was used instead.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deals with research methodology in terms of research design, research instrument, population and sample, sampling technique, data analysis, procedure, intervention procedure, research instrument and method of data collection.

3.1 Research Design

The design used in this research is experimental, which is a design commonly used to study relationship between two or more variables. Random assignment of treatment and manipulation of at least one independent variable (Bichi 1997). Experimental design is of four types: non-randomized control group, pre-test post-test design, counter-balance design, one group time-serious design with non-randomized control group, pre-test post-test design both groups take a pre-test. Both groups were post-tested on the dependent variable. The difference between the pre-test and post- test score for each subject was found and mean difference for the experimental and control groups were computed and compared, using appropriate statistic procedure. This design is presented schematically below:

| Group | Pre-Test | Treatment | Post-Test |
|-------|----------|-----------|-----------|
| A | Y1 | X | Y2 |
| B | Y1 | - | Y2 |

Source Bichi (1997)

The table above explained that the research design used by the researcher was able to compare a control group of subject and experimental group.

3.2 Population and sample

3.2.1 Population

The target population for this study comprises of all the gifted students offering Government as a Course of study in SS II, 42 boys, 17 girls with approximate age of 17 years.

Sample refers to a small portion selected for observation and analysis (Khan, 1989). For the purpose of this research the sample population is all the students offering Government as a course of study in SS II in Bauchi State Special Schools. A sample of 14 subjects was selected.

Table 3.2. Enrolment figure of Government students as far 2014.

| S/no | Name of schools | No. of Students | Status |
|-------------|---------------------------------|------------------------|---------------|
| 1 | Government College Azare | 19 | Boys |
| 2 | Government College Kafin Madaki | 17 | Girls |
| 3 | Government College Toro | 23 | Boys |
| | Total | 59 | |

Source: Bauchi State Special Schools Management Board (2014).

3.2.2 Sampling Technique

The sampling technique used in this study involved total sampling. The population size used in this study was (28 students) total population sampling is a type of purposive sampling that involves examining the entire population (i.e the total population) have a particular set of characteristic such as specific attributes, experience, knowledge, skills and so on and so forth.

In purposive sampling specific elements which satisfy some predetermined criteria are selected. The criteria to be used are usually a matter of researchers judgment, he exercises his judgment in relation to what he thinks will constitute a representative sample with respect to the research purpose (Oche, 2006) cited in Mohammed.

3.2.3 Sample Size

The sample size of 28 students was drawn from two schools i.e Government College Azare and Government Girls College Kafin Madaki. In deciding to control and experimental groups, a coin was tossed, and in which the head is for the experimental group while the second student was in control group. That is how it went in alternating order.

3.3 Data collection instrument

In this work, the data collection instrument was constructed by the researcher. The experimental group received treatment of six weeks with a meeting duration of 80 minutes each week. They were taught by the use of enriched subject content. However, the control group was also taught with regular curriculum for the same duration but with intervals.

3.4 Data collection procedure

The experimental group received treatment of six weeks with a meeting lasting period for 80 minutes each week. They were taught by the use of enriched curriculum. However the control group was also taught using regular curriculum for the same duration but with intervals.

The mean scores of pre-test and post- test were taken for the two groups. Before the actual test taking started the researcher ensured that all seats were well arranged in such a way that cheating would not be possible. For

administration of the test the researcher asked for the assistance of some teachers.

3.5 Procedure for Intervention

The intervention period was for six weeks. There were only two group in the study, that of Government College Azare for boys and Government Girls College Kafin Madaki for girls. The experimental group was treated with enriched curriculum during intervention, which is more tasking. Then the control group was taught with regular curriculum in order to see the effectiveness of enriched curriculum, on gifted students.

The researcher spent six weeks to administer the intervention. The intervention was carried out on weekly basis as follows:

Week one: The first topic was taught during the intervention as “the rule of law” under which the whole content of the topic was discussed along with group activity: which include invitation of legal personnel to had a discussion with the students and chance was given to the students to asked questions and needing more explanation on complicated points to the resource person.

Week two: The topic for this second week was “political liberty” after a lengthy discussion on the topic, students were assigned with group activity, in which the students were taken to National Orientation Agency (NOA) office in Katagum

and Ganjuwa Local Government Areas and the officers in charge had explained to the students about civic liberty and rights of the individuals etc.

Week three: “separation of powers” was the topic discussed in the third week of intervention, the items of the topic were squarely treated meanwhile two groups of students were assigned to have a talk on two different systems of governance, i.e presidential and cabinet.

Week four: a topic titled “Checks and Balances” was a subject of discussion, the researcher explained the meaning of checks and balances, the importance of checks and balances in presidential system of government, however students were asked by the teacher to describe the interdependence among the three arms of government.

Week five: “meaning of representative government” was the topic in the fifth week, sub topics were also highlighted during the intervention, for example: what condition necessitate between centralization and decentralization of government, students were allowed to have an argument, on which system suites Nigeria best? Centralization or decentralization.

Week six: the topic treated within the sixth week was “political participation” efforts were made by the teacher to explain in detail what’s the topic is all about. In making the topic lively and for easy comprehension, drama was organized by the teacher and staged by the students in the class on political

participation, the teacher however explained the Nigeria's political culture and make a comparison with that of Ghana.

3.6 Data analysis procedure

In this research the data analysis involved the use of inferential statistics. Particularly the t-test for the independent sample. To see the effect of independent variable on that of dependent variables, two hypotheses were tested. In the first hypothesis, the researcher wants to see whether there is significant difference in the mean score of gifted students between those exposed to enrichment and those exposed to regular curriculum; however the second hypothesis tries to see whether, a significant gender difference exists in the educational performance of gifted students exposed to curriculum enrichment treatment.

The critical level of significance, for acceptance or rejection of the research hypothesis will be 0.5. The calculated t-value will be subjected to the table values as:

- When the calculated values are less than the critical table value, the null hypothesis will be rejected.
- When the calculated t-value exceeds critical table values, the null hypothesis will be accepted.

For example: an independent t-test was used to determine whether there was a difference in mean grip strength between males and females. This revealed a significant difference ($t/88 = 2.04$ mean strength $p = 0.4$ with males having significantly higher mean strength scores than females (males $M = 2.93$ $SD = 1.23$ females, $M = 2.71$ $SD = 1.41$)

Materials for intervention

During the intervention so many materials were displayed to the students for example, Nigeria's 1999 constitution, national dailies, carrying news about 2011 post violence elections, students were directed also to visit audio visual centres of their respective schools to listen and watch lectures, rallies of Nigerian politicians of these incumbent political dispensation to have the insight of Nigeria's political culture. Posters placards from National Orientation Agency (NOA) were presented to the students in relevant topics, resource personnel were also invited to have a presentation for the students concerning their area of specialization e.g. NOA officer of respective local governments where the schools are located. Legal practitioner.

All the materials used during the intervention were developed by authorities bodies e.g. Nigeria legislative houses, NOA office etc.

1. The rule of law
 - i. Describe the supplementary of law over everybody in political system.

- ii. Discuss on the type of constitution Nigeria operates
 - iii. Inviting a lawyer to discuss on the supremacy of law.
 - iv. Highlights on the limitations to the rule application on the rule of law
 - v. Describe the basic principles of the rule of law
2. Political liberty
 - i. List down the all the factors that can safeguard the liberty of an individual
 - ii. Describe civil liberty
 - iii. What are the rights of a citizen
3. Separation of powers
 - i. Describe how the separation of powers is operated in presidential system of government
 - ii. Discuss on the separation of powers in the cabinet system of government
 - iii. Compare and contrast between the two above mentioned systems
4. Checks and Balances
 - i. Explain the importance of checks and balances in presidential system
 - ii. Construct a diagram which illustrate checks and balances in cabinet system
 - iii. Illustrate the interdependence among the three arms of government
5. Meaning of the representative government

- i. What conditions necessitate between centralization and decentralization of government
- ii. Discuss on the differences between centralization and decentralization of government.
- iii. Name the beneficial effect of delegated legislation

6. Political Participation

- i. Demonstration Of many forms of political participation, using drama in class by the students
- ii. Observed the political culture of Nigeria and make a comparison with that of West African countries e.g Ghana, Liberia.

Note: the enriched curriculum was adopted and adapted from the science and mathematics enriched curriculum in order to serve the purpose of this research.

Refer to appendix III.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter deals with the data presentation, analysis and discussion of findings. The data obtained are presented and analyzed to answer the research hypothesis in this study.

Research Questions

Research Hypotheses

1. Hypothesis one: There is no significant difference in the mean score of gifted students between those exposed to enrich and those exposed to regular's subject content.
2. Hypothesis two: There is no significant gender difference between the mean scores of gifted students exposed to enriched subject content, within the experimental group.

4.2 Hypothesis one: There is no significant difference in the mean score of gifted students between those exposed to enriched and those exposed to regulars curriculum.

4.3 Data analysis

1: Difference in mean score between experimental and control gender difference

| Groups | N | X | SD | DF | T-CAL | T-CRIT | Decision |
|---------------|----------|----------|-----------|-----------|--------------|---------------|-------------------------|
| Enriched | 14 | 18.71 | 0.991 | | | | |
| | | | | 26 | 12.921 | 2.056 | H ₀ Rejected |
| Regular | 14 | 10.57 | 2.14 | | | | |

Table 4.3 above the calculated t-value (12.921) is greater than the critical T-value obtained from the table (2.056) at 0.005 significant level, two tailed and 26 degree of freedom. This the null hypothesis which states that, there is no significant difference in the mean scores of gifted students between those exposed to experiment and those exposed to regular curriculum is rejected in favour of alternative one. Since the t- calculated is greater than the t-critical, this shows that there is significant difference in performance of the two groups. This has successfully answered research question one which sought to find out in curriculum enrichment has an effect on academic performance of gifted students.

The experimental group had a mean score of 18.71, while the control group had a mean score of 10.57. This clearly shows the experimental group has

performed better than the control group in the test, and this may not be unconnected with treatment given to the group, hence justifying the effect of curriculum enrichment on academic performance of gifted students.

Hypothesis two: Gender differences on effect of the enriched curriculum

| Groups | N | \bar{X} | SD | SE | DF | T-CAL | T-CRIT | Decision |
|---------------|----------|-----------------------------|-----------|-----------|-----------|--------------|---------------|-----------------------|
| Males | 7 | 18.86 | 1.07 | 0.404 | | | | |
| | | | | | 6 | 0.795 | 2.447 | H ₀ upheld |
| Females | 7 | 18.57 | 0.98 | 0.369 | | | | |

The above table, the calculated t-value is 0.795, while the t-critical is 2.447 at 0.05 level of significance, the value of the t-calculated is less than the t-critical, we therefore accept the null hypothesis which states that, there is no significant genders difference in the mean score of gifted students exposed to enriched curriculum, within the experimental group this however helped in answering research question two which strive to find out; to what extent do males academic performance of children taught with enriched curriculum.

4.4 Summary of findings

The findings of this hypothesis were summarized below according to the formulated and tasted hypothesis.

1. There is significant difference in achievement of the two groups.

2. There is no significant gender difference in the student's achievement within the experimental group; therefore the null hypothesis is upheld.

4.5 Discussions on findings

This study had investigated the effect of curriculum enrichment on academic performance of gifted students of SSII who were offering Government as a subject of study in three Government Colleges (Special Schools) in Bauchi State.

Based on the findings of the study two Hypotheses formulated and the answers given to the research questions showed that curriculum enrichment is a good technique to be relied upon for academic achievement of such students. It was clearly seen in the mean scores as the experimental group had 18.71 while control group had 10.57. This supports the findings of Margaret and Sheelah (2006) who found on the study of closing the gap with curriculum enrichment and differentiation one's school story. This approach resulted in improved students achievement and the reduction of achievement gap between rich and poor different ethnic groups.

In another study Reis (2006) applied school-wide enrichment model in reading on 226 students, randomly divided into experimental and control groups. A hypothesis tested in this study showed that the students in the

experimental group scored statistically, significantly higher than those in the control group in both oral and reading fluency attitude toward reading.

The second hypothesis tested in the study had shown that there is no significant gender difference in performance within the experimental group. The result is in disagreement with the work of Lofhis (1987) who submitted that in comparison, the findings revealed few differences in academic achievement between males and females; the significant difference observed was that males were more likely than females in their academic disciplines. This agrees with other researchers as seen in the works of Maccoby and Jocklin (1974) who suggested one principle for understanding gender differences in academic performance. They asserted that males and females do not differ in overall academic ability, although they added interest, motivation and training could affect the content of what is remembered.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this research work the researcher constituted a government test for SSII students to be used for finding the effect of enriched curriculum on academic performance of the gifted students in Bauchi State Special Schools.

The difference between experimental and control group was ascertained. In the same vein, the differences between performances of males and females students within experimental was explored. This chapter presents a summary of the research work after which conclusions were drawn. Recommendations were made for furthers research.

5.1 Summary

The study was conducted with an aim of ascertaining the effect of subject content enrichment. In relation to Bauchi State Special Schools. The first chapter of the research deals with the background to the study where emphasis was replaced on the effects of subject content enrichment for the gifted and the problem was primarily focused on whether subject content enrichment has effects on the educational performance of gifted students in the Bauchi State Special Schools.

The chapter highlighted on the statement of the problem. However the chapter also deals with the significance of the study, in which the research could be of benefit to all the stakeholders and the students as well as the society in general. This chapter however stated objectives of the study, research questions and research hypotheses. Scope and delimitation of the study is also a concern of this chapter. Conclusively the chapter clarifies the study under the operational definitions of terms.

In chapter two, relevant literatures have been reviewed to promote greater understanding of the problem under investigation. History of gifted education in Nigeria was highlighted in the chapter, review on academic performance was made, and a factor affecting academic performance was clearly explained by the chapter. Origin of the term gifted was made known by the chapter, however definitions of gifted children, their characteristics, assessment and identification of gifted children and concept of curriculum enrichment was also seen in this chapter. Meanwhile the chapter talked on the differences between regular and enriched curriculum. An overview of academic achievement of gifted students, plus review of empirical studies was discussed in this very chapter then summary and uniqueness of the study follows.

Chapter three which serves as the methodology aspect of the study, which is quasi-experimental. The population has been that of gifted students in Bauchi State Special Schools. The sample size, sampling technique, procedure for data

collection, and procedure for data analysis and materials for intervention were all components of this chapter.

The fourth chapter of the research deals with data presentation and analysis of result. Analysis was based on hypothesis, where the result finding of the first hypothesis rejects the null hypothesis which says there is no significant difference in the mean score of gifted students between those exposed to enrichment and those exposed to regular curriculum. The second hypothesis accepts the null hypothesis which indicates that there is no significant gender difference in Bauchi State Special Schools.

Finally, chapter five carries the summary of the entire research work, followed by the conclusion, recommendations for further research.

5.2 Conclusion

In the conclusion of this research, the researcher noted that curriculum enrichment was more effective at improving gifted students academic performance in Government tests than regular methodology. The result obtained in the study revealed that enrichment techniques had a higher mean score than the regular method of instruction. As the students in the experimental group were introduced to different forms of instructions which enable them to easily recall what had been taught.

5.3 Suggestions

5.3.1 Suggestions from the study

Based on the findings of the study, the researcher recommends the following: -

- i. The special schools management board should organize a sensitization workshop periodically for teachers on the use of enrichment curriculum.
- ii. Curriculum enrichment strategies in different forms should be made available, in all the schools.
- iii. Teachers, administrators of all the schools should have the knowledge of what curriculum enrichment is all about. i.e it is at their discretion to make regular curriculum enriched by adopting different strategies.
- iv. Parents as well ought to be advocated for their gifted children to ensure their educational growth and development through procurement of relevant and available materials plus mentors for their children.

5.3.2 Suggestions for further research

The researcher recommends further research to be carried out in the same area. The new study should widen its scope in order to generate more data that will allow for proper wider generalization, other states and geo-political zones should be included in the new study. It is also recommended that sample should

be larger than the one used in this study. More variables should be included in the new study such as age, location, region etc.

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Appendix I

Enriched curriculum activities for government SS II

1. The rule of law
 - vi. Describe the supplementary of law over everybody in political system.
 - vii. Discuss on the type o constitution Nigeria operates
 - viii. Inviting a lawyer to discuss on the supremacy of law.
 - ix. Highlights on the limitations to the rule application on the rule of law
 - x. Describe the basic principles of the rule of law

Group activity: Students were allowed to asked many questions to the invited legal practitioner and they had a discussion at length with the legal practioner on the rule of law

2. Political liberty
 - iv. List down the all the factors that can safeguard the liberty of an individual
 - v. Describe civil liberty
 - vi. What are the rights of a citizen

Group activity: Students paid a visit to one National Orientation Agency (NOA) office in Azare town and the officer in charge had explain to them about civic liberty, rights of the individuals etc.

3. Separation of powers

- iv. Describe how the separation of powers is operated in presidential system of government
- v. Discuss on the separation of powers in the cabinet system of government
- vi. Compare and contrast between the two above mentioned systems

Group activity: two groups of students were formed and each group had a talk on the structures of the two different systems of governance

4. Checks and Balances

- iv. Explain the importance of checks and balances in presidential system
- v. Construct a diagram which illustrate checks and balances in cabinet system
- vi. Illustrate the interdependence among the three arms of government

5. Meaning of the representative government

- iv. What conditions necessitate between centralization and decentralization of government
- v. Discuss on the differences between centralization and decentralization of government.
- vi. Name the beneficial effect of delegated legislation

6. Political Participation

- iii. Demonstration of many forms of political participation, using drama in class by the students
- iv. Observed the political culture of Nigeria and make a comparison with that of West African countries e.g Ghana, Liberia.

Appendix II

PRE-TEST QUESTIONS FOR BAUCHI STATE SPECIAL SCHOOLS

SUBJECT: GOVERNMENT SS II

NAME:

SCHOOL:

CLASS:

1. The natural rights and privileges enjoyed by the citizens of a given state is called.
 - a. Independence
 - b. Fundamental Human Rights
 - c. Liberty

2. Which of the following is a limitation to the application of rule of law?
 - a. Principle of equality
 - b. Access to the legal facilities
 - c. Diplomatic immunity.

3. The concept of liberty involves_____main ideas
 - a. 2
 - b. 3
 - c. 4

4. Constitutionalism means
 - a. Belief that powers of government should be regulated by the constitution is a

- b. Components of the constitution. c. Factors safeguarding the constitution.
5. Freedom of choice of religion is among one of these types of liberty
- a. Political liberty b. Private liberty c. Economic liberty
6. Which one is not a form of political participation?
- a. holding a public or political office b. attending political rally
- c. involvement in political violence
7. If political powers are not shared between the centre and the subordinate tiers of governments, such system is called
- a. concentration b. centralization c. decentralization
8. Political participation offers an opportunity for leadership this is one of its:
- a. Purpose of political participation b. importance of political participation
- c. implication of political participation
9. Division of political powers and functions among the three arms of government is referred to as
- a. checks and balances b. separation of powers c. constitution

10. The interplay among the tiers government in order to checkmate their activities is called
- a. executive and judiciary
 - b. separation of powers
 - c. checks and balances.
11. Which of the following is a demerit of checks and balances
- a. interference
 - b. removal
 - c. abuse of power
12. Representative government is also known as
- a. Free government
 - b. Indirect democracy
 - c. Fair government
13. Fish out the feature of representative government
- a. written constitution
 - b. periodic election
 - c. power of veto
14. Decentralization best operates in _____ types
- a. two
 - b. three
 - c. five
15. There are many purposes of political participation which include
- a. reduction of workload
 - b. executive could be dictatorial
 - c. failure of past government
16. In a presidential system the condition of separation of powers is
- a. no number of legislature can be a number of executive

- b. The legislature must approve the annual appropriate bill
 - c. The chief executive is allowed to exercise veto
17. The bases for the rule of law, states that
- a. Law should be impartial b. There should be equality before the law
 - c. The law must be clear and must be made public
18. The way members of political behave in their political activities is called
- a. Democracy b. political culture c. political participation
19. Political culture is determined by:
- a. Cognitive orientation b. Family unit c. Ethnic differences
20. Negative influence of money in politics, election rigging, touting, is clear features of Nigeria's
- a. Political culture b. Nigeria's democracy c. Nigerians identity

POST-TEST QUESTIONS FOR BAUCHI STATE SPECIAL SCHOOLS

SUBJECT: GOVERNMENT SS II

NAME:

SCHOOL:

CLASS:

1. The natural rights and privileges enjoyed by the citizens of a given state are called.
 - a. Independence
 - b. Fundamental Human Rights
 - c. Liberty

2. Which of the following is a limitation to the application of rule of law?
 - a. Principle of equality
 - b. Access to the legal facilities
 - c. Diplomatic immunity.

3. The concept of liberty involves_____main ideas
 - a. 2
 - b. 3
 - c. 4

4. Constitutionalism means
 - a. Belief that powers of government should be regulated by the constitution is a

- b. Components of the constitution. c. Factors safeguarding the constitution.
5. Freedom of choice of religion is among one of these types of liberty
- a. Political liberty b. Private liberty c. Economic liberty
6. Which one is not a form of political participation?
- a. holding a public or political office b. attending political rally
- c. involvement in political violence
7. If political powers are not shared between the centre and the subordinate tiers of governments, such system is called
- a. concentration b. centralization c. decentralization
8. Political participation offers an opportunity for leadership this is one of it's:
- a. Purpose of political participation b. importance of political participation
- c. implication of political participation
9. Division of political powers and functions among the three arms of government is refers to as
- a. checks and balances b. Separation of powers c. Constitution

10. The interplay among the tiers government in order to checkmate their activities is called
- a. executive and judiciary
 - b. separation of powers
 - c. checks and balances.
11. Which of the following is a demerit of checks and balances?
- a. interference
 - b. removal
 - c. abuse of power
12. Representative government is also known as
- a. free government
 - b. indirect democracy
 - c. fair government
13. Fish out the feature of representative government
- a. written constitution
 - b. periodic election
 - c. power of veto
14. Decentralization best operates in _____ types
- a. Two
 - b. three
 - c. five
15. There are many purposes of political participation which include
- a. reduction of workload
 - b. executive could be dictatorial
 - c. failure of past government
16. In a presidential system the condition of separation of powers is
- a. no number of legislature can be a number of executive

- b. The legislature must approve the annual appropriate bill
 - c. The chief executive is allowed to exercise veto
17. The bases for the rule of law, states that
- a. Law should be impartial
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18. The way members of political behave in their political activities is called
- a. Democracy
 - b. Political culture
 - c. Political participation
19. Political culture is determined by:
- a. Cognitive orientation
 - b. Family unit
 - c. Ethnic differences
20. Negative influence of money in politics, election rigging, touting, is clear features of Nigeria's
- a. Political culture
 - b. Nigeria's democracy
 - c. Nigerians identity

Appendix III

| S/No | Regular Curriculum | Enriched Curriculum |
|------|--|--|
| 1 | <p>Basic principles of government</p> <p>b. Factors enforce the rule of law</p> <p>c. Fundamental human rights</p> | <p>1. Basic principles of government</p> <p>a. The rule of law</p> <p>b. Limitation to the application of the rule of law</p> <p>c. Basic principles of the rule of law</p> <p>d. Prerequisite for the rule of law</p> |
| 2. | <p>Meaning of political liberty</p> <p>b. The liberty of individuals</p> | <p>2. Meaning of political liberty</p> <p>a. Factors safeguarding the liberty of individuals</p> <p>b. Civil liberty</p> <p>c. Rights of citizens</p> |
| 3 | <p>Separation of powers</p> <p>a. Definition</p> <p>b. Merits of separation of powers</p> <p>c. demerits of separation of powers</p> | <p>3. Separation of powers</p> <p>a. Separation of powers in the presidential system</p> <p>b. separation of powers in the cabinet government</p> <p>c. Similarities and differences between the two systems</p> <p>d. Constitutionalism</p> |

| | | |
|----|---|---|
| | | |
| 4. | <p>Meaning of checks and balances</p> <p>a. Merits of checks and balances</p> <p>b. Demerits of checks and balances</p> | <p>4. Meaning of checks and balances</p> <p>b. Checks and balances in presidential system of government</p> <p>c. Checks and balances in cabinet system of government</p> <p>d. Relationship between checks and balances and the separation of powers</p> |
| 5. | <p>Meaning and features of representative government</p> | <p>5. Meaning of representative government</p> <p>b. Conditions for the establishment of Representative Government</p> <p>c. Centralization</p> <p>d. Decentralization</p> <p>e. Delegated legislation</p> |
| 6. | <p>Political participation</p> <p>b. Forms of political participation</p> | <p>6. Political participation</p> <p>b. Factors affecting political participation</p> <p>c. Nigerian political culture and political integration.</p> <p>d. Cultural theory of Nigeria's society.</p> |

APPENDIX IV

SPSS OUTPUT

Group Statistics

| Curriculum Category | | N | Mean | Std. Deviation | Std. Error Mean |
|---------------------|----------|----|---------|----------------|-----------------|
| Curriculum | Enriched | 14 | 18.7143 | .99449 | .26579 |
| Category | Regular | 14 | 10.5714 | 2.13809 | .57143 |

Independent Samples Test

| | | Levene's Test for equality of variances | | t-test for equality of means | | | | | | |
|---------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | | | | | | | | 95% Confidence interval of the difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Curriculum category | Equal variances assumed | 9.057 | .006 | 12.921 | 26 | .000 | 8.14286 | .63022 | 6.84743 | 9.43829 |
| | Equal variances not assumed | | | 12.921 | 18.373 | .000 | 8.14286 | .63022 | 6.82075 | 9.46497 |

Paired Samples Statistics

| | Mean | N | Std. Deviation | Std. Error Mean |
|-------------|---------|---|----------------|-----------------|
| Pair 1 male | 18.8571 | 7 | 1.06904 | .40406 |
| female | 18.5714 | 7 | .97590 | .36886 |

Paired Samples Correlation

| | N | Correlation | Sig. |
|---------------------|---|-------------|------|
| Pair 1 male& female | 7 | .571 | .181 |

Paired Sample Test

| | | Paired differences | | | | t | df | Sig. (2-tailed) | |
|----------------------|---|--------------------|----------------|-----------------|---|---------|------|-----------------|-------|
| | | Mean | Std. deviation | Std. Error mean | 95% confidence interval of the difference | | | | |
| | | | | | Lower | | | | Upper |
| Pair 1 male - female | 1 | .28571 | .95119 | .35952 | -.59399 | 1.16542 | .795 | 6 | .457 |