ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTEMENT OF SPECIAL NEEDS EDUCATON

The Teaching and Learning process of High Ability students at Secondary School in MISSC-KMU.

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This Thesis is submitted to the Graduate Programs of the College of Education and Behavioral Studies in the Department of Special Need Education, in partial fulfillment of the requirement for the Master of Arts degree in Special Need Education.

Title of Thesis: - Assessment of the Practice of the Teaching and Learning process of High Ability Secondary School Students: The case of Menelik I Science Shared Campus at Kotebe Metropolitan University in Addis Ababa.

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Date: December 2020

Approved by: Board of Examiners

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Declaration

I declare that this thesis is my original work and done by my effort with the help of my advisor and also I declare that this thesis has not been presented in any University and that all sources of material used for the thesis have been fully acknowledged.

Senafkesh Hailu W/Mariam

Signature_____

Date _____

Acknowledgement

I would like to praise the almighty God who fully supported and sustained me to the final touch of completing this study. I am highly thankful to my advisor, Dr. Belay Hagos for his invaluable guidance in accomplishing this paper.

I would also express my thankfulness to all staff members and students of science shared campus of Kotebe Metropolitan University, school principal and educational expert in the overall data collection process for their cooperation and support in providing all the information needed. Last but not last I am highly thankful to Special Need Department Head, Professor Trusew and all the instructors for giving me continuous chance to accomplish this paper.

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Abbreviation

MISSC	Minilik I Science Shared Campus
KMU	Kotebe Metropolitan University

Abstract

The purpose of this study was to explore and assess the teaching learning practices of high ability students in Menelik I Science Shared Campus at Kotebe Metropolitan University. With regard to the research design employed cross-sectional research design was adopted. The research methodology employed in the study was both quantitative and qualitative approaches. Accordingly, a questionnaire was prepared to be filled by teachers and students for the quantitative data; and interviews were administered for vice principals and educational experts for the qualitative data. Data obtained through questionnaires were analyzed using descriptive statistics and non- parametric test such as Chi-square test. The findings of the study revealed that there was a need for improving the quality of the teaching learning process for high ability students. The study also revealed that there were many challenges in implementing the education of high ability students such us shortage of supervision, well designed curriculum, quality pre-service, in-service training for teachers and school principals, inadequate resources, including budget, teaching learning materials and equipment. Generally acceleration, enrichment and significant assessment strategies are not implemented. Educational experts were not sufficiently participating in high ability student's education. I have seen in this research that students are not compared based on their ranks; rather they are graded by standard grading system which emphasis the students' ability to challenge themselves. Results were discussed and recommendations forwarded.

CHAPTER ONE

INTRODUCTION

1.1 Back ground of the Study

The field of gifted education is a universally accepted reality that some learners demonstrate outstanding performance or potential for superior performance in academic, creative, leadership, or artistic domains compared to their peers (Renzulli, 2012). The intelligence level above average generally seen as academic achievement and creativity is the first signal. Besides, intelligence, gifted children have special development in one or more fields such as drama, music, art and leadership (Karasu, 2010).

Gifted students reveal themselves though attitudes, tendencies and routines. Gifted students ask prospective questions and important questions that can be formulizing precisely and apparently. They gather and evaluate existing knowledge by using inferences in their comments. They test them by suitable criteria and standards and get well designed results and solutions. They communicate with others effectively and produce solutions to different problems (Kelemen, 2010). Because of their high intelligence level, they pay attention to mental operations and their cognitive self-consciousness is so high (Narimani and Mousazadeh, 2010).

The specific learning and teaching strategies for high ability students are collaborative processes that engage students and teachers in developing plans for learning, differentiated instruction, self-monitoring and self-directed learning, setting high standards for all students and encouraging students to set high standards for themselves and understanding child development and meta cognitive skills.(Kimberly,2008). Kimberly stated this specific learning and teaching strategies in his review literature in a brief way because this teaching and learning strategies are a pillar to develop student's ability.

Nwokoukwu (1979). reported that effective teaching for high ability students are crucial to problem solving activity in teaching and learning, dissemination of factual knowledge, teacher performance and ultimately to the survival of the society. Yelon (1996) promoted the ten powerful instructional principles that he believed excellent teachers apply which are:

meaningfulness, prerequisites, open communication, organized essential ideas, learning aids, novelty, modeling, active appropriate practice, pleasant conditions and consequences and consistency. The learner's problem solving ability can be accelerated with the use of appropriate instructional approaches.

Rosenshine and Frust (1973) reported that students learn best when the following characteristics are present. (1) variability in teaching methods and materials, (2) interest, (3) clarity, (4) task-oriented behavior, (5) teacher use of structuring comments, (6) student opportunity to learn the material, (7) multiple level of questions, and (8) enthusiasm. Recognizing individual differences of the learners is a basic concept when teachers prepare to teach ... it is a fundamental assumption of strategic teaching and learning that what we choose to teach in the classroom should be an instruction of what we know about the variables of instruction, learning, achievement and contextual factors. (Jones, 1987).

According to Lewis and Batts (2005). Explain the question of how to implement differentiated instruction in the class room to full fill the individual students need and interest. To Provides answers to the question "How can I possibly meet the needs of individual students when those needs are so diverse, and I have daily time constraints and a multitude of other responsibilities? "Basic answers: adjust the content (while maintaining the curriculum); adjust the process (flexible grouping, learning centers, independent contracts, adjusting the questions, thematic units, compacting, independent study, and tiered assignments); adjust the product (through ongoing assessment, varying group configurations, offering multiple teaching strategies, emphasizing student strength since they're identified, recognizing learning modalities and individual student interests, and providing clear criteria).

Vallerand et al. (1994) on students' differentiated learning indicated that in similar to the gifted students, the high ability students perceive that they use cognitive strategy more than the regular students. As a result of believing in their own ability, they developed high intrinsic motivation. By being in such classroom, the high ability students seem to have a high intrinsic motivation. They are able to learn and discuss with other students who are equally competent.

High ability students share ideas in more advanced way with other students in the class because students to view their own abilities in more realistic way and challenged more in the teaching learning process. “One of the challenges of teaching is meeting the needs of each learner each day”. (Kimberly, 2008) in all classrooms teachers educate the all students from those who learn easily and quickly and who have difficulty in learning. The teacher must understand the class is composed of different students with his/her needs. Highly able students need a different approach to learn at each stage of development. As a result teachers develop individual plans for each student based on his or her needs or interest basically lesson plans prepared by two or more teachers may be more power full than an individual teacher and they make the activity attractive and fun despite the need and the ability of student’s because collaboration among teachers helps to work with one another and obtain support, to adapt their teaching materials and investigate new ideas to improve their performance.

1.2 Statement of the Problem

In Ethiopia gifted education is being implemented in some regional states like Tigray, Amhara and Oromia. This educational program is also tried to apply in our Administrative region, Addis Ababa since in 2008 E.C with the Collaboration of Ministry of Education, Addis Ababa Education Bureau and Gelfand Family Charity for secondary school students. One of the missions of the school is to organize and run Science Shared campus that can deliver high quality science and mathematics computational education, to gifted and talented high school students. The major objectives of this educational setting is to set up a mechanism that shows how to select gifted and talented students, to assist them to unfold their full potential and learn in accordance with their academic, social, physical and emotional needs. In general it is organized to facilitate and run a quality education for high ability students and the students will be computable to the developed countries in science, math and creative activities.

The common purpose of teaching high ability students is to provide instruction that is appropriate for students and their individual needs. ”Interesting, understandable, flexible and innovative teaching methods have great impact on the academic achievement of the students” (Carter, 2009). Teaching methodology has also an important role in the learning achievement of the students. High ability students are a homogeneous group of academically high achieving students especially in math’s and science subjects. For this reason the learners need a variety of

teaching methods and also get appropriate support in the classroom and outside the classroom in order to develop their cognitive and creative abilities.

To meet the learning needs of high ability students there has to be suitable learning environments, suitable learning strategies and educational needs. The reorganization of gifted children by people who are interested in the education of children is very important to obtain healthy development and get to the top (Senol, 2011).

Teachers' insufficient and wrong knowledge about gifted students is an indicator that they are unable to direct students to institutes of special education or out of school programs (Akar and Akar, 2012).For children to thrive in today's society, they must be educated beyond simple literacy. A solid education is a necessity for gifted and "potentially gifted" students to exceed their full potential. After all, the gifted children of today will be the leaders of tomorrow in medicine, business, politics, research, arts, and beyond (Fisher, 2013). If the teaching learning processes of high ability students are not convenient due to inappropriate curriculum, teaching strategy and assessment methods it leads to academic and emotional problems.

1.3 General objective of the study

The general objective of this research is to explore and assess the teaching learning practices of high ability students in Menelik I Science Shared Campus at Kotebe Metropolitan University.

Specifically this study was conducted to address the following research questions:-

- What kinds of methods are used to teach high ability students?
- What kinds of assessment techniques are used for high ability students?
- Is the teaching method relevant to high ability students learning?
- Is the learning environment suitable for high ability students?

1.4. Significance of the Study

Assessing practices or problems on different issues play a crucial role for giving a guide line to solve it. So the researcher is doing this research to explore and assess the overall practice that the students with high ability are getting. Based on the research the study has the following significance: -

- To show the teaching learning process for high ability students.
- To suggest some possible measures in the teaching method, assessment technique and learning environment for school and educational institutions like Ministry of Education and Addis Ababa Education Bureau.
- To show the students attitude towards the educational approach.
- To show the student's academic and creative improvement.
- It will help other educators and researchers for further research in this area.

1.5 Delimitation of the Study

According to the information obtained from Addis Ababa Education Bureau, currently there is only one government high ability secondary and preparatory school from grade 9-12 in Addis Ababa. However there are schools in different regional states in our country. The delimitation of this study was not include other regional high ability schools in our country to compare the teaching learning practices and the educational setting in general due to their distance, money and time constraints.

1.6 Operational Definition

High ability student: a student having a higher academic performance than average based on grade 8 national examination results and tailored entrance examination test result prepared by the Addis Ababa Education Bureau and Kotebe Metropolitan University.

Curriculum: the entire program provided by a classroom, school, district, state, or country.

Academic assessment: is the ongoing process aimed at understanding and improving student learning through the systematic gathering, analysis and interpretation of data for program improvements.

Grade acceleration/ skipping: is a form of academic acceleration often used for academically talented students that involve the student entirely skipping the curriculum of one or more years of school.

1.7 Organization of the Study

This study organized in to five chapters, chapter one includes; background of the study, statement of the problem, research question, significance of the study, delimitation of the study, limitation of the study and definition of operational terms. The literature review is organized in the second chapter. This chapter presents and explains a brief review of related studies that serve as a ground to support the research question. Chapter three addresses the research design and methods, approaches, procedures and instruments that are used to achieve the purpose of the study. The fourth chapter focuses on the analysis and interpretation of the data collected from the field were organized, processed and interpreted. The last chapter focused on the summary of the major findings, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present the brief review of the high ability students. Specifically on the definition, grouping strategies, assessment techniques, identification and teaching strategies of high ability students. For this reason this chapter gives more information for the readers and other professionals.

2.1 High ability student?

Gagne (2007) defines high ability students as those who systematically develop certain abilities or skills and place themselves higher than their age peers. Meanwhile gifted students are those who own superior natural abilities compared to other individuals in the same age group. Because of their high intelligence level, they pay attention to mental operations and their cognitive self-consciousness is so high (Narimani and Mousazadeh, 2010). On the other hand, Nicpon and Pfeifer (2011) refer to high ability with gifted students who have multi potentials in various domains and the definitions vary from one culture to another culture.

Gifted students use their endless energy to reach their goals. They are efficient both mentally and physically (MEGEP, 2007). The most important characteristic of gifted students is their learning speed. These kinds of students learn to talk, read and write at an early age compared to their peers. They want to learn new things consistently with their grasping wonders (Karakurt, 2009). According to the research results of Terman, the gifted individual is gifted in science tests, physically healthy, successful at school, good at reading, learning language, mathematics, science, literature and art. But they have little differences at counting, enunciating and history. They have a large knowledge area that is rich and complex. They have personality traits of honesty, faithfulness, stability and naivety (Taller, 2004).

The self-conception of gifted children is more developed than their peers. They are popular among their friends. They play with children bigger than themselves. Compared with other children, they have less school indiscipline; have no crime and aggressive behavior. There are researches showing that the position of gifted students is satisfying in terms of mental health and social adaptation (Aktepe and Aktepe, 2009). Gifted students have upper level thinking capacity.

Also, it is known that gifted students make extraordinary connections between different thinking systems, events, states or knowledge, and by enjoying, they have intense

There is no universally agreed definition for the term of high ability students but generally would be described as exceptionally able. Some of descriptions include genius, gifted, very bright, high flyer, very able and talented. NCCA (2007), the term high ability students indicate as one who performs at, or shows the potential for performing an outstanding level of academic accomplishment in math, language, art or both when compared to other students of the same age, experience, or environment and is characterized by exceptional gifts, talents, motivation or interest.

2.2 Grouping strategies for high ability students

2.2.1 Between class ability groupings

Between class ability grouping is the practice of separating students into different classrooms based on academic ability or past performance. It has many variations that are practiced throughout schools. Researchers have studied different styles of between class ability grouping such as:

2.2.2 Multilevel ability grouping

According to Kulik and kulik, 1992 explain that multilevel ability grouping is the practice of dividing students of the same grade in to groups based on ability or a specific subject. Based on his explanation students received the same content with similar abilities. This style of multilevel class typically had little or no effect on student's achievement. This instruction is designed to meet the comparable needs of the students. Teachers use relevant curriculum, appropriate pace and suitable approaches to promote successful learning (Gentry & Mac Dougall, 2009)

2.2.3 Cross grade grouping

Cross grade grouping is similar to multilevel grouping, except it includes students of various grades and typically involves more achievement levels and classes (Kulik & Kulik, 1992)

2.2.3.1 School wide cluster grouping

According to (Gentry & Mac Dougall, 2009) define school wide cluster grouping is distributed as the placement of high achieving or gifted students in a regular education class room. The major purpose of this arrangement is to establish an equalized range of achievement levels in a classroom and limit extreme variations of student's abilities (Brulles etal, 2012). This type of class grouping has shown effective results in meeting the academic needs of high achieving students as well as students of other levels (Gentry & Mac Dougall, 2009).

2.2.3.2 Total school cluster grouping

Total school cluster grouping is a specific type of cluster between class groupings. Students are categorized based on achievement level and given a placement for the school year (Matthews etal, 2013). Students are placed based on his/her performance when students are placed in categories such as high achieving, above average, average, low average, low and special education.(Matthews etal,2013).

2.2.3.3 Tracking

Tracking refers to the permanent assignment of students to classrooms for instruction and is commonly seen at the secondary level (Gentry and Mac Dougall, 1009). Tracking differs from flexible ability grouping because the sequence of courses for students at specific ability levels or tracks are considered full time and are rarely adjusted (Matthews etal, 2013).

2.2.4 within class ability grouping

Students are frequently placed in groups of similar abilities with in the classrooms for small group instruction (Lleras & Rangel, 2009). Within class ability grouping mainly applied for the purpose of teaching students based on their abilities, skills, achievements or interest's because classrooms contain students from diverse backgrounds, Language and cultures. The purpose of with in class ability grouping is to improve achievement and reduce the gap between students of different ability levels, which is done through differentiation of instruction (Lleras & Rangel, 2009). Within class ability groups can also be taught with the same materials but with appropriate levels of promoting, modeling and pacing that meet the needs of the students in each groups. It is essential for teachers to adapt the instructional material to the academic needs of each child in order for ability groups to be efficient (Kulik & Kulik, 1996).

2.3 How to identify high ability students

Gifted education literature contains more citations to identification than any other topic. Despite attention devoted to the topic, identification continues as one of the most pervasive problems cited by school district personnel and state department coordinators who administer programs and services to gifted children (Jarosewich, Pfeiffer, and Morris, 2002). Moreover societal concerns about fair and equitable identification of high ability students from diverse socio cultural backgrounds (e.g. economically disadvantaged, diverse backgrounds, limited English language proficiency, twice- exceptional gifted learners) have created additional challenges for educators (Ford, 1996)

The ultimate goal of student's identification is to match students in to appropriate service it does not mean simply to identify and to categorize. In every class there are high ability students so Teachers understand the concept or the procedures how to assess those students first and they know which students are they and how can we systematically identify them.

According to Catherine & Bruce, 1998 they are listed many ways to use or to identify high ability students.

2.3.1 Classroom performance

Based on class room performance teachers classify students work as poor, satisfactory, good, very good or excellent and in each class there will be at least one student, often a group of students who Achieve better grades and work out comes than the rest in one or more subject. It is possible to say that in comparison to the rest of the class. These students are demonstrating high ability. In some cases this may apply to one subject or a few, in other cases it could apply to general performance across the curriculum. Teachers mainly to think about what the students are succeeding at and what does students to do for excelling his/her performance? Are they memorizing well? Think originally? Curious? Clear evaluative thinking.

Teachers can also make and use regular ongoing assessment of work done by students in class to make judgments about them and use these results to inform their teaching. Any tests set by the teachers at the end of a lesson, a term or a semester can be used for this purpose. High ability student's should almost routinely score highly on tests or regularly produce outstanding pieces of work however. The judgment about whether a student is a high ability student do not to be based on one work out come or project or a single activity.

Teachers take the time to know their students strengths and weaknesses. He or she should administer pretests and post tests and they should take notes about students so he/she knows which student is capable of and which students need additional learning time. Based on these a teacher should apply a proper teaching strategy. Mary Dean Barringer, Craig Pohlman and Michele Robinson (2010) suggest that teachers create a framework with which to organize information for each student (p35). This helps the teacher to gather the information in detail and makes the program designing in a simple way based on the individual needs of students.

If the high ability students had a good experience at school they may be able to work alone at school. They may be able to work alone at a faster pace or possibly in a small group setting. If they don't enjoy school for some reason or do not like learning, they may not be able to work alone and may even become a discipline problem in the classroom.

When teachers don't take the time and energy to carefully assess and understand each Child. The teacher fails to meet the needs of the high ability students by not alter the teaching. The high ability students stuck learning because they may already know or may be moving at a pace that is too slow for them personally. This could turn the students off to education as a whole.

2.3.2 Portfolios

Portfolios give a useful idea for teachers to identify these students because it is an instrument to keep the outcomes of an exemplary work that done by students. Careful analysis of a students work aids are useful in the identification process of these students. This work could be a model which has been designed in a technology lesson, a painting, and a cassette tape recording of a poem or an interesting solution to a problem. All of these can provide the teacher with evidence of achievement which can be examined in detail to help them to decide who is a high ability student and where their high abilities are particularly show. This information should be contained in the student's record or portfolio of achievement. Ideally this record should travel with the students throughout his/her school career and go between schools when students transfer from primary to secondary.

2.3.3 Parent nominations

According to Catherine and Bruce, 1998, they are listed two important ways that parents can provide useful information for teachers. The first one they can be encouraged to simply tell the teacher what they believe their child would be capable of interested in taking part. The second

one teacher to make precise assessments can be obtained from questions to get a more detailed date. This may give a very useful way of finding about children's and their exceptional abilities.

Parents normally know their children better than anyone else. Therefore parents play a great role in identifying children's with high ability. Parents/guardians are likely to have a detailed knowledge of their children's abilities, and can beaver useful source of information in identifying a student with exceptional ability. If parents are informed that the teacher wishes to provide appropriate learning opportunities for children who are capable of going beyond the regular curriculum in depth or breadth they may be willing to share valuable information about their children.

2.3.4 Intelligence testing and IQ

Historically, school districts have employed standardized achievement and/or intelligence tests to identify gifted students for their intellectual and academic precocities, leaving "nonintellectual" domains neither seriously considered nor systematically assessed (Benbow and Lubinski, 1995). The continued search for effective nontraditional identification procedures demonstrates how dissatisfied the field of gifted education has become over the singular use of traditional tools that historically have yielded an underrepresentation of students of color, students of poverty, students from culturally or linguistically different backgrounds and students with uneven academic profiles. In an effort to promote equitable identification of gifted minority students, (Fraiser, 1987) documented a list of best practices, based on Torrance (1982) complication of observable strengths of culturally diverse high ability students, these compiled strengths and best practices have stood the best of time and continue to guide the field.

"Intelligence Quotient" is the result of dividing the "mental age" of the pupil, the age level of the graded mental tasks by the children's chronological age multiplied by 100 to get a whole number. It is important to identify pupils with a high ability. But IQ tests do not measure the ability of creativity, subject matter knowledge and high motivation or interests of children's. Tests should also concern children's culture and attitudes.

2.3.5 Creativity

Renzulli suggests that above average academic ability, high ability students demonstrate the characteristics of creativity. Creativity is a complex concept. Most people recognize it in great actors, artists, musicians and scientists. But it is hard to explain what it means. Urban describes "the creation of a new, unusual and surprising product analytical, solution-oriented but highly flexible processing which utilizes unusual associations and new combinations of this information".

Teachers provide opportunities for students to engage creative activities in different subject matter. Based on this creative ability is also one of the characteristics of high ability students. So teachers can identify by this ability with fairness and open minded.

2.4. Method of teaching

Methods of teaching for high ability students are different considered to their ability and needs. Teachers should answer the three questions before teaching high ability students, when to teach, how to teach and why to teach. There are many teaching strategies which teachers, schools and government education departments can do to facilitate the effective learning for high ability students. According to Catherine and Bruce, 1998, some of the teaching strategies are

2.4.1 Adapting curriculum

The words "curriculum differentiation" is frequently used when discussing the educational needs of gifted and talented children, but what does it actually mean when educating the gifted?

Differentiation means modifications to regular curriculum by adjusting process, skills, content and learning environment to suit gifted and talented students (NSWDET 2003; Maker 1996).It needs to include extension and enrichment programs to broaden curriculum to develop students' skills and abilities to a degree of complexities par with their cognitive abilities (Braggett, 1997). Teachers assist the differentiating curriculum by assessing learner's prior skills and comprehension.

According to Catherine and Bruce, 1998, to make the program effective for highly abele students the teachers use four ways i.e. teachers can revise the content, the process or method by which it is taught, the product that is expected of the students and the learning environment with regard to

adapting the content. Teachers make the subject matter more abstract, more complex, compact the content and organize the material differently.

Curriculum Differentiation Models

In order to develop a curriculum that both challenges and stimulates for gifted students, there needs to be an ideal provided between student's capacity to learn *and* experience level (Braggett, Morris & Day, 1999). Both Kaplan's (1986) and Williams' (1986) curriculum differentiation models demonstrate how content, instruction and learning processes can be adjusted to sufficiently meet the gifted learner's educational needs(NSWDET2003).

The Kaplan Model

The Kaplan model (1986) is a useful model and thinks in method for planning curriculum differentiation which centers learning on a theme. This is very relevant for gifted students because of their holistic approaches to learning; making connections with knowledge faster and easier than non-gifted peers (Gross, 2000). Kaplan (1986) stresses that once curriculum has been differentiated it then needs to behind visualized for each student; this should reflect "the needs, learning abilities and interests of individual gifted students." (Kaplan, 1986:192).

Maker's Model for Curriculum Differentiation

Maker's model of differentiated curriculum (Maker 1982) recommends curriculum differentiation by modifying learning setting, modifying content, modifying the product and appropriately evaluating.

The Williams Model

The Williams Model (1986) is founded on research of the creative individual and processes, it's particularly useful in curriculum differentiation in visual arts (William, 1986; 1970). Williams describes his model as "morphological, not a taxonomy since none of the factors nor dimension simply hierarchy (Williams 1986:462).

The Williams Model (1986) provides practical scaffolding for developing activities and questions to stimulate thinking processes. Teaching strategies encourage expressions of inquisitiveness, risk-taking (educational), imagination, and intricacy that research has recognized as significant factors in demonstration of creativity (NSWDET2003; Williams

1986) it is also useful as a cross-curriculum differentiation model. Please note all areas of the model do not have to be covered when differentiating curriculum.

Dimension1: Is school curriculum subjects; subject matter and curriculum content. Students need content to "think and feel about"(Williams 1986:467).

Dimension2: This encompasses 18 modes of teaching which teachers' can utilize to develop creative thinking/creativity.

Dimension3: This includes eight pupil behaviors; cognitive (4), affective, (4); which empirical evidence has shown are involved in creative thinking (Williams 1986)

These behaviors comprise opportunities for creative thinking (fluency, flexibility, innovation and expansion).

2.4.2 Teaching methods or processes

Teaching methods can be adjusted by addressing questions and assignments to high levels of thinking, such as fewer questions about facts or comprehension and more about applying knowledge to new situations, analyzing complex situations, synthesizing ideas such as plans or complete arguments for building models and evaluating by a variety of different criteria or perspectives, ask questions or give assignments that are more open ended meaning the teacher does not already know the answer in advance or will not insist on a particular answer, Provide students with choices of what to learn or independent projects to pursue, encourage students to work in groups and use variety in teaching methods such as organizing debates, inserting games, asking students to give presentations.

Using students freed –up time productively

High ability students enjoy working for longer periods of time on tasks which interest them, longer than is usually allowed in normal session. They like finding out for themselves by undertaking their own research they enjoy working with likeminded peers although they also like working on their own, many are enthusiastic about solving problems and doing investigators.

Adding enrichment

The principle of enrichment is universal as are some of its applications, sometimes it needs to be specifically adapted to the students' needs Catherine and Bruce, 1998, the general meaning of

enrichment is any additional content to the regular curriculum that goes beyond the prescribed course or content of study but does not by itself necessarily change the overall rate of progress through school over the years.

According to Catherine and Bruce, 1998, in the school different types of enrichment activities are applicable this might include guest speakers, trips out of school, independent study or projects, a collection of books, magazines and other items in a learning center for additional reading in a number of subjects, clubs and societies, putting on a play or concert, watching a concert, publishing a school newspaper or radio heard at lunch time. Any extension to the regular curriculum, even a related discussion of current events built on to a history class or a daily review of the news during the opening moments of the school day to heighten pupils interest in the world around them are all enrichment.

Implementing different instruction

Differentiating instruction involves responding constructively to what students know. It means providing multiple learning pathways so that students can have access to the most appropriate learning opportunities commensurate with their capacity to learn. It involves matching students' approach to learning with the most appropriate pedagogy, curriculum goals and opportunities for displaying knowledge gained (Anderson, 2007). This requires the differentiation of regular curriculum.

Differentiation is increasingly recognized as a means for meeting the individual needs of all students and particularly for those who have exceptional learning profiles .For those exceptional learners who have learning difficulties, this differentiation is increasingly seen as the responsibility of classroom teachers. One form of differentiation used to cater for literacy and numeracy underachievement is the *Response to Intervention* approach. This approach uses students' capacity to benefit from the instruction provided to in farther approach to learning and to differentiate subsequent teaching to take account of this (Scanlon, & Fanuele, 2006).

Evidence supporting enrichment in the regular classroom

The focus of differentiation in this paper is on appropriate teaching for gifted students in regular, heterogeneous, mixed ability classrooms. This can implement in various ways and has been shown to be effective (Gable, 2008). The use of more challenging mathematics curriculum

with gifted third to fifth graders was associated with gains in math outcomes over a three-year period (Gavin et al., 2007). The use of advanced content across the content areas in intact classrooms was linked with higher outcomes by gifted students (VanTassel- Baska, Zuo, & Little, 2002). VanTassel-Baska and colleagues observed higher outcomes for the students using this content in language arts, critical reading, persuasive writing and scientific research design skills. Similar findings have been reported for high-ability primary level students learning social studies (Rogers, & Avery, 2007).

Provision of enriched and accelerated reading instruction has been associated with higher reading comprehension and fluency outcomes (Reis, Eckert, McCoach, Jacobs, &Coyne, 2008) by gifted students. This extends to involvement in an online enrichment program (Field, 2009). Provision of differentiated instruction in parallel with a student grouping strategy that allows gifted students with like thinking peers flexible movement in and out of grouping patterns (instructional grouping)has been associated with increased achievement for gifted students.

Ability grouping without differentiation has little or no influence on student outcomes (Kulik, 1992; Tieso, 2005). Curriculum compacting, implemented by eliminating content already learnt by gifted and talented students followed by the enriched learning opportunities such as self-selected independent study resulted in higher or similar achievement scores (Reis et al., 1998).

Availability of information about differentiation

Teachers and schools also have access to information about how to implement differentiation procedures. Tomlinson and Strickland (2005), for example, note that teachers usually differentiate the teaching by modifying one or more of the following: what students learn (the content), how they will learn it (the process), and how they will show what they have learnt (the product). To do this, educators (e.g., Anderson, 2007; Rock et al., 2008; Tomlinson, 2000) recommend that teachers give consideration to the knowledge, interests and abilities students bring to a learning context, the key or essential ideas and skills of the content area, how the students will be grouped or organized for learning (flexible grouping according to common interests, topic or ability)and the important features of the assessment procedures used (these features often include ongoing and meaningful assessments that are integrated with the teaching).As well, teachers and schools are encouraged to evaluate regularly the differentiated provision and make necessary modifications to the content, process and products.

Strategies in building teachers' knowledge in how to differentiate

The present paper describes an approach to differentiation that synthesizes knowledge of how gifted and talented students learn with the regular school curriculum.

Teachers can differentiate their teaching more effectively when they: (1) understand how these students learn and think; (2) know arrange of teaching options for differentiating their teaching; (3) can apply the differentiated teaching topics in their classroom; (4) have the appropriate motivation orientation; and (5) can read the culture and climate in their school and classroom in terms of this differentiation (Munro, 2010; 2012)

The expert knower as a guiding model

This model used for the gifted and talented learner as an expert knower and thinker to differentiate the regular curriculum. Drawing on models of expert knowledge and performance (Wilson, 2006), various researchers including Ericsson and colleagues (Ericsson, Nandagopa & Roring, 2005, 2007; Shavinina, 2007; Sternberg, 2005) have proposed the use of the expert performance framework as a conceptual model for describing gifted knowing and thinking.

This perspective provides a means for unpacking and analyzing how gifted and talented students know and teach (Munro, 2010).By identifying the thinking that underpins the knowledge transformation for the novice to expert knower transition, it is possible for teachers to in for how gifted and talented student might interpret and construct an understanding of regular curriculum topics.

The approach taken in this paper identifies similarities between expert and gifted understanding. Both have more elaborated and differentiated conceptual networks than their non- gifted or non-expert peers (Munro, 2011, 2012). These allow them to interpret new information very rapidly and more broadly and deeply and look for and analyze big picture patterns and rules in information. Both experts and gifted knower's retain knowledge in which they are gifted more efficiently in working memory. They can also use their conceptual networks more automatically. They can see more under the surface general relationships and principles than novices, in for more broadly when monitoring various effects and the implications of the indecisions and actions. They can learn a topic by linking simultaneously several aspects at a time, rather than working on one aspect in a sequential way. This allows them to categories and classifies issues and problems more efficiently and completely.

The differences between novice and expert knowing were examined from a slightly different perspective by Brans ford and colleagues (Bransford, Sherwood, Vye, & Rieser, 1986; Brans ford &Stein, 1984). They asked the question: What are the characteristics of novice learners who are more likely to understand a topic in an expert way? They observed that the more skilled learners were more able to manage and direct their learning activity in a range of ways, for example, to use learning strategies selectively according to specific learning demands at any time that is arrange of met cognitive skills.

The present approach also recognizes limitations of the expert performance model for gifted learning. There are multiple ways in which individuals can be experts and with a range of individual difference among them, just as there are multiple types of gifted knowing and thinking, for example, school house and creative giftedness. The conceptualization of expert knowledge and performance proposed by some researcher's means that gifted learners are more likely than experts to impose the unique subjective patterns and order on information rather than use the taught patterns. Gifted think erase more likely to recognize or frame up intellectual challenges or questions in abroad-based way and to generate and use more complex and differentiated links between concepts to form more complex relationships. They are also more likely transfer and apply their knowledge across content area boundaries, and make unusual and far links and generate outcomes that are creative and novel. Their understanding of a topic often has the characteristics of an intuitive and personal semantic theory in the sense described by Schwitzgebel (1999).

Further, while gifted understanding may develop through the same phases as the trend from novice to expert knowing, the current approach proposes that gifted thinking allows individuals to achieve the transitions more rapidly and in a self-initiated and focused way. Whilenon-gifted learners need substantial liberate practice to achieve expert knowledge, it is proposed that by virtue of their broad-based thinking ability, the gifted learners need much less practice.

This leads to another difference. Some areas or domains of expertise require the use of automates motor behavior patterns that allow experts to do their knowledge, that is, they have the motor or action skills and tools to show their expertise. Gifted students may know or understand an idea but lack the skill to actually do it. They link ideas in expert-like knowledge forms that generate easily possibilities and questions but lack the technical skills and the ability to use them to generate expert outcomes.

A related difference is in the management of the learning to wards expertise. Gifted learners are self-managing and direct in their pursuit of understanding; the future expert may be more likely to need external managing and directing. Gifted students often operate as intuitive philosophers because they see that their thinking and knowing is different from that of their non-gifted peers and they try to understand how they and others think and know. This leads them to infer how they think and learn. Hsueh (1997), for example, examined gifted children's theories of intelligence, goal orientation and responses to challenge in reading and mathematics. Gifted children believed strongly that their ability could change, were highly confident about their ability to learn, had strong learning goals, wanted good grades and teacher approval, had mixed responses to performance goal tasks, preferred harder tasks in reading and mathematics and showed persistence when completing difficult tasks.

In other words, this paper is proposing a modified expert knower model to describe gifted and talented learners, to account for the unique ways in which gifted and talented students learn and ,for the multiple ways in which students can be gifted and talented .In particular, the conventional expert knower model is modified to add creativity and for transfer, self-initiated and motivated learning, with motivation more mastery focused and a focus on the gifted students being able to talk about their big picture understanding but not necessarily have the capacity to implement physically the expert understanding.

According to Lewis, S., and Batts, K. (2005). Explain the question of how to implement differentiated instruction in the class room to full fill the individual students need and interest. To Provides answers to the question "How can I possibly meet the needs of individual students when those needs are so diverse, and I have daily time constraints and a multitude of other responsibilities? "Basic answers: adjust the content (while maintaining the curriculum); adjust the process (flexible grouping, learning centers, independent contracts, adjusting the questions, thematic units, compacting, independent study, and tiered assignments); adjust the product (through ongoing assessment, varying group configurations, offering multiple teaching strategies, emphasizing student strength since they're identified, recognizing learning modalities and individual student interests, and providing clear criteria).

According to Gregory, G., and Chapman, C. (2007). Provides an in-depth overview of instructional strategies for student success, including: learning and remembering; best practice,

brain research, and teaching techniques; identifying an area of overlap between topics; graphic organizer framework; effective group work; aligning lesson plans with the six levels of Bloom's Taxonomy; classroom activities differentiated according to Bloom's Taxonomy; curriculum approaches; assessing the learner, creating a climate for learning; and adjusting, compacting, and grouping.

Collaborative Processes, Cooperative Learning, and Team Teaching

Educational Research Service (2000a) explains the collaborative processes, cooperative learning, and team teaching regarding to teachers preparation of lesson plans. Lessons planned by two or more teachers may be more powerful and fully developed than those planned by an individual teacher. Collaboration among teachers also serves as a model for teachers to learn to work with one another and obtain support and new ideas about improving their performance.

Assessment strategies

Assessment is about evaluating a student's work and making judgments about his performance.it is more than simply assigning a grade to a student. (Soulakshmee, & Leckraij, 2009)

This section describes the different assessment strategies that can be used in teaching and learning process.

Formative assessment

One type of assessment is the formative assessment. This type of assessment provides guidance to instructors about the level of understanding and progress of students. It consists of basically quizzes, multiple choice questions or tests that are performed on a regular basis. These activities allow instructors to recognize and respond to students' thinking and make proper judgments of students' progress and levels of attainment. Based on this, instructors can provide feedback to students so that the latter can improve their future performance. On the other hand, the instructors can use this feedback to enhance their teaching and adjust their teaching materials based on the performance of students. Formative assessment forms part of the teaching process and is often not included in the final grading.

Summative assessment

Compared to formative assessment, summative assessment indicates the achievement status of a student at a particular point in time, for example at the year of a school year. It is a formal

process that is geared towards reporting at the end of a course of study for certification purposes. It is mainly in the form of tests or exams where a grade is generated and feedback is given based on this grade. This provides fewer opportunities to students to build on their strengths and learn from their mistakes compared to formative assessment.

Continuous assessment

Another type of assessment is continuous assessment. It consists basically of the assessment of activities or tasks throughout the time of study, rather than at the end of the module. Students have to demonstrate their commitment to tasks over time. Continuous assessment can be both formative and summative. In formative continuous assessment, students receive feedback about their work during the semester based on their performance so that they can improve on topics they have not mastered properly. Teachers, in turn, can monitor the impact of their teaching materials on students' performance and evaluate the effectiveness of their teaching strategies. In case of summative continuous assessment, marks scored for continuous assessment often contributes a small percentage to the final grades. This is very beneficial to students as their worthiness is not based on only one examination at the end of a term or academic year.

Norm-directed assessment

Norm-directed assessment makes judgment about a student's performance in relation with his peers who took the test or exam. In other words, a student's performance is compared to other students assumed to be in the same norm group. Assessors using norm-directed approach often grade the students according to a predetermined notion referred to as a "bell curve". This curve shows a normal distribution which assumes that a few students will do exceptionally well and a few will do badly and the majority will peak in the middle as average. Norm-directed assessment places students into predetermined bands of achievement: Students compete for limited numbers of grades within these bands which range between fail and excellence. This type of assessment does not compare students' achievement to standards.

Criterion-directed assessment

Compared to norm-directed assessment, criterion-directed assessment measures performance of a student against clear and attainable pre-set criteria and standards where the examiner must have a list of criteria, each of which must be satisfactorily demonstrated to pass. Failure in one criterion cannot be compensated for by above average performance in others. The criteria state the

knowledge and skills the student is supposed to learn. Criterion directed assessment involves a prescriptive marking regime where marks or performance standards (excellent, good, satisfactory or poor) are given for each criterion.

Subjective assessment

Subjective assessment refers to the form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer). Subjective assessment types include essay type questions, reviews, reports, practical work, portfolios and presentations. The teacher's judgments determine the grade for subjective assessment. Subjective assessment allows the examiner to focus more on complex concepts.

Objective assessment

Compared to subjective assessment, objective assessment refers to the form of questioning that has a single answer. Evaluators do not need to exercise judgments when doing the marking of questions. Objective questions types are very helpful for formative assessment where the student can easily assess his comprehension on a topic.

Open book assessment

Open–book assessment is different from conventional (close-book) assessment. In close-book assessment students are asked to answer questions for a test or exams in a definite period of time without consulting their classmates or referring to any other resources. Compared to close-book assessment, open-book assessment allows students to take with them sources of reference materials. In such type of assessment students have to be more trained on critical thinking and how to use and apply information. In close-book assessment, students make more effort in collecting and memorizing information from teachers' handouts and textbook whereas, for open-book assessment they will have to know what materials to bring along. This requires an in-depth study of the syllabus. Open-book assessment has proved to reduce the level of anxiety of participating students. It can be used for case studies that present real-life situations or problems where limited resources are available for solving the dilemma.

Practical assessment

Practical assessment can take the form of assessed practical tasks in laboratories, studios or workshops. It is an essential aspect in teaching and learning in the field of Computer Science especially for modules involving programming.

Oral assessment

Oral assessment might take the form of a presentation or viva examination. It aims at testing the communications skills involved and the verbal effectiveness in terms of idea development, use of language and organization of ideas. It can also be used to question students about a written work. Oral assessment is often used in combination with other assessment types like criterion directed assessment where criteria are defined for the evaluation of the oral assessment. For example, for assessing an oral presentation, criteria in terms of quality of the oral presentation, correctness of the delivery, correctness of the contents, organization of the information, visual aids used and linguistic accuracy can be used. Questions can be asked during oral assessment to gain more insight on any ambiguous matters.

Situational (work integrated/work related) assessment

Situational (work integrated/work related) assessment is the type of assessment where students are posted in companies to obtain work experience and are evaluated based on tasks performed during this period. Situational assessment prepares students for the transition from school to work. It enables them to learn the realities of work and be well equipped for the world of work.

Process assessment

Process assessment is a type of assessment where students are being evaluated when the activities happen, for example, teachers observe their students while working (like writing an essay or setting up a network in the lab) to determine their abilities, needs and weaknesses. Process assessment determines whether a student has been able to do the required task on schedule.

Product assessment

Compared to process assessment, product assessment is the type of assessment where a student is evaluated for a task that results in a product, for example, a painting, an essay or a laboratory

work. The products can be stored and assessed at a later date. Product assessment fails to reveal about processes used to produce it.

Formal assessment

Formal assessment is the type of assessment used to evaluate overall achievement of a student that usually leads to "a grade" for the student. Often the student's performance is compared with the strengths and weaknesses of their peers. Formal assessment usually implicates a written document, such as a test, quiz, or paper. Formal assessment combines summative and norm-directed assessment.

Informal assessment

Informal assessment is the type of assessment incorporated in classroom routines and learning activities. It seeks to identify the strengths and needs of individual students without regard to grade or age norms. It usually occurs in a casual manner. It might take the form of inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, discussion, debates, logs, journals, cloze tests, questionnaires and brainstorming. It also includes observation where the body languages of the students, the expressions on their faces and the types of questions asked are monitored. Tutors make use of the feedback they gained from informal assessment to adapt their teaching techniques and delivery styles. Informal assessment consists of a combination of formative and criterion-directed assessment.

Peer assessment

One strategy to help students develop their skills and improve learning is by evaluating the work done by their peers. Students make judgments about their peers' learning. The instructor normally guides the student by giving a comprehensive understanding of the assessment criteria and expectations of their peers' work. Often checklists are provided by the instructor or prepared by students themselves to help them in their assessment.

Self-assessment

Self-assessment is about making judgment of one's own work. Often students have to step back of their learning process to think about their progress and make judgments' about the different aspects of their own learning.

CHAPTER THREE

METHOD

This chapter focuses on the research methodology that has been used to conduct the study. Accordingly, the researcher writes the procedures and methods that have been used during the study. The researcher also provides a detailed explanation about the instruments of data collection and the process by which the data have been analyzed.

3.1 Research Design

A cross-sectional research design was employed where grade 9-12 students were surveyed using a questionnaire. In doing so both quantitative and qualitative methods have been employed, it is mixed research approach. According to Creswell (2009) mixed research approach is an approach to inquiry that combines or associates both qualitative and quantitative form.

3.2 Source of Data

The primary data sources were collected from high ability grade 9-12 students, educational experts, campus principals and teachers. The secondary data were collected from the written materials of the school this includes student's class exam, national exam result, teacher's syllabus and dropout rate of students, students profile and another necessary material that contributed to the research.

3.3 participants and Sampling Technique

Science Shared Campus for high ability students is the only government school in Addis Ababa to teach high ability students. The sampling technique used to select the school by using available sampling technique. In the total population of 474 students I selects every second person for sampling by using systematic sampling, since 474/2=237. The participants of the study were 237 students out of the total number of 474 which were chosen by using systematic sampling under simple random sampling technique. All 24 full time teachers were selected based on available sampling technique. Two students are also selected in the case study by academic achievements. The sample of the population represents the general practice of the campus.

3.4 Data gathering Tools

The researcher used various data collection instruments to enhance the validity and reliability of the study. In this study the primary source of data collected through questionnaire, interview and observation. Relevant documents also analyzed. Each of data collection instruments have been discussed below.

3.4.1 Questionnaire

Questionnaires are administered as a major device to gather primary data using series of question that seek: personal information about the respondents themselves and their experiences, ideas and perceptions about the problems at hand. Closed ended questions were prepared for the students and teachers as well. The areas measured by these instruments are teaching methods, student's attitudes, and assessment techniques and teaching methodology for high ability students in the campus. The question prepared and modified based on the review of literature and those questions were translated from English to Amharic before the distribution of the target population and the researcher also provide opportunities in order to make sure whether the question free from vague and unclear words. The draft questioners were also reviewed by the thesis adviser. Accordingly the comments were used to improve the clarity of statements and interpretations.

3.4.2 Interview

In this research interview was used by the researcher in order to get detailed and additional information to explore the study in depth." Interview is found to be important instrument to understand people's perception, awareness and feeling "(Best and Khan, 2003). Through this part of data collection instrument, the researcher used semi-structured interview questions for school principals and educational experts. The interview were conducted in Amharic and then translated in to English. This is done to build a common understanding between the researcher and the interviewer. The data collected through interview were also analyzed by using descriptive analysis.

3.4.3 Document analysis

The researcher used document analysis to see the campus teaching learning practice in detail within the past four years and also know how the teaching methods are applied by the campus.

3.4.4 Observation

The researcher used unstructured observations to describe activities, way of teaching, interpersonal interactions between teachers and students in the class room and outside the class room. In order to see how the teaching learning process is going in the campus it was important to collect and organize relevant data's. The information obtained through observation was also analyzed by using descriptive statistics.

3.5 Data Analysis Procedures and Techniques

In this study the researcher used both quantitative and qualitative type of data analysis. In the analysis of quantitative data the researcher convert the raw data in to numerical form by using frequency, percentage and non-parametric test such as chi-square test. The qualitative analysis mainly describe in descriptive statistics.

3.6 Ethical Consideration

Before starting data collection, informed consent was considered. This study was conducted confidentially. The participants in all the campus were informed that their response would be kept confidentially and could not be used in ways that would harm them or used for other purpose than this study. To guarantee confidentiality and anonymity, the participants were not asked to write anything that indicates their identity.

CHAPTER FOUR

RESULTS

In this section the research results found from student's questioners, teachers questioners, school principal interview. Based on the finding the results described step by step, the first step explain student finding results, the second step describe teachers finding results and the last step school principals finding result.

4.1 Analysis of data from student's questionnaire

Table 1. Student's background information

Demographic variables		Male	Female	Total
Age in years	15 and below	33 (26.8%)	21 (18.4%)	54 (22.8%)
	16-20	90 (73.2%)	93 (81.6%)	183 (77.2%)
	Total	123 (51.9%)	114(48.1%)	237(100%)
Grade	9	16 (13.0%)	9 (7.9%)	25 (10.5%)
	10	43 (35.0%)	29 (25.4%)	72 (30.4%)
	11	45 (36.6%)	29 (25.4%)	74 (31.2%)
	12	19 (15.4%)	47 (41.2%)	66 (27.85)
	Total	123 (51.9%)	114 (48.1%)	237 (100%)
Parents educational level	primary school(1-8)	9 (7.3%)	5 (4.4%)	14 (11.7%)
	Secondary school (9-12)	23 (18.7%)	17 (14.9%)	40 (33.6%)
	Diploma	12 (9.8%)	12 (10.5%)	24 (20.3%)
	First degree	34 (27.6%)	39 (34.2%)	73 (61..8%)
	Second degree	35 (28.5%)	30 (26.3%)	65 (27.4%)
	3rd degree	6 (4.9%)	9 (7.9%)	15 (6.3%)
	Can't read and write	4 (3.3%)	2 (1.8%)	6 (2.5%)
	Total	123 (51.9%)	114 (48.1%)	237 (100%)

In terms of students' background, 22.8% of the students were below 15 years and 77.2% of the students were in the age of 16-20. Based on grade level regarding to total number of students response in the research is 10.5%, 30.4%, 31.2% and 27.8% of students learn respectively grade 9, 10, 11 and 12. Regarding to students parent educational level 5.9%, 16.9%, 48.8%, 27.4%, 6.3% and 2.5% of students respectively said parents have primary school, secondary school, diploma, first degree, second degree, third degree and others. According to students response majority of student's parent education level is diploma.

Table 2. Student's response about ways of learning

No	Items on Way of learning	Very frequently	Often	Sometimes	Rarely	Not at all
1	How often do you get detailed information additional to your text or subject content in the campus?	28 (11.8%)	69 (29.1%)	95 (40.1%)	34 (14.3%)	11 (4.6%)
2	How often do you participate in the co-curricular activities in your campus i.e. science and technology creativity, sport club, mini-media, art, etc.?	1 (0.4%)	8 (3.4%)	64 (27.0%)	104 (43.9%)	60 (25.3%)
3	How often do you learn in the personalized learning plans?	7 (3.0%)	23 (9.7%)	44 (18.6%)	25 (10.5%)	138 (58.2%)
4	How often do you enjoy a challenging lesson?	38 (16.0%)	83 (35.0%)	85 (35.9%)	23 (9.7%)	8 (3.4%)
5	How often do you get a chance to use a single subject acceleration (i.e. learning more advanced content) if you perform above the grade level in one subject?	6 (2.5%	25 (10.5%)	67 (28.3%)	52 (21.9%)	87 (36.7%)
6	How often do you complete a subject matter ahead of the academic year?	8 (3.4%)	48 (20.3%)	70 (29.5%)	83 (35.0%)	28 (11.8%)
7	How often do your challenging questions get accepted or answered by your teacher?	38 (16.0%)	102 (43.0%)	56 (23.6%)	33 (13.9%)	8 (3.4%)

About 40.9% of the students said that they often or very frequently got detailed information about the subject they learn in addition to the contents in their textbooks in contrast to those who said they rarely or never got it, which is about 18.9% of the respondents. This result was also

further analyzed by gender and a statistically significant association (X^2=1.157, df=4, p<.05) was found between gender and getting more detailed lessons showing that more males than females got such lessons (See Table 13 in the Annex).

About 69.2% of the students said that they rarely or never participated in the co-curricular activities in contrast to those who said they often or very frequently participated, which is about 3.8% of the respondents. This result was also further analyzed by gender and a statistically significant association (X^2= 3.680, df= 4, p<0.05) was found between gender and participating co-curricular activities showing that more female than male students reported that they never or rarely participate in the co-curricular activities (See Table 14 in the Annex).

About 68.7% of the students said that they rarely or never learn in the personalized learning plans in contrast to those who said they often or very frequently learn, which about 12.7% of the respondents. This result was also further analyzed by gender and a statistically significant association (X^2= 2.247, df= 4, p<0.05) was found between gender and learning based on personalized learning plans showing that more female than male students reported that they never or rarely learn in the personalized learning plans (See Table 15 in the Annex).

About 51% of the students said that they often or very frequently enjoy by challenging lesson in contrast to those who said they never or rarely, which is about 13.1% of the respondents. This result was also further analyzed by gender and there is no statistically significant association (X^2= 15.715, df= 4, p>0.05). There is no a statistically significant association between gender and response of students (See Table 16 in the Annex).

About 58.6% of the students said they rarely or never got a chance to use single subject acceleration in contrast to those who said they often or very frequently use it, which is about 13% of the respondents. This result also further analyzed by gender and a statistically significant association (X^2= 1.480, df= 4, p<0.05) was found between gender and using single subject acceleration showing that more female than male students reported that they never or rarely got a chance to use single subject acceleration (See Table 17 in the Annex).

About 46.8% of the students said they rarely or never completed a subject matter ahead of the academic year in contrast to those who said they often or very frequently completed, which is about 20.7% of the respondents. This result also further analyzed by gender and a statistically

there is no significant association (X^2= .772, df= 4, p>0.05) was found between gender and response of students (See Table 18 in the Annex).

About 59% of students said often or very frequently challenging questions got answers by teachers in contrast to those who said they never or rarely got it, which is about 17.3% of the respondents. This result also further analyzed by gender and statistically there is no significant association (X^2= 5.766, df= 4, p>0.05) was found between gender and response of students (See Table 19 in the Annex).

Table 3 students' response about student teacher relation

No	Items of Student teacher relations	Very frequently	Often	Sometimes	Rarely	Not at all
1	How often do your teachers give active attention to fulfill your individual needs?	19 (8.0%)	54 (22.8%)	64 (27.0%)	60 (25.3%)	40 (16.9%)
2	How often do your unique characteristics and educational needs get accepted by teachers?	19 (8.0%)	38 (16.0%)	75 (31.6%)	69 (29.1%)	36 (15.2%)
3	How often do your teachers treat students fairly on a day to day basis including using a sense of humors or make you feel enthusiastic?	33 (13.9%)	72 (30.4%)	84 (35.4%)	38 (16.0%)	10 (42%)

About 42.2% of the students said that they rarely or never got active attention of teachers to fulfill individual needs of students in contrast to those who said they often or very frequently got it, which is about 30.8% of the respondents. This result was also further analyzed by gender and a statistically significant association (X^2= 2.692, df= 4, p<0.05) was found between gender and students getting active attention from teachers to fulfill individual needs showing that more female than males got teachers attention (See Table 20 in the Annex).

About 44.3% of the students said that they rarely or never got teachers acceptance in their educational needs in contrast to those who said they often or very frequently got it, which is about 24% of the respondents. This result was also further analyzed by gender and a statistically

significant association (X^2= 2.692, df= 4, p<0.05) was found between gender and students getting teachers acceptance in educational needs showing that more male than females got teachers acceptance (See Table 21 in the Annex).

About 58% of the students said that they rarely or never got teachers treat fairly in contrast to those who said they often or very frequently got it, which is about 44.3% of the respondents. This result was also further analyzed by gender and a statistically significant association (X^2= 2.577, df= 4, p<0.05) was found between gender and students getting teachers treat showing that more male than females got teachers treat fairly on a day to day basis (See Table 22 in the Annex).

Table 4 students' response about socio emotional needs

No	Items of socio emotional needs	Very frequently	Often	Sometimes	Rarely	Not at all
1	How often does your school practice justice and fairness in treating students?	73 (30.8%)	90 (38.0%)	47 (19.8%)	18 (7.6%)	9 (3.8%)
2	How often do you feel that you are different from other peers or students?	40 (16.9%)	51 (21.5%)	71 (30.0%)	37 (15.6%)	38 (16.0%)
3	How often do you discuss your socio emotional needs (i.e. stress, anxiety, and frustration in exam) with a school guidance and counselor?	2 (0.8%)	11 (4.6%)	17 (7.2%)	45 (19.0%)	162 (68.4%)
4	How often do you expect yourself with high standard of performance and sense of perfectionism in academic achievement (i.e. feeling of making NO errors in exam)?	18 (7.6%)	44 (18.6%)	86 (36.3%)	62 (26.2%)	27 (11.4%)
5	How often do you face conflict when interacting with others?	10 (4.2%)	28 (11.8%)	38 (16.0%)	94 (39.7%)	67 (28.3%)

About 68.8% of the students said that they very frequently or often the school treated students fairly in contrast to those who said they never or rarely treated it, which is about 11.4% of the respondents. This result was also further analyzed by gender and a statistically significant association (X^2= 2.577, df= 4, p<0.05) was found between gender and school practice showing that more male than females students practice justice and fairness in school (See Table 23 in the Annex).

About 38.4% of the students said that they often or very frequently feel different from others in contrast to those who said they never or rarely feel different from others, which is about 31.6% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association (X^2= 9.303, df= 4, p>0.05) was found between gender and response of students. (See Table 24 in the Annex).

About 87.4% of the students said that they never or not at all discussed with school guidance counselor person in contrast to those who said they often or very frequently discussed it, which is about 5.4% of the respondents. This result was also further analyzed by gender and a statistically significant association (X^2= 3.712, df= 4, p<0.05) was found between gender and school practice showing that more male than females students discuss with teachers about their socio emotional needs (See Table 25 in the Annex).

About 37.6% of the students said that they never or not at all expected self with high standard of performance and sense of perfectionism in academic achievement in contrast to those who said they often or very frequently expected it, which is about 26.2% of the respondents. This result was also further analyzed by gender and there is no statistically significant association (X^2= 9.910, df= 4, p>0.05) was found between gender and students self-expectation (See Table 26 in the Annex).

About 68% of the students said that they never or not at all face conflicts while interacting with others in contrast to those who said they often or very frequently interact it, which is about 6% of the respondents. This result was also further analyzed by gender and a statistically significant association (X^2= 2.827, df= 4, p<0.05) was found between gender and social interaction showing that more female than male students face conflicts interacting with others (See Table 27 in the Annex).

Table 5 students' response about learning environment

No	Items of learning environment	Very frequently	Often	Sometimes	Rarely	Not at all
1	How often does your campus initiate your learning interest?	10 (4.2%)	35 (14.8%)	78 (32.9%)	75 (31.6%)	39 (16.5%)
2	How often does the learning environment provide support to work your activity as an individual or as a group?	13 (5.5%)	47 (19.8%)	81 (34.2%)	68 (28.7%)	28 (11.8%)
3	How often does the learning environment of the campus make your thinking processes active, creative and problem solving?	17 (7.2%)	33 (13.9%)	55 (23.2%)	88 (37.1%)	44 (18.6%)
4	How often does the ICT lab help you to learn more?	99 (41.8%)	38 (16.0%)	43 (18.1%)	43 (18.1%)	14 (5.9%)
5	How often do you use a physical library to get a reference material and additional knowledge?	8 (3.4%)	54 (22.8%)	76 (32.1%)	71 (30.0%)	28 (11.8%)
6	How often do you use a digital library to get a reference material and additional knowledge?	13 (5.5%)	17 (7.2%)	21 (8.9%)	38 (16.0%)	148 (62.4%)

About 48.1% of the students said that they never or not at all the campus initiated students learning interest in contrast to those who said they often or very frequently initiated it, which is about 19% of the respondents. This result was also further analyzed by gender and a statistically significant association ($X^2 = 3.420$, df= 4, $p<0.05$) was found between gender and students learning interest showing that more male than female students initiate their learning interest by campus (See Table 28 in the Annex).

About 40.5% of the students said that they never or not at all the campus provide support to work their activity as an individual or as a group in contrast to those who said they often or very frequently provided it, which is about 25.3% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association ($X^2 = 7.848$, df= 4, $p>0.05$) was found between gender and school support (See Table 29 in the Annex).

About 55.7% of the students said that they never or not at all the learning environment of the campus make their thinking process active and problem solving in contrast to those who said they often or very frequently make it, which is about 21.1% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association was found between male and female students learning environment (See Table 30 in the Annex).

About 57% of the students said that they often or very frequently the ICT lab helps to learn more in contrast to those who said they never or not at all helps it, which is about 24% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association was found between male and female students (See Table 31 in the Annex).

About 41.8% of the students said that they never or not at all the physical library helps students in contrast to those who said they often or very frequently helper it, which is about 26.2% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association ($X^2 = 17.897$, df= 4, $p>0.05$) was found between gender and student's usage of physical library (See Table 32 in the Annex).

About 78.4% of the students said that they never or not at all the digital library helps students in contrast to those who said they often or very frequently helper it, which is about 12.7% of the respondents. This result was also further analyzed by gender and a statistically significant association ($X^2 = 3.895$, df= 4, $p<0.05$) was found between gender and students usage of digital library showing that more male than female students reported that they never get a reference material in the digital library (See Table 33 in the Annex).

Table 6 students' response about academic assessment

No	Academic assessment	Very frequently	Often	Sometimes	Rarely	Not at all
1	How often do you take initial assessment (or pre-learning testing) before the content you learn to know what level you are in the subject matter knowledge?	9 (3.8%)	26 (11.0%)	72 (30.4%)	66 (27.8%)	64 (27.0%)
2	How often do you take different assessments to evaluate your progress?	37 (15.6%)	70 (29.5%)	86 (36.3%)	36 (15.2%)	8 (3.4%)
3	How often does the campus academic assessment help you to show your capacity and academic knowledge in general?	19 (8.0%)	52 (21.9%)	69 (29.1%)	70 (29.5%)	27 (11.4%)
4	How often do you get additional individual work or project work?	68 (28.7%)	98 (41.4%)	42 (17.7%)	22 (9.3%)	7 (3.0%)
5	How often do you get challenging questions in your assignments and tests?	94 (39.7%)	93 (39.2%)	40 (16.9%)	8 (3.4%)	2 (0.8%)

About 54.8% of the students said that they never or not at all taken pre learning test in contrast to those who said they often or very frequently taken it, which is about 14.8% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association (X^2= 5.028, df= 4, p>0.05) was found between gender and students intake assessment (See Table 34 in the Annex).

About 45.1% of the students said that they often or very frequently taken different assessment in contrast to those who said they never or rarely taken it, which is about 18.6% of the respondents. This result was also further analyzed by gender and a statistically significant association (X^2= 1.795, df= 4, p<0.05) was found between gender and students usage of different assessment showing that more male than female students reported that they often and very frequently take different assessment (See Table 35 in the Annex).

About 40.9% of the students said that they never or not at all the campus academic assessment helps their capacity and academic knowledge in contrast to those who said they often or very

frequently taken it, which is about 29.9% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association (X^2= 8.626, df= 4, p>0.05) was found between gender and students' academic assessment (See Table 36 in the Annex).

About 70.1% of the students said that they often or very frequently got individual or project work in contrast to those who said they never or not at all got it, which is about 12.3% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association (X^2= 6.127, df= 4, p>0.05) was found between gender and students' individual or project work (See Table 37 in the Annex).

About 78.9% of the students said that they often or very frequently got challenged questions in assignment in contrast to those who said they never or not at all got it, which is about 4.2% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association (X^2= 5.092, df= 4, p>0.05) was found between gender and students' assignments and tests (See Table 38 in the Annex).

Table 7 students' response about parent's involvement

No	**Parent support**	**Very frequently**	**Often**	**Sometimes**	**Rarely**	**Not at all**
27	How often do you get parental support in your academic achievement?	111 (46.8%)	53 (22.4%)	39 (16.5%)	23 (9.7%)	11 (4.6%)
28	How often do you get parental support in your psychological adjustment?	104 (43.9%)	47 (19.8%)	50 (21.1%)	21 (8.9%)	15 (6.3%)
29	How often does your parents involve in the activities of this campus?	12 (5.1%)	34 (14.3%)	90 (38.0%)	71 (30.0%)	30 (12.7)
30	How often do your parents provide you the required support based on your needs and abilities?	143 (60.3%)	65 (27.4%)	17 (7.2%)	10 (4.2%)	2 (0.8%0
31	How often do parents encourage your creativity and potential for learning?	138 (58.2%)	54 (22.8%)	28 (11.8%)	10 (4.2%)	7 (3.0%)

About 69.2% of the students said that they often or very frequently earn parent support in their academic achievement in contrast to those who said they never or not at all earn it, which is about 14.3% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association (X^2= 8.329, df= 4, p>0.05) was found between gender and parental support (See Table 39 in the Annex).

About 63.7% of the students said that they often or very frequently earn parent support in psychological adjustment in contrast to those who said they never or not at all earn it, which is about 15.2% of the respondents. This result was also further analyzed by gender and a statistically significant association (X^2= 3.811, df= 4, p<0.05) was found between gender and parental psychological adjustment showing that more female than male students reported that they often and very frequently earn parental support in their psychological adjustment (See Table 40 in the Annex).

About 42.7% of the students said that they never or rarely parents involved in the activities of the campus in contrast to those who said they often or very frequently involved it, which is about 19.4% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association was found between gender and parental involvement (See Table 41 in the Annex).

About 87.7% of the students said that they often or very frequently parents provide the required support based on their need and abilities in contrast to those who said they never or rarely provide it, which is about 5% of the respondents. This result was also further analyzed by gender and there is no a statistically significant association (X^2= 10.777, df= 4, p>0.05) was found between gender and parental support (See Table 42 in the Annex).

About 81% of the students said that they often or very frequently encouraged their potential in contrast to those who said they never or not at all encouraged it, which is about 7.2% of the respondents. This result was also further analyzed by gender and a statistically significant association (X^2= 3.620, df= 4, p<0.05) was found between gender and parental encouragement showing that more female than male students reported that they often and very frequently parents encourage about their creativity and potential (See Table 43 in the Annex).

Case study 1

Name x

Sex female

Grade 12

Age 18 years old

She had learned grade 1-8 Hillside Academy. She was performed in great way and she is a rank student from grade 1-8 as well as her ministry result was 100 and her grade 10 National Exam result was street A. Her father and mother had MA educational level and they support in each day to perform her child in a great way in her academic ability. One day her father knows the program which is opened in kotebe Metropolitan University which is called Science Shared Campus when he knows the program he is happy because the program is opened only for high ability students to become a more advanced and creative students specially in the science subjects and they become competitive to more developed countries in those subjects and they get an opportunity in practical lab to support science subjects but he fears and frustrated how to continue the government based program in Ethiopian context. After 2 days discussion with campus principals and program leaders he accepted the program to join his child. When I interviewed she is more frustrated, unhappy, great conflict with her father idea and emotionally more disturbed what is done in this campus. First before three years back she join this campus without any exam simply the campus observe grade 8 ministry result and grade seven and eight class result because of this reason she get a chance due to her academic performance. After this she began learning in grade nine at Kotebe Metropolitan University in the Science Shared Campus in 2008E.C at that time she learns Math, Physics, Chemistry and Biology with more experienced and advanced collage teachers but they learn social science subjects in Wanderad Secondary School by volunteer teachers they simply support or teach without any payment. At this time students learn in the morning at Kotebe and afternoon at Wenderad Secondary School this condition does not accepted by students and her family because it is bored and time consumed but she is happy for two years specially in the teaching methodology of Chemistry, Biology and Physics teachers and she gives special thanks to those teachers. The school does not fulfill the promise for students and their families some of the promises are all science subjects are learned thorough practical lab experiments, giving special support with appropriate teaching materials, giving better opportunity. She told me the school has a huge problem and no one solve this problem until the interview is accomplished, some of the problems/challenges categorized in

to two the first one mainly concern the program at Kotebe Metropolitan University these are: the students are treated like college teachers the only difference is wearing uniform, sometime the class was clash with college students and it is not facilitated by University, there is no strategy to discuss and connect University and Wanderad Secondary School what is going on, there is no interrelation between practical lab and lecture method, social class neglected by University and by this special program and the students achieve the social subject by the students hard work or independent effort, students face socio emotional problems(i.e. depression, anxiety, frustration) due to the teaching and learning process, program support is closed by Gelfand Family Charity when she is grade 10 in 2009E.C. The second one mainly focus on the program is continued in Menelik I by supporting Education Biro when she is coming in this school she was also face different problems some of these are: in 2010E.C teachers are not begun their teaching until two months when the teaching learning process is opened in Menelik I, teachers are not interested to answer my questions, there is no lab for one year until 2011E.C., it is not enough reference material in the library, I am not finish two unit in Chemistry and Math subjects in grade 11, the school is not governed by itself, I think my family and I was doing wrong decision when they suggest to enter this program, teachers does not support students psychologically and academically based on their needs, teachers are not controlled by the school principals or other stake holders in this campus when they come late, there is no person to lead this program in advanced and more practical way, I have a conflict of interest in the future how to decide my specialization after taken grade 12 National Examination, I think I and grade 12 students are seen as experiment in this special setting, the goals and missions of this project is changed. She describes some of opportunities she get in this special setting these are: I am strong to face different challenges due to this program, student text book returns after National Exam is taken and we use both grade exercise books and the program changed in to free service but it is not my concern and others because the huge amount of students came from private school and we need appropriate support based on their promise. She ask one thing no one answer this question until the interview is happen that question is asked for Ministry of Education, Education Bureau and kotebe Metropolitan University, in the general the government and the whole society the question is **what is our future**?

Case study 2

Name Y

Sex F

Grade 10

Age 15 years old

She had learned from grade 2-8 in Fountain of knowledge school her class rank was 1and ministry result was 99.9 she takes inference exam in Kotebe Metropolitan University. After passing this exam she can join this program but she was believed that in that time the teaching learning process was continued in the university but regarding to the problem the program was continued in Menelik I primary school she said when I began grade 9 class in this school I face different problems some of the problems she monitions are: I or we learn 20 minutes with in a day, for 4 months I learnt from part time teachers and they are not qualified to teach effectively, there is no any responsible person to control and evaluate school principals and teachers, the school environment is not appropriate and comfortable for learning (i.e. dining class problem, smiling problem, equipment shortage for physical education class and first aid class, minimedia is not active, lab is not experimental but teachers ask questions for report, library space is not sufficient for students it is only one class and it have only 30 chairs, digital library is not practical, bath rooms are not clean and sufficient) there are creative students but the school is not fulfill their needs and abilities,

She list different solutions to improve the challenges that are listed in the above:-the campus needs additional principals to improve controlling problems for teachers and students, teachers should be more responsible and accountable for their work, library should be broad and available reference materials are there, improving cleaning issues in class room, playground and toilet, the school should fulfill promises of students and work cooperate with student families, the last idea she says that grade 12 students need additional support in academically and psychologically.

4.2. Analysis of data from teacher's questionnaire

These results focus about teacher's background information. 75% of teachers are categorized in the age of 26-35 and the rest 25 % of teachers age are 36-40 and majority of teachers are young and their teaching experience below 10 years. 83.3% of teachers have second degree but the rest 16.7% of teachers have first degree. In this research Biology, Chemistry, Physics, English, Math, Civics, Information technology, Amharic and Geography teachers participated. 54.2% of teachers get short term training about how to teach high ability students but the rest 45.8% of teachers didn't get short term training about teaching high ability students. 83.3% of teachers didn't get any training on how to teach special need students but 16.7% of teachers get training on how to teach special need students.

Table 8.Teachers related question

No	Items	Sub total	Percent				
			SA	A	UD	DA	SD
1	I have adequate training in teaching high ability students	Frequency	7	5	8	4	-
		Percent	29.2	20.8	33.3	16.7	-
2	I am responsible to teach high ability students	Frequency	17	6	1	-	-
		Percent	70.8	25.0	4.2	-	-
3	I am updating myself how to teach high ability students by continuous reading	Frequency	17	4	1	2	-
		Percent	70.8	16.7	4.2	8.3	-
4	I have the ability to work with students parents in these special setting	Frequency	10	11	3	-	-
		Percent	41.7	45.8	12.5	-	-
5	I am addressing individual academic and behavioral needs of students	Frequency	6	13	1	3	1
		Percent	25.0	54.2	4.2	12.5	4.2
6	I enjoy teaching high ability students	Frequency	18	4	1	-	1
		Percent	75.0	16.7	4.2	-	4.2
7	I find it difficult to meet the needs of high ability students	Frequency	3	4	1	11	5
		Percent	12.5	16.7	4.2	45.8	20.8
8	I believe I can learn from teaching high ability students	Frequency	18	5	-	-	1
		Percent	75.0	20.8	-	-	4.2

As illustrated in Table 8. 33.3% of the majority of the respondent says undecided to get adequate training in teaching high ability students.70.8% of the respondent strongly agree to teach high ability students responsibly.70.8% of teachers updating their self how to teach high

ability students by continuous reading.45.8% of the respondent says we have the ability to work students parent in this special setting.54.2% of teachers agree to address individual and behavioral needs of students. 75.0% of teachers strongly enjoy for teaching high ability students.45.8% of the respondent says disagree to meet the needs of high ability learners is difficult. 75.0% of teachers says strongly agree we can learn from teaching high ability students.

Table 9.content of curriculum and its implementation

No	Items	Sub total	Percent				
			SA	A	UD	DA	SD
1	The science shared campus developed and uses its own syllabus different from the government	Frequency	-	-	6	5	13
		Percent	-	-	25.0	20.8	54.2
2	The science shared campus modifies the government approved syllabus and use a more in depth content	Frequency	-	3	6	4	11
		Percent	-	12.5	25.0	16.7	45.8
3	The existing content of curriculum is relevant for high ability students intellectual development	Frequency	1	1	5	9	8
		Percent	4.2	4.2	20.8	37.5	33.3
4	The existing content of the curriculum is relevant for high ability students emotional development (i.e. self-confidence, satisfaction, aspirations, emotional adjustments)	Frequency	2	1	6	11	4
		Percent	8.3	4.2	25.0	45.8	16.7

As illustrated in Table 9. 54.2% of the majority of the respondent says strongly disagree the science shared campus developed and uses its own syllabus different from the government.70.8% of the respondent says strongly disagree the campus modifies the government approved syllabus and use a more in depth content(enriched) to teach high ability students responsibly.37.5% of teachers disagree the existing content of the curriculum is relevant for high ability students intellectual development.45.8% of teachers disagree The existing content of the curriculum is relevant for high ability students emotional development (i.e. self-confidence, satisfaction, aspirations, emotional adjustments).

Table 10.method of teaching

No	Items	Sub total	Percent				
			Very frequently	**Frequently**	**Sometimes**	**Rarely**	**Not at all**
1	How often do you plan appropriate lessons to achieve the aims and objectives of the content?	Frequency	8	12	3	0	1
		Percent	33.3	50.0	12.5	0	4.2
2	How often do you use the following teaching methods						
	2.1 lecture	Frequency	8	13	2	1	0
		Percent	33.3	54.2	8.3	4.2	0
	2.2student presentation	Frequency	3	3	17	1	0
		Percent	12.5	12.5	70.8	4.2	0
	2.3debates	Frequency	2	4	9	7	2
		Percent	8.3	16.7	37.5	29.2	8.3
	2.4group discussion	Frequency	5	10	7	2	0
		Percent	20.8	41.7	29.2	8.3	0
3	How often do you aim at personalized student learning targets to foster individual student needs, interests and creativities	Frequency	2	11	7	3	1
		Percent	8.3	45.8	29.2	12.5	4.2
4	How often do you apply enrichment programs or activities:						
	4.1.Guest speakers	Frequency	-	-	5	7	12
		Percent	-	-	20.8	29.2	50.0
	4.2.Trips out of school	Frequency	-	3	7	6	8
		Percent	-	12.5	29.2	25.0	33.3
	4.3.Independent study including projects	Frequency	4	7	6	5	4
		Percent	16.7	29.2	25.0	20.8	16.7
5	How often do you work with a guidance and counseling person to help the students and adjust emotionally (students role conflicts, stress, self-expectation, perfectionism etc)	Frequency	-	6	1	5	12
		Percent	-	25.0	4.2	20.8	50.0

6	How often do you make your subject content more relevant and stimulating	Frequency Percent	8 33.3	11 45.8	1 4.2	2 8.3	2 8.3
7	How often do you add more variety of contents or ideas to give detailed information for students in your subject?	Frequency Percent	8 33.3	14 58.3	2 8.3	- -	- -
8	How often do you use a laboratory setting and resources to initiate students' creativity in science and experiments?	Frequency Percent	4 16.7	10 41.7	4 16.7	4 16.7	2 8.3
9	How often do you use I.C.T. lab to enrich your learning?	Frequency Percent	2 8.3	4 16.7	5 20.8	6 25.0	7 29.2

As illustrated in Table 10. 50.0% of the majority of teachers says frequently plan appropriate lessons for students to achieve the aims and objectives of the content.54.2% of teachers use lecture teaching method frequently, 70.8% of teachers sometimes use students presentation as a teaching method.37.5% of respondents says sometimes use debates in the class room to teach students.41.7% of the respondent says frequently use group discussion to teach students. 45.8% of teachers says frequently develop personalized student learning targets to foster individual student's needs, interests and creativities. 50.0% of teachers says didn't invite a guest speaker to apply enrichment programs.33.3% of the majority of teachers says they didn't practice trips out of school to apply enrichment programs. 29.2% of teachers say frequently give independent study including projects for students to apply enrichment activities. 50.0% of teachers say they didn't work with a guidance and counseling person to help the students and adjust emotional behaviors because there is no a guidance and counseling person in the campus. 45.8% of teachers says frequently make their subject content more relevant and stimulating for students. 58.3% of the respondent says frequently add more verity of contents or ideas to give detailed information for students in their subject. 41.7% of teachers frequently use a laboratory setting and resources to initiate students' creativity in science and experiment.29.2% of the majority of teachers didn't use I.C.T. lab to enrich their teaching and learning process.

Table 11. Assessment

No	Items	Sub total	Percent				
			Very frequently	Frequently	Sometimes	Rarely	Not at all
1	How often do you use the following assessment tools:						
	• Multiple choice question	Frequency Percent	12 50.0	6 25.0	3 12.5	1 4.2	2 8.3
	• True false	Frequency Percent	9 37.5	5 20.8	7 29.2	2 8.3	1 4.2
	• True false with reasoning	Frequency Percent	- -	6 25.0	5 20.8	4 16.7	8 33.3
	• Matching	Frequency Percent	5 20.8	7 29.2	5 20.8	3 12.5	4 16.7
	• Fill in the blank	Frequency Percent	5 20.8	12 50.0	4 16.7	1 4.2	2 8.3
	• Short answer question	Frequency Percent	5 20.8	11 45.8	4 16.7	2 8.3	1 4.2
	• Essay type	Frequency Percent	3 12.5	7 29.2	10 41.7	3 12.5	1 4.2
	• Project report (individual)	Frequency Percent	3 12.5	3 12.5	14 58.3	4 16.7	- -
	• Project report (in group)	Frequency Percent	3 12.5	5 20.8	13 54.2	3 12.5	- -
	• Presentation	Frequency Percent	2 8.3	6 25.0	15 62.5	1 4.2	- -
2	How often do you use the following assessment tools to assess your students						
	2.1. Quiz (regular)	Frequency Percent	1 4.2	6 25.0	10 41.7	7 29.2	- -
	2.2. Quiz (surprise)	Frequency Percent	1 4.2	8 33.3	5 20.8	8 33.3	2 8.3
	2.3. Tests	Frequency Percent	7 29.2	8 33.3	4 16.7	2 8.3	3 12.5
	2.4. Midterm exam	Frequency	2	8	3	1	10

		Percent	8.3	33.3	12.5	4.2	41.7
3	How often do you give assignments at an individual level	Frequency Percent	- -	11 45.8	11 45.8	1 4.2	1 4.2
4	How often do you develop flexible grouping options to give assignments based on students pace of learning	Frequency Percent	3 12.5	5 20.8	15 62.5	- -	1 4.2
5	How often do you develop students portfolio to put their best achievements, creative works and challenges in your subject	Frequency Percent	- -	- -	3 12.5	5 20.8	16 66.7

As illustrated in Table 11, 50.0% of majority of teachers use multiple choice question very frequently.37.5% of teachers use true false question very frequently. 33.3% of teachers didn't use true false with reasoning. 29.2% of teachers use matching frequently. 50.0% of teachers use fills in the blank frequently. 45.8% of teachers use short answer question frequently. 41.7% of the respondent sometimes use essay type assessment. 58.3% of teachers sometimes use project report as individual.54.2% of teachers sometimes use project report in group. 62.5% of teachers use student presentation sometimes to assess students. 29.2% of teachers give quiz rarely as a regular assessment. 33.3% of teachers says frequently and sometimes use quiz as a surprise. 33.3% of teachers use tests frequently. 33.3% of teachers use midterm exam frequently to assess students. 45.8% of teachers frequently and sometimes give assignments at an individual level. 62.5% of teachers sometimes develop flexible grouping options to give assignments based on students pace of learning. 66.7% of teachers didn't develop students' portfolio to put their best achievements, creative works and challenges in your subject.

Table 12 Assessment mechanism

No	Items	Sub total	Percent	
			Yes	No
1	Acceleration When students complete the required criteria for the grade level, are such students allowed to be promoted to the next grade level in the middle of the academic year	Frequency Percent	- -	24 100
2	Enrichment Do you think the students in the science shared campus get more enriched content than other students in regular secondary school	Frequency Percent	11 45.8	13 54.2
3	Assessment Do you think the students in the science shared campus are assessed differently	Frequency Percent	- -	24 100
4	Ranks Are all students compared by ranking	Frequency Percent	- -	24 100

As illustrated in table 12, all questions are a practical guide line that shows students assessment practice in the science shared campus. In the part of acceleration 100% of teachers say there is no acceleration program when students complete the required criteria for the grade level or students didn't promoted to the next grade level in the middle of the academic year so students should be waiting until the academic year will be finished. 54.2% of majority of teachers says in the part of enrichment students in the science shared campus didn't get more enriched content than other students in other regular secondary school. In the part of students assessment 54.2% of majority of teachers says teachers use different assessment mechanisms to assess students differently.100% of teachers says all students didn't compared by ranking.

According to the school principal interview, he said the school used the same curriculum from other regular students and they didn't enrich the curriculum. The school applies acceleration based on teachers interest and decision and the school does not promoted students personal excellence and opportunities to learn and nurture unique abilities and did not apply creative content based syllabus to develop students high level of thinking, problem solving and decision making as well as they didn't review the syllabus to ensure flexibility, extension and sustained student progress in science and creative activities.

As teaching and learning environment the school principal said we didn't use grade skipping when the student achieves the goal early to other students and the school structures and processes does not allow a flexible personalized learning space for high ability students.

As teachers experience he Saied the school gives trainings for high ability teachers in three times during the summer time but the training by itself does not come a change because teachers must internalize the training related to the condition. The school gives follow up for teachers once a time in semester based on customer satisfaction but not school principals inter in to the class to evaluate and follow up their teachers.

According to guidance and counseling or psychological adjustment the school principal Saied there is no guidance and counseling personnel but the structure is here but the person is not available.

As academic assessment of students the campus is not used differentiated assessment technique for each student. We use the same assessment for all students based on their grade and the campus does not prepared exam evaluation before students take the exam because the school does not have a department head to evaluate the exam. We tried to do a result analysis by top management and home room teachers but it is not sufficient.

As a dropout rate of students in the science shared campus in 2008 E.C is only four, in 2009 E.C thirteen students dropout from this program, in 2010 E.C the dropout rate is eleven and in 2011 E.C the dropout rate is only one.

As good practices high ability students share ideas and knowledge for each other and students learned through practical lab.

As challenges and opportunities the school principal told different challenges that hinder in the school in human resources scarcity, attitudinal problem from all peoples and in large countries, norm problem to accept those students as a special need, resource scarcity, financial problem the campus begets lead by kotebe Metropolitan University, it is poor curriculum and there is no enrichment and acceleration for these students based on their capacity and ability.

The major solutions told by the school principal to solve these problems are developed and prepare workshops, invite different professionals and see those problems and solve the problem corporately and all responsible person and organization works together to solve the problem.

CHAPTER FIVE

DISCUSION

5.1 Teachers Related Issues

According to the research finding that teachers have a responsibility for teaching high ability students. For teachers to be able to understand the differences of these kinds of students depends on having knowledge about their characteristics and approaching them with a positive perspective (EraslanCapan, 2010).For the different characteristics of gifted students to be known is of importance in order to form policies aimed at these individuals (Levent, 2012). Teachers have an indispensible role in the education of gifted and talented students. Teachers should have a well-developed conception of giftedness and a full understanding of the characteristics and the special needs of gifted and talented students so that they can facilitate effective education. Teachers should know the characteristics of the students to have a well-developed gifted conception. Their understanding of giftedness and definitions of giftedness have important influences on their nomination decisions and classroom practices. Teachers' insufficient and wrong knowledge about gifted students is an indicator that they are unable to direct students to institutes of special education or out of school programs (Akar and Akar, 2012). For high ability students to thrive in today's society, they must be educated beyond simple literacy. This research finding was similar from the above point of literature, in the Science Shared Campus teachers that used additional lesson. A solid and complex education is a necessity for gifted and "potentially gifted" students to realize their full potential. After all, the gifted children of today will be the leaders of tomorrow in medicine, business, politics, research, arts, and there are more needs to be done to encourage teachers to better understand gifted children through training programs (Chung, Kim, Lee and Park, 2013). The finding of this research showed a contradicted idea in teachers training because all teachers are not trained how to teach high ability students. Increasing teachers' awareness will increase the quality of education. With effective teachers analyzing talents more accurately, identification will be enhanced and recognized as being important throughout one's lifetime (Sahin, 2013). As the process of identifying the abilities of gifted students grows ever more dependent upon teacher recommendation, it is very important to understand what perceptions teachers' hold of gifted students and what experiences have shaped those perceptions (Dyess, 2012).

Teachers think that high ability students show high performance in academic, personal, physical, social and creative activities. Teachers think that gifted students need education suitable for their features and they have to be included in special education. It is highly suggested that high ability student teachers need training which can help them properly. The studies showed that the training had been inadequate for teachers to achieve all round tasks and to full fill individual needs of students but teachers are highly interested and responsible to teach high ability students by a continuous reading. It can also be concluded that education program given to gifted students would affect, directly or indirectly, the fulfillment of their potentials (Kaya, 2015).

5.2 Method of Teaching

According to Catherine and Bruce, 1998, to make the method of teaching program effective for highly able students the teachers use four ways, i.e. teachers can revise the content, the process or method by which it is taught, the product that is expected of the students and the learning environment with regard to adapting the content. This research was contradicted to this finding because teachers can't revise the content and the process of the teaching. One of the factor were there isn't any strategies that teach high ability students. According to Catherine and Bruce, 1998, in the school different types of enrichment activities are applicable that might include guest speakers, trips out of school, independent study or projects, a collection of books, magazines and other items in a learning center for additional reading in a number of subjects, clubs and societies, putting on a play or concert, watching a concert, publishing a school newspaper or radio heard at lunch time. According to this research finding the method of teaching teachers use appropriate lessons and different teaching methods like lecture, student presentation, debates, group discussion but enrichment programs or activities are not applicable by teachers for high ability students including guest speakers, trips out of school and independent study including projects.

Teachers and schools also have access to information about how to implement differentiation procedures. Tomlinson and Strickland (2005), for example, note that teachers usually differentiate the teaching by modifying one or more of the following: what students learn (the content), how they will learn it (the process), and how they will show what they have learnt (the product). To do this, educators (e.g., Anderson, 2007; Rock et al., 2008; Tomlinson, 2000) recommend that teachers give consideration to the knowledge, interests and abilities students

bring to a learning context, the key or essential ideas and skills of the content area, how the students will be grouped or organized for learning (flexible grouping according to common interests, topic or ability)and the important features of the assessment procedures used (these features often include ongoing and meaningful assessments that are integrated with the teaching).As well as teachers and schools are encouraged to evaluate regularly the differentiated provision and make necessary modifications to the content, process and products.

Teachers facilitate effective learning environment for high ability students considering to curriculum modification and enrichment by adjusting process, content and learning environment. Adjusting includes various aspects: adjusting the teaching learning content (while maintaining the curriculum), adjusting the process (through flexible grouping, learning centers, independent contracts with students, adjusting the questions posed, thematic units, compacting, independent study, and tired assignments), and adjusting the product (through ongoing assessment, varying group configurations, offering multiple teaching strategies, emphasizing student strengths once they are identified, recognizing learning modalities and individual student interests, and providing clear criteria for grading or assessment) (Lewis & Batts, 2005). According to the finding the research result was contradicted due to adjusting the teaching learning content and the process.

5.3. Curriculum Related Issues

Curriculum is a powerful association in forming the image of Childs complete integration of intellectual (cognitive), emotional, social and physical capabilities of learning (Seefedt, 1992). The relevance of curriculum development of the children's cognitive, emotional, physical and social development were assessed together to express the curriculum relevance. Curriculum differentiation is very relevant for gifted students because of their holistic approaches to learning, making connections with knowledge faster and easier than non-gifted peers (Gross, 2000). Maker (1982) recommends curriculum differentiation by modifying; learning settings, learner oriented, encourage autonomy, complexity, very mobile, modifying content, abstractness, diversity, method of investigation, high level of thinking, open ended and grouping instruction.

Curriculum differentiation means modifications to regular curriculum by adjusting process, skills, content and learning environment to suit gifted and talented students (NSWDET 2003: Maker 1996). The result of this research finding was contradicted to the above research results

because the Science Shred campus didn't use a modified and a differentiated curriculum for considering students cognitive, emotional, physical and social development. Accordingly, the finding showed that there was no syllabus different from the government and the campus didn't modify and differentiate the existing syllabus by adjusting process, skills, content and learning environment to suit for high ability students. Adapting curriculum is the most important and essential process to modify the regular curriculum by adjusting process, skills, content and learning environment to meet individual needs of students. The government approved syllabus and the existing content of curriculum is not relevant for high ability student's intellectual and emotional development. Developing curriculum that is sufficiently rigorous, challenging, and coherent for students is a challenging task. Appropriately differentiated curriculum produces well-educated, knowledgeable students who have worked hard, mastered a substantial body of knowledge, and can think clearly and critically about that knowledge.

5.4. Assessment Technique

Assessment is about evaluating a student's work and making judgment about his or her performance which is more than simply assigning a grade to a student (Soulakshmee & Lackraj, 2009). Teachers who are most effective at helping high achievers show optimal achievement take a proactive approach to teaching those students (Willis, 2007). Learning strategies closely aligned with Meta cognitive skills appear frequently in literature about effective strategies for increasing the achievement of high achievers (Payne, 2000). Preparing many open ended, Probing questions about the material being thought and teaching and consistently trip us students on standardized tests (e.g. analyze, infer, imply, explain and contrast (ERS,2003). According to the above literature this research result contradicted due to students assessment, teachers use multiple choice question, true false, matching, fill-in the blank, short answer question, very frequently and frequently similar to regular students but essay type, project report (individual and in group), analyze, explain and contrast, other complex questions are not given for this students. True false with reasoning and portfolio methods not at all used by teachers.

Assessment is a basic thing in the teaching and learning process to evaluate student's progress. According to the finding students didn't take initial assessment or pre learning testing before the content they learn in the subject matter and they used the same assessments to evaluate their academic knowledge in general and the process is also difficult to evaluate students individual

work or project works. In general assessments or exams were not evaluated by teachers or professionals before students take it.

Acceleration is an intervention that moves students through an educational program at a more rapid rate than their age mates. The goal of acceleration is to tailor the level and complexity of the curriculum to the ability and academic readiness of individual children (Colangelo et al., 2004). Research indicates that students who are properly accelerated benefit significantly, both academically and emotionally. Accelerated gifted and talented students and other high ability students perform at higher level on achievement tests and are less likely to become bored and disinterested in school than similarly able students who are not accelerated. Acceleration requires high academic ability. Standardized test scores and teacher observation can provide evidence that a student has mastered the current curriculum and is ready for a faster paced and more complex curriculum. Colangelo et al., 2004) Motivation and social emotional maturity are also important indications that a highly capable student may be a good candidate for acceleration. According to the finding teachers didn't use acceleration, taking students assessment differently and enrichment educational program to accelerate student's ability and academic readiness.

Grading is a powerful tool faculty use to communicate with their students, colleagues, and institutions as well as external entities. Effective grading presents suggestions for making classroom grading more fair, more time efficient and more conductive to learning. (Walvoored & Jossey, 1998). According to the above literature this research finding is similar to students grading system.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary

The objective of this study was to explore and assess the teaching learning practices of high ability students in Menelik I Science Shared Campus at Kotebe Metropolitan University.

To address the research question mixed research approach methods was employed. To collect data from teachers, questioner was used with teachers of Science Shared Campus at Kotebe Metropolitan University. A total of 237 students participated. The school principal was interviewed about the program and two students were also participated in the case study in addition to this document review was also used in order to gather data.

Depending on the data collected both quantitative and qualitative method of data analysis was employed. Data collected through quantitative instrument were classified according to their characteristics by bringing together similar ideas changed to scores and presented in table and analyzed by descriptive statistics. The data obtained through semi structure interview were presented and analyzed through qualitative methods. Based on the findings obtained conclusions were reached and recommendations were drawn.

The results of the study presented as follow: based on teacher's related question most of teachers said we got adequate training on how to teach high ability students. Based on content of curriculum and its implementation teachers said the science shared campus does not develop, modify and uses its own syllabus which is different from other schools. The existing content of curriculum also is not relevant for high ability student's emotional development. In the method of teaching teachers use appropriate lessons and different teaching methods like lecture, student presentation, debates, group discussion but enrichment programs or activities could not use teachers for high ability students including guest speakers, trips out of school and independent study including projects. There is no guidance counseling department to help the students and adjust the emotions of student's, role conflicts, stress, self-expectation, perfectionism etc.

As assessment tools teachers use multiple choice question, true false, matching, fill-in the blank, short answer question, very frequently and frequently and sometimes use essay type, project

report (individual and in group). True false with reasoning and portfolio methods are not at all used by teachers.

As practical guide line teachers does not use totally acceleration, taking students assessment differently and enrichment. The school does not use a rank that compares students.

The students' parent's education levels were assessed as a demographic variable which was first and second level degrees.

According to ways of learning sometimes a student get detailed information in addition to their text or subject content and enjoys the challenging lessons. They participated in the co- curricular activities and complete the subject matter a head of the academic year rarely. They get answers frequently for their challenging questions. They did not learn based on individual learning plans and advanced content if they perform above their grade level at all.

According to student teacher relations students get active attention from teachers to fulfill their needs and sometimes treat as a sense of humor by teachers. As a socio emotional needs the school practice justice and fairness frequently in treating students and sometimes students feel different from other peers and also students expect high standard of performance and sense of perfectionism in academic achievement without error. Students said they didn't discuss with school guidance and counselor about their emotional needs i.e. stress anxiety and frustration in exam.

According to learning environment the campus initiate students learning interest sometimes to provide support on their activity. They said rarely their learning environment of the campus make active, creative and problem solving thinking process and the ICT lab also rarely help to learn their academic concepts.

As academic assessment they take initial assessment or pre learning testing before the content they learn and they take different assessment to evaluate their progress.

Very frequently they get parental support in their academic achievement and they get parental support in their psychological adjustment. Students said very frequently their parent encourages about their creativity, potential and the required support based on their needs and abilities but student's parent involves in the campus activities rarely.

6.2 CONCLUSION

In this study, the focus is the teaching learning practice of high ability students i.e. the curriculum, teaching methodology, assessment mechanism and the learning environment. Moreover, research on the effectiveness of learning environment for high ability students in secondary education mainly focused on the curriculum level, the curriculum used in Menelik I Science Shared Campus at Kotebe Metropolitan University was not holistic. That do not seek to engage all aspects of the learner, including mind, body and spirit in other word holistic curriculum is a description of educational practices intended to cultivate fully developed human beings by attending to their physical, emotional, psychological, moral and spiritual growth. The relevance of curriculum was not in the objective reality of student's environment. The curriculum did not address the needs of diversity or individual difference. I.e. the campus does not modify the government approved syllabus in depth content (enriched) to teach high ability students. The existing curriculum also is not relevant for high ability student's emotional development, self-confidence, satisfaction, aspirations and emotional adjustments.

Specifically curriculum developers and educational experts from Addis Ababa Administration Education Office do not provide information for the implementation of the curriculum and educational approach in this special seating. Experts said they didn't have any information to open the campus or the school. This is mainly affecting the teaching learning process in general.

Based on a synthesis of research on high ability students in primary and secondary education, Rogers (2007) points to five lessons which seem taking into account, three of which seem to be related to challenge, offering students consistent challenge, providing opportunities to work independently and focusing on depth and complexity. The term teaching methods refers to the general principles, pedagogy and management strategies used for classroom instruction. Teaching methods depends on educational philosophy, classroom demographic, subject areas and school mission statement. Based on the findings teachers used different types of teaching methodology but it needs additional and appropriate methods to teach high ability students. When I observe classes mainly in social science subject's teachers mainly use lecture method or teacher centered approach i.e. teachers are the main authority figure and students passively receive knowledge from their teachers through lectures and direct instruction. Now at this time the teaching method is changed in to student centered approach. In this approach teachers and students play an equally active role in the learning process. The teacher's primary role is to

coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like group projects, student's portfolios, and class participation. It is important to participate all students and share their knowledge, experience, ability, capacity and creativity. Because high ability students need some guide to teach the content of the subject.

The assessment technique was not individualized based and does not helps us to show their capacity and academic knowledge. The assessment techniques are not different from other regular schools but they did not use a rank system to compare students. This approach is mainly appropriate for high ability students by using a Grade system similar to Universities.

Almost all teachers were certified in second degree. They have a teaching experience below ten years but the experience does not consider teaching of high ability students. They have good relations with their students but some of teachers were not fully committed to interact and build good relationship with students. Almost half of teachers did not get short term or long term training to teach or counseling high ability students but teachers highly interested to teach high ability students.

The co-curricular activities are not sufficient in the campus so the school basically think co-curricular activities are important to increase student's potential in creative activities.

The campus and the class room environment were relatively appropriate but it needs cleanness and attractiveness. In materials and equipment's were not proportional to the number of students in library room, reference books or reading material, digital library, lunch place. There were no clean toilet rooms and the condition was not appropriate for learning. Parent's involvement in the campus also low.

6.3 RECOMMENDATION

Based on the findings of this study the following recommendations were made:

- The school facilitates class room materials and equipment's for teaching high ability students.
- The school has to develop its own syllabus and they teach based on individual learning plans.
- The school and educational experts have to develop enrichment programs additional to their content.
- The school has to be arranging a guidance counseling session.
- Use different and individual based academic assessment to evaluate students' progress, academic knowledge and their capacity.
- Parental involvement needs to be rising on the benefits of high ability education at the level of the family and the community at large.
- Designed and developed new curriculum to meet the holistic needs of all students.
- Give adequate training for teachers and stake holders to address individual needs of students.
- Think and arrange the program in a wider level i.e. as university level.
- The teaching methodology should address student's emotional needs, ability and interests.

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Annex

Table 13 student's response about content enrichment

Level of grade				How often do you get detailed information additional to your text or subject content in the campus?>					Total
				not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	5	16	53	35	14	123
			% within sex	4.1%	13.0%	43.1%	28.5%	11.4%	100.0%
		Female	Count	6	18	42	34	14	114
			% within sex	5.3%	15.8%	36.8%	29.8%	12.3%	100.0%
	Total		Count	11	34	95	69	28	237
			% within sex	4.6%	14.3%	40.1%	29.1%	11.8%	100.0%

As illustrated in table 13, Students were asked how often they get detailed information in addition to their text or subject content in their school campus. About 4.1%, 13.1%, 43.1%, 28.5%, and 11.4% of male students respectively said from grade 9-12 not at all, rarely, sometimes, frequently and very frequently they get additional detailed information rather than their text . on the other hand about 4.6%, 14.3%, 40.1%, 29.1%, and 11.8% of female students respectively said not at all, rarely, sometimes, frequently and very frequently they get detailed information additional to their text. In general 40.1% of the respondent says sometimes get detailed information.

There is a statistically significant association between gender and response of grade 9-12 students to how often they get detailed information additional to their text or subject content. (X^2= 1.157, df= 4, $p<0.05$). In other words, more female than male students reported that they never or rarely get detailed information which is additional to their texts or subject content.

Table 14. Student's response about co-curricular activities

Level of grade				How often do you participate in the co-curricular activities in your campus i.e. science and technology creativity, sport club, mini-media, art, etc.?					Total
				not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	28	52	38	5	0	123
			% within sex	22.8%	42.3%	30.9%	4.1%	0.0%	100.0%
		female	Count	32	52	26	3	1	114
			% within sex	28.1%	45.6%	22.8%	2.6%	0.9%	100.0%
	Total		Count	60	104	64	8	1	237
			%within sex	25.3%	43.9%	27.0%	3.4%	0.4%	100.0%

As illustrated in table 14.Students were asked how often they participate in the co-curricular activities in your campus i.e. science and technology creativity, sport club, mini-media, art, etc. About 22.8%, 42.3%, 30.9%, 28.5%, and 4.1% of male students respectively said from grade 9-12 not at all, rarely, sometimes and frequently they participate in the co-curricular activities in their campus. on the other hand about 28.1%, 45.6%, 22.8%, 2.6%, and 0.9% of female students respectively said not at all, rarely, sometimes, frequently and very frequently they participate in extra co-curricular activities . In general 43.9% of the respondent says rarely participate in the co-curricular activities in there campus.

There is a statistically significant association between gender and response of grade nine to twelve students to how often they participate in the co-curricular activities in your campus i.e. science and technology creativity, sport club, mini-media, art, etc. ($X^2 = 3.680$, df= 4, $p<0.05$).

In other words, more female than male students reported that they never or rarely participate in the co-curricular activities.

Table 15. Student's response about personalized learning plans

Level of grade				How often do you learn in the personalized learning plans?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	69	16	21	13	4	123
			% within sex	56.1%	13.0%	17.1%	10.6%	3.3%	100.0%
		Female	Count	69	9	23	10	3	114
			% within sex	60.5%	7.9%	20.2%	8.8%	2.6%	100.0%
	Total		Count	138	25	44	23	7	237
			% within sex	58.2%	10.5%	18.6%	9.7%	3.0%	100.0%

As illustrated in table 15, Students were asked how often they learn in the personalized learning plans. About 56.1%, 13.0%, 17.1%, 10.6%, and 3.3% of male students respectively said from grade 9-12 not at all, rarely, sometimes, frequently and very frequently they learn based on individual learning plan in their campus. on the other hand about 60.5%, 7.9%, 20.2%, 8.8%, and 2.6% of female students respectively said not at all, rarely, sometimes, frequently and very frequently they learn based on individual learning plan in their campus . In general 58.2% of the respondent says they did not learn based on individual learning plans at all in their campus.

There is a statistically significant association between gender and response of grade nine to twelve students to how often they learn in the personalized learning plans. (X^2= 2.247, df= 4, $p<0.05$). In other word, more female than male students reported that they never or rarely learn in the personalized learning plans.

Table 16 student's response about challenging lesson

Level of grade				How often do you enjoy a challenging lesson?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	sex	Male	Count	1	12	36	46	28	123
			% within sex	0.8%	9.8%	29.3%	37.4%	22.8%	100.0%
		Female	Count	7	11	49	37	10	114
			% within sex	6.1%	9.6%	43.0%	32.5%	8.8%	100.0%
	Total		Count	8	23	85	83	38	237
			% within sex	3.4%	9.7%	35.9%	35.0%	16.0%	100.0%

As illustrated in table 16, Students were asked how often they enjoy by challenging questions. About 0.8%, 9.8%, 29.3%, 37.4%, and 22.8% of male students respectively said from grade 9-12 not at all, rarely, sometimes, frequently and very frequently they enjoy by challenging questions. on the other hand about 6.1%, 9.6%, 43.0%, 32.5%, and 8.8% of female students respectively said not at all, rarely, sometimes, frequently and very frequently they enjoy by a challenging questions. In general 35.9% of the respondent says they sometimes enjoy by challenging questions.

There is no a statistically significant association between gender and response of grade nine to twelve students to how often you enjoy by challenging questions. (X^2= 15.715, df= 4, p>0.05). In other words there is no statistically significant association between gender and enjoy by challenging questions.

Table 17 student's response about single subject acceleration

Level of grade				How often do you get a chance to use a single subject acceleration (i.e. learning more advanced content) if you perform above the grade level in one subject?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grade 9-12	Sex	Male	Count	43	25	37	15	3	123
			% within sex	35.0%	20.3%	30.1%	12.2%	2.4%	100.0%
		Female	Count	44	27	30	10	3	114
			% within sex	38.6%	23.7%	26.3%	8.8%	2.6%	100.0%
	Total		Count	87	52	67	25	6	237
			% within sex	36.7%	21.9%	28.3%	10.5%	2.5%	100.0%

As illustrated in table 17, Students were asked how often they get a chance to use a single subject acceleration (i.e. learning more advanced content) if you perform above the grade level in one subject. About 35.0%, 20.3%, 30.1%, 12.2%, and 2.4% of male students respectively said from grade 9-12 not at all, rarely, sometimes, frequently and very frequently they get a chance to use single subject acceleration . on the other hand about 38.6%, 23.7%, 26.3%, 8.8%, and 2.6% of female students respectively said not at all, rarely, sometimes, frequently and very frequently they get a chance to use a single subject acceleration. In general 36.7% of the respondent says they did not get more advanced content if they perform above their grade level.

There is a statistically significant association between gender and response of grade nine to twelve students to how often you get a chance to use single subject acceleration. (X^2= 1.480, df= 4, $p<0.05$). In other words, majority of female than male students reported that they never or rarely get single subject acceleration.

Table 18 student's response about subject acceleration

Level of grade				How often do you complete a subject matter ahead of the academic year?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grade 9-12	Sex	male	Count	13	43	37	25	5	123
			% within sex	10.6%	35.0%	30.1%	20.3%	4.1%	100.0%
		female	Count	15	40	33	23	3	114
			% within sex	13.2%	35.1%	28.9%	20.2%	2.6%	100.0%
	Total		Count	28	83	70	48	8	237
			% within sex	11.8%	35.0%	29.5%	20.3%	3.4%	100.0%

As illustrated in table 18, Students were asked how often they complete a subject matter ahead of the academic year. About 10.6%, 35.0%, 30.1%, 20.3%, and 4.1% of male students respectively said from grade 9-12 they didn't complete a subject before the academic year, rarely, sometimes, frequently and very frequently they can complete a subject matter ahead of the academic year. On the other hand about 13.2%, 35.1%, 28.9%, 20.2%, and 2.6% of female students respectively said they didn't complete a subject before the academic year, rarely, sometimes, frequently and very frequently they can finish a subject ahead of the academic year. In general 35.0% of the respondent says they rarely complete a subject matter ahead of the academic year.

There is no a statistically significant association between gender and response of grade nine to twelve students to how often you get a chance to use single subject acceleration. (X^2= .772, df= 4, p>0.05).

Table 19 student's response about challenging questions

Level of grade				How often do your challenging questions get accepted or answered by your teacher?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Total	Sex	Male	Count	5	20	29	45	24	123
			% within sex	4.1%	16.3%	23.6%	36.6%	19.5%	100.0%
		Female	Count	3	13	27	57	14	114
			% within sex	2.6%	11.4%	23.7%	50.0%	12.3%	100.0%
	Total		Count	8	33	56	102	38	237
			% within sex	3.4%	13.9%	23.6%	43.0%	16.0%	100.0%

As illustrated in table 19, Students were asked how often your challenging questions get accepted or answered by your teacher. About 4.1%, 16.3%, 23.6%, 36.6%, and 19.5% of male students respectively said from grade 9-12 they didn't get acceptance and answered for our challenging questions by our teachers, rarely, sometimes, frequently and very frequently our questions get acceptance and answered by our teachers. On the other hand about 2.6%, 11.4%, 23.7%, 50.0%, and 12.3% of female students respectively said they didn't get acceptance and answered for our challenging questions by our teachers, rarely, sometimes, frequently and very frequently our questions get acceptance and answered by our teachers. In general 43.0% of the respondent says they get answer frequently for their challenging question.

There is no a statistically significant association between gender and response of grade nine to twelve student's questions get acceptance and answered by teacher. ($X^2 = 5.766$, df= 4, $p>0.05$).

Table 20, student teacher relation

Level of grade				How often do your teachers give active attention to fulfill your individual needs?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Total	Sex	Male	Count	18	31	31	31	12	123
			% within sex	14.6%	25.2%	25.2%	25.2%	9.8%	100.0%
		Female	Count	22	29	33	23	7	114
			% within sex	19.3%	25.4%	28.9%	20.2%	6.1%	100.0%
	Total		Count	40	60	64	54	19	237
			% within sex	16.9%	25.3%	27.0%	22.8%	8.0%	100.0%

As illustrated in table 20, Students were asked how often your teachers give active attention to fulfill your individual need. About 14.6%, 25.2%, 25.2%, 25.2%, and 9.8% of male students respectively said from grade 9-12 they didn't get active attention from teachers to fulfill their individual needs, rarely, sometimes, frequently and very frequently get active attention from teachers to fulfill their individual needs.. On the other hand about 19.3%, 25.4%, 28.9%, 20.2%, and 6.1% of female students respectively said they didn't get attention from teachers to fulfill their individual needs, rarely, sometimes, frequently and very frequently get active attention from teachers to fulfill our individual needs. In general 27.0% of the respondent says sometimes they get active attention from teachers to fulfill their individual needs.

There is a statistically significant association between gender and response of grade nine to twelve students get active attention from teachers to fulfill their individual needs. ($X^2 = 2.692$, $df = 4$, $p<0.05$). In other words more female than male students reported that they never or rarely get active attention from teachers to fulfill individual needs.

Table 21 student's response about educational needs

Level of grade				How often do your unique characteristics and educational needs get accepted by teachers?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades9-12	Sex	Male	Count	17	34	38	23	11	123
			% within sex	13.8%	27.6%	30.9%	18.7%	8.9%	100.0%
		Female	Count	19	35	37	15	8	114
			% within sex	16.7%	30.7%	32.5%	13.2%	7.0%	100.0%
	Total		Count	36	69	75	38	19	237
			% within sex	15.2%	29.1%	31.6%	16.0%	8.0%	100.0%

As illustrated in table 21, Students were asked how often your teachers give active attention to fulfill your individual need. About 14.6%, 25.2%, 25.2%, 25.2%, and 9.8% of male students respectively said from grade 9-12 they didn't get active attention from teachers to fulfill their individual needs, rarely, sometimes, frequently and very frequently get active attention from teachers to fulfill their individual needs.. On the other hand about 19.3%, 25.4%, 28.9%, 20.2%, and 6.1% of female students respectively said they didn't get attention from teachers to fulfill their individual needs, rarely, sometimes, frequently and very frequently get active attention from teachers to fulfill our individual needs. In general 27.0% of the respondent says sometimes they get active attention from teachers to fulfill their individual needs.

There is a statistically significant association between gender and response of grade nine to twelve students get active attention from teachers to fulfill their individual needs. ($X^2 = 2.692$, df= 4, $p<0.05$). In other words more male than female students reported that they get active attention from teachers very frequently and frequently.

Table 22 student's responses about teachers treat

Level of grade				How often do your teachers treat students fairly on a day to day basis including using a sense of humors or make you feel enthusiastic?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	7	21	45	33	17	123
			% within sex	5.7%	17.1%	36.6%	26.8%	13.8%	100.0%
		Female	Count	3	17	39	39	16	114
			% within sex	2.6%	14.9%	34.2%	34.2%	14.0%	100.0%
	Total		Count	10	38	84	72	33	237
			% within sex	4.2%	16.0%	35.4%	30.4%	13.9%	100.0%

As illustrated in table 22, Students were asked how often your teachers treat students fairly on a day to day basis using a sense of humors or make you feel enthusiastic. About 5.7%, 17.1%, 36.6%, 26.8%, and 13.8% of male students respectively said from grade 9-12 they didn't treat fairly on a day to day base including a sense of humor and fell enthusiastic, rarely, sometimes, frequently and very frequently treat as a sense of humor by teachers. On the other hand about 2.6%, 14.9%, 34.2%, 34.2%, and 14.0% of female students respectively said they didn't treat fairly on a day to day base including a sense of humor and fell enthusiastic, rarely, sometimes, frequently and very frequently treat as a sense of humor by teachers. In general 35.4% of the respondent says sometimes they treat as a sense of humor by teachers.

There is a statistically significant association between gender and response of grade nine to twelve students treat as a sense of humor by teachers. ($X^2 = 2.642$, df= 4, $p<0.05$). In other words, more male than female students reported that frequently and very frequently treat by teachers as a sense of humor.

Table 23 student's response about school practice of justice

Level of grade				How often does your school practice justice and fairness in treating students?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	3	11	25	49	35	123
			% within sex	2.4%	8.9%	20.3%	39.8%	28.5%	100.0%
		Female	Count	6	7	22	41	38	114
			% within sex	5.3%	6.1%	19.3%	36.0%	33.3%	100.0%
	Total		Count	9	18	47	90	73	237
			% within sex	3.8%	7.6%	19.8%	38.0%	30.8%	100.0%

As illustrated in table 23, Students were asked how often your school practice justice and fairness in treating students. About 2.4%, 8.9%, 20.3%, 39.8%, and 28.5% of male students respectively said from grade 9-12 the school didn't practice justice and fairness in treating students, rarely, sometimes, frequently and very frequently the school practice justice and fairness in treating students. On the other hand about 8.5%, 8.5%, 19.1%, 42.6%, and 21.3% of female students respectively said the school didn't practice justice and fairness in treating students, rarely, sometimes, frequently and very frequently the school practice justice and fairness. In general 38.0% of the respondent says frequently the school practice justice and fairness.

There is a statistically significant association between gender and response of grade nine to twelve students the school practice justice and fairness. ($X^2 = 2.577$, df= 4, $p<0.05$). In other words more male than female students reported that they very frequently and frequently the school practice justice and fairness.

Table 24 student's response about their socio emotional needs

Level of grade				How often do you feel that you are different from other peers or students?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	12	20	43	29	19	123
			% within sex	9.8%	16.3%	35.0%	23.6%	15.4%	100.0%
		Female	Count	26	17	28	22	21	114
			% within sex	22.8%	14.9%	24.6%	19.3%	18.4%	100.0%
	Total		Count	38	37	71	51	40	237
			% within sex	16.0%	15.6%	30.0%	21.5%	16.9%	100.0%

As illustrated in table 24, Students were asked how you feel that you are different from other peers or students. About 9.8%, 16.3%, 35.0%, 23.6%, and 15.4% of male students respectively said from grade 9-12 they didn't feel we are different from other peers or students, rarely, sometimes, frequently and very frequently they feel that we are different from other peers or students. On the other hand about 22.8%, 14.9%, 24.6%, 19.3%, and 18.4% of female students respectively said they didn't feel we are different from other peers or students, rarely, sometimes, frequently and very frequently they feel that we are different from other peers. In general 30.0% of the respondent says sometimes they feel we are different from other peers.

There is no statistically significant association between gender and responses of grade nine to twelve students feel we are different from others. ($X^2 = 9.303$, df= 4, $p>0.05$).

Table 25 student's response about guidance counselor

Level of grade				How often do you discuss your socio emotional needs (i.e. stress, anxiety, and frustration in exam) with a school guidance and counselor?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Total	Sex	Male	Count	79	27	9	6	2	123
			% within sex	64.2%	22.0%	7.3%	4.9%	1.6%	100.0%
		Female	Count	83	18	8	5	0	114
			% within sex	72.8%	15.8%	7.0%	4.4%	0.0%	100.0%
	Total		Count	162	45	17	11	2	237
			% within sex	68.4%	19.0%	7.2%	4.6%	0.8%	100.0%

As illustrated in table 25, Students were asked how you discuss your socio emotional needs (i.e. stress, anxiety and frustration in exam) with a school guidance and counselor. About 64.2%, 22.0%, 7.3%, 4.9% and 1.6% of male students respectively said from grade 9-12 they didn't discussed with a school guidance and counselor about their emotional needs i.e. stress, anxiety and frustration in exam, rarely, sometimes, frequently and very frequently they discussed with a guidance and counselor person. On the other hand about 72.8%, 15.8%, 7.0% and 4.4% of female students respectively said they didn't discussed with a school guidance and counselor about their emotional needs i.e. stress, anxiety and frustration in exam, rarely, sometimes and frequently they discussed with a guidance and counselor person. In general 68.4% of the respondent says they didn't discuss with school guidance and counselor about their emotional needs i.e. stress anxiety and frustration in exam.

There is a statistically significant association between gender and responses of grade nine to twelve students discussed with school guidance and counselor person about their socio emotional needs. ($X^2 = 3.712$, df= 4, $p<0.05$). In other words, more male than female students reported that they never discuss with school guidance counselor.

Table 26 student's response about self-expectation

Level of grade				How often do you expect yourself with high standard of performance and sense of perfectionism in academic achievement (i.e. feeling of making NO errors in exam)?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	11	30	40	28	14	123
			% within sex	8.9%	24.4%	32.5%	22.8%	11.4%	100.0%
		Female	Count	16	32	46	16	4	114
			% within sex	14.0%	28.1%	40.4%	14.0%	3.5%	100.0%
	Total		Count	27	62	86	44	18	237
			% within sex	11.4%	26.2%	36.3%	18.6%	7.6%	100.0%

As illustrated in table 26.Students were asked how often you expect yourself with high standard of performance and sense of perfectionism in academic achievement (i.e. feeling of making NO errors in exam). About 8.9%, 24.4%, 32.5%, 22.8% and 11.4% of male students respectively said from grade 9-12 they didn't expect high standard of performance and sense of perfectionism in academic achievement, rarely, sometimes, frequently and very frequently they expect high standard of performance and sense of perfectionism in academic achievement. On the other hand about 14.0%, 28.1%, 40.4%, 14.0% and 3.5% of female students respectively said they didn't expect high standard of performance and sense of perfectionism in academic achievement, rarely, sometimes, frequently and very frequently they expect high standard of performance and sense of perfectionism in academic achievement. In general 36.3% of the respondent says sometimes they expect high standard of performance and sense of perfectionism in academic achievement without error.

There is no statistically significant association between gender and responses of grade nine to twelve students expect high standard of performance and sense of perfectionism in academic achievement without error. ($X^2 = 9.910$, df= 4, $p>0.05$)

Table 27 student's response about social interaction

Level of grade				How often do you face conflict when interacting with others?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	34	46	21	18	4	123
			% within sex	27.6%	37.4%	17.1%	14.6%	3.3%	100.0%
		Female	Count	33	48	17	10	6	114
			% within sex	28.9%	42.1%	14.9%	8.8%	5.3%	100.0%
	Total		Count	67	94	38	28	10	237
			% within sex	28.3%	39.7%	16.0%	11.8%	4.2%	100.0%

As illustrated in table 27, Students were asked how often you face conflict when interacting with others. About 27.6%, 37.4%, 17.1%, 14.6% and 3.3% of male students respectively said from grade 9-12 they didn't face conflict when interacting with others, rarely, sometimes, frequently and very frequently they face conflict when interacting with others. On the other hand about 28.9%, 42.1%, 14.9%, 8.8% and 5.3% of grade 9-12 female students respectively said they didn't face conflict when interacting with others, rarely, sometimes, frequently and very frequently they face conflict when interacting with others. In general 39.7% of the respondent says rarely they face conflict when interacting with others.

There is a statistically significant association between gender and responses of grade nine to twelve students face conflict when interacting with others. ($X^2 = 2.827$, df= 4, $p<0.05$) In other words more female than male students reported that they never or rarely face conflict when interacting with others.

Table 28 student's response about learning environment

Level of grade				How often does your campus initiate your learning interest?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	17	44	37	19	6	123
			% within sex	13.8%	35.8%	30.1%	15.4%	4.9%	100.0%
		Female	Count	22	31	41	16	4	114
			% within sex	19.3%	27.2%	36.0%	14.0%	3.5%	100.0%
	Total		Count	39	75	78	35	10	237
			% within sex	16.5%	31.6%	32.9%	14.8%	4.2%	100.0%

As illustrated in table 28, Students were asked how often your campus initiates your learning interest. About 13.8%, 35.8%, 30.1%, 15.4% and 4.9% of male students respectively said from grade 9-12 the campus didn't initiate our learning interest, rarely, sometimes, frequently and very frequently the campus initiate our learning interest. On the other hand about 19.3%, 27.2%, 36.0%, 14.0% and 3.5% of grade 9-12 female students respectively said the campus didn't initiate our learning interest, rarely, sometimes, frequently and very frequently the campus initiate our learning interest. In general 32.9% of the respondent says sometimes the campus initiate our learning interest.

There is a statistically significant association between gender and responses of grade nine to twelve students learning interest initiated by their campus. ($X^2 = 3.420$, df= 4, $p<0.05$) In other words, more male than female students reported that they never or rarely the campus initiate our learning interest.

Table 29 student's response about the learning environment

Level of grade				How often does the learning environment provide support to work your activity as an individual or as a group?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	8	36	47	24	8	123
			% within sex	6.5%	29.3%	38.2%	19.5%	6.5%	100.0%
		Female	Count	20	32	34	23	5	114
			% within sex	17.5%	28.1%	29.8%	20.2%	4.4%	100.0%
	Total		Count	28	68	81	47	13	237
			% within sex	11.8%	28.7%	34.2%	19.8%	5.5%	100.0%

As illustrated in table 29, Students were asked how often the learning environment provides support to work your activity as an individual or as a group. About 6.5%, 29.3%, 38.2%, 19.5% and 6.5% of male students respectively said from grade 9-12 the learning environment didn't provides support to work our activity as an individual or as a group, rarely, sometimes, frequently and very frequently the learning environment provides support to work our activity as an individual or as a group. On the other hand about 17.5%, 28.1%, 29.8%, 20.2% and 4.4% of grade 9-12 female students respectively said the learning environment didn't provides support to work our activity as an individual or as a group, rarely, sometimes, frequently and very frequently the learning environment provides support to work our activity as an individual or as a group. In general 34.2% of the respondent says sometimes our learning environment provides support to work our activity as an individual or as a group.

There is no statistically significant association between gender and responses of grade nine to twelve students learning environment that provides support to work there activity as an individual or as a group. ($X^2 = 7.848$, df= 4, $p>0.05$)

Table 30 student's response about learning environment

Level of grade				How often does the learning environment of the campus make your thinking processes active, creative and problem solving?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	16	48	28	18	13	123
			% within sex	13.0%	39.0%	22.8%	14.6%	10.6%	100.0%
		Female	Count	28	40	27	15	4	114
			% within sex	24.6%	35.1%	23.7%	13.2%	3.5%	100.0%
	Total		Count	44	88	55	33	17	237
			% within sex	18.6%	37.1%	23.2%	13.9%	7.2%	100.0%

As illustrated in table 30, Students were asked how often the learning environment of the campus makes your thinking processes active, creative and problem solving. About 13.0%, 39.0%, 22.8%, 14.6% and 10.6% of male students respectively said from grade 9-12 the learning environment of our campus doesn't make our thinking process active, creative and problem solving, rarely, sometimes, frequently and very frequently the learning environment the learning environment of the campus makes our thinking processes active, creative and problem solving. On the other hand about 24.6%, 35.1%, 23.7%, 13.2% and 3.5% of grade 9-12 female students respectively said the learning environment of our campus doesn't make our thinking process active, creative and problem solving, rarely, sometimes, frequently and very frequently the learning environment of the campus makes our thinking processes active, creative and problem solving. In general 37.1% of the respondent says rarely our learning environment of the campus makes active, creative and problem solving thinking process.

There is no a statistically significant association between gender and responses of grade nine to twelve students learning environment of the campus makes their thinking processes active, creative and problem solving. ($X^2 = 8.726$, df= 4, $p>0.05$).

Table 31 student's response about ICT lab

Level lf grade				How often does the ICT lab help you to learn more?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	7	13	22	22	59	123
			% within sex	5.7%	10.6%	17.9%	17.9%	48.0%	100.0%
		Female	Count	7	30	21	16	40	114
			% within sex	6.1%	26.3%	18.4%	14.0%	35.1%	100.0%
	Total		Count	14	43	43	38	99	237
			% within sex	5.9%	18.1%	18.1%	16.0%	41.8%	100.0%

As illustrated in table 31, Students were asked how often the ICT lab helps you to learn more. About 5.7%, 10.6%, 17.9%, 17.9% and 4.8% of male students respectively said from grade 9-12 our ICT lab didn't help us to learn more, rarely, sometimes, frequently and very frequently the ICT lab helps more to learn our academic concepts in detail. On the other hand about 6.1%, 26.3%, 18.4%, 14.0% and 35.1% of grade 9-12 female students respectively said our ICT lab didn't help us to learn more, rarely, sometimes, frequently and very frequently the ICT lab helps more to learn our academic concepts in detail. In general 18.1% of the respondent says rarely and sometimes students ICT lab helps more to learn their academic concepts.

There is no a statistically significant association between gender and responses of grade nine to twelve students ICT lab helps more to learn their academic concepts. ($X^2 = 11.012$, df= 4, $p>0.05$).

Table 32 student's response about physical library

Level of grade				How often do you use a physical library to get a reference material and additional knowledge?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	15	51	30	24	3	123
			% within sex	12.2%	41.5%	24.4%	19.5%	2.4%	100.0%
		Female	Count	13	20	46	30	5	114
			% within sex	11.4%	17.5%	40.4%	26.3%	4.4%	100.0%
	Total		Count	28	71	76	54	8	237
			% within sex	11.8%	30.0%	32.1%	22.8%	3.4%	100.0%

As illustrated in table 32, Students were asked how often you use a physical library to get a reference material and additional knowledge. About 12.2%, 41.5%, 24.4%, 19.5% and 2.4% of male students respectively said from grade 9-12 they didn't use a physical library to get a reference material and additional knowledge, rarely, sometimes, frequently and very frequently they use a physical library to get a reference material and additional knowledge. On the other hand about 11.4%, 17.5%, 40.4%, 26.3% and 4.4% of grade 9-12 female students respectively said they didn't use a physical library to get a reference material and additional knowledge, rarely, sometimes, frequently and very frequently they use a physical library to get a reference material and additional knowledge. In general 32.1% of the respondent says sometimes students use a physical library to get a reference material and additional knowledge.

There is no a statistically significant association between gender and responses of grade nine to twelve students use a physical library to get a reference material and additional knowledge. ($X^2 = 17.897$, df= 4, $p>0.05$).

Table 33 student's response about a digital library

Level of your grade				How often do you use a digital library to get a reference material and additional knowledge?					Total
				not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	79	19	7	10	8	123
			% within sex	64.2%	15.4%	5.7%	8.1%	6.5%	100.0%
		Female	Count	69	19	14	7	5	114
			% within sex	60.5%	16.7%	12.3%	6.1%	4.4%	100.0%
	Total		Count	148	38	21	17	13	237
			% within sex	62.4%	16.0%	8.9%	7.2%	5.5%	100.0%

As illustrated in table 33, Students were asked how often you use a digital library to get a reference material and additional knowledge. About 64.2%, 15.4%, 5.7%, 8.1% and 6.5% of male students respectively said from grade 9-12 they didn't use a digital library to get a reference material and additional knowledge, rarely, sometimes, frequently and very frequently they use a digital library to get a reference material and additional knowledge. On the other hand about 60.5%, 16.7%, 12.3%, 6.1% and 4.4% of grade 9-12 female students respectively said they didn't use a digital library to get a reference material and additional knowledge, rarely, sometimes, frequently and very frequently they use a digital library to get a reference material and additional knowledge. In general 62.4% of the respondent says they didn't use at all a digital library to get a reference material and additional knowledge.

There is a statistically significant association between gender and responses of grade nine to twelve students use a digital library to get a reference material and additional knowledge. (X^2= 3.895, df= 4, $p<0.05$). In other words, more male than female students reported that they never get a reference material in the digital library.

Table 34 student's response about initial assessment

Level of grade				How often do you take initial assessment (or pre-learning testing) before the content you learn to know what level you are in the subject matter knowledge?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	31	32	36	17	7	123
			% within sex	25.2%	26.0%	29.3%	13.8%	5.7%	100.0%
		Female	Count	33	34	36	9	2	114
			% within sex	28.9%	29.8%	31.6%	7.9%	1.8%	100.0%
	Total		Count	64	66	72	26	9	237
			% within sex	27.0%	27.8%	30.4%	11.0%	3.8%	100.0%

As illustrated in table 34, Students were asked how often you take initial assessment (or pre-learning testing) before the content you learn to know what level you are in the subject matter knowledge. About 25.2%, 26.0%, 29.3%, 13.8% and 5.7% of male students respectively said from grade 9-12 they didn't take initial assessment (or pre-learning testing) before the content they learn, rarely, sometimes, frequently and very frequently they take initial assessment (or pre-learning testing) before the content they learn. On the other hand about 28.9%, 29.8%, 31.6%, 7.9% and 1.8% of grade 9-12 female students respectively said they didn't take initial assessment (or pre-learning testing) before the content they learn, rarely, sometimes, frequently and very frequently they take initial assessment (or pre-learning testing) before the content they learn. In general 30.4% of the respondent says sometimes they take initial assessment (or pre-learning testing) before the content they learn.

There is no statistically significant association between gender and responses of grade nine to twelve students take initial assessment (or pre-learning testing) before the content they learn. ($X^2 = 5.028$, df= 4, $p>0.05$).

Table 35 students' response about assessment

Level of grade				How often do you take different assessments to evaluate your progress?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	3	18	48	37	17	123
			% within sex	2.4%	14.6%	39.0%	30.1%	13.8%	100.0%
		Female	Count	5	18	38	33	20	114
			% within sex	4.4%	15.8%	33.3%	28.9%	17.5%	100.0%
	Total		Count	8	36	86	70	37	237
			% within sex	3.4%	15.2%	36.3%	29.5%	15.6%	100.0%

As illustrated in table 35, Students were asked how often you take different assessments to evaluate your progress. About 2.4%, 14.6%, 39.0%, 30.1% and 13.8% of male students respectively said from grade 9-12 they didn't take different assessment to evaluate their progress, rarely, sometimes, frequently and very frequently they take different assessment to evaluate their progress. On the other hand about 4.4%, 15.8%, 33.3%, 28.9% and 17.5% of grade 9-12 female students respectively said they didn't take different assessment to evaluate their progress, rarely, sometimes, frequently and very frequently they take different assessment to evaluate their progress. In general 36.3% of the respondent says sometimes they take different assessment to evaluate their progress.

There is a statistically significant association between gender and responses of grade nine to twelve students take different assessment to evaluate their progress. ($X^2 = 1.795$, df= 4, $p<0.05$).

In other words, more male than female students reported that they frequently and sometimes take different assessment.

Table 36 student's response about academic assessment

Level of grade				How often does the campus academic assessment help you to show your capacity and academic knowledge in general?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	Male	Count	8	36	39	32	8	123
			% within sex	6.5%	29.3%	31.7%	26.0%	6.5%	100.0%
		Female	Count	19	34	30	20	11	114
			% within sex	16.7%	29.8%	26.3%	17.5%	9.6%	100.0%
	Total		Count	27	70	69	52	19	237
			% within sex	11.4%	29.5%	29.1%	21.9%	8.0%	100.0%

As illustrated in table 36, Students were asked how often does the campus academic assessment helps you to show your capacity and academic knowledge in general. About 6.5%, 29.3%, 31.7%, 26.0% and 6.5% of male students respectively said from grade 9-12 the campus academic assessment didn't help us to show their capacity and academic knowledge, rarely, sometimes, frequently and very frequently the campus academic assessment helps to show their capacity and academic knowledge in general. On the other hand about 16.7%, 29.8%, 26.3%, 17.5% and 9.6% of grade 9-12 female students respectively said the campus academic assessment didn't help us to show their capacity and academic knowledge, rarely, sometimes, frequently and very frequently the campus academic assessment helps to show their capacity and academic knowledge in general. In general 29.5% of the respondent says rarely the campus academic assessment helps to show their capacity and academic knowledge in general.

There is no a statistically significant association between gender and responses of grade nine to twelve students the campus academic assessment helps to show their capacity and academic knowledge in general. ($X^2 = 8.626$, df= 4, $p>0.05$).

Table 37 student's response about additional assessment

Level of grade				How often do you get additional individual work or project work?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Total	sex	Male	Count	4	13	22	57	27	123
			% within sex	3.3%	10.6%	17.9%	46.3%	22.0%	100.0%
		female	Count	3	9	20	41	41	114
			% within sex	2.6%	7.9%	17.5%	36.0%	36.0%	100.0%
	Total		Count	7	22	42	98	68	237
			% within sex	3.0%	9.3%	17.7%	41.4%	28.7%	100.0%

As illustrated in table 37, Students were asked how often do you get additional individual work or project work. About 3.3%, 10.6%, 17.9%, 46.3% and 22.0% of male students respectively said from grade 9-12 they didn't get additional individual or project work, rarely, sometimes, frequently and very frequently they get additional individual work or project work. On the other hand about 2.6%, 7.9%, 17.5%, 36.0% and 36.0% of grade 9-12 female students respectively said they didn't get additional individual or project work,, sometimes, frequently and very frequently they get additional individual work or project work. In general 41.4% of the respondent says frequently they get additional individual or project work.

There is no a statistically significant association between gender and responses of grade nine to twelve students get additional individual or project work. ($X^2 = 6.127$, df= 4, $p>0.05$).

Table 38 student's response about challenging question

Level of grade				How often do you get challenging questions in your assignments and tests?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	male	Count	1	7	18	50	47	123
			% within sex	0.8%	5.7%	14.6%	40.7%	38.2%	100.0%
		female	Count	1	1	22	43	47	114
			% within sex	0.9%	0.9%	19.3%	37.7%	41.2%	100.0%
	Total		Count	2	8	40	93	94	237
			% within sex	0.8%	3.4%	16.9%	39.2%	39.7%	100.0%

As illustrated in table 38, Students was asked how often you get challenging questions in their assignments. About 0.8%, 5.7%, 14.6%, 40.7% and 38.2% of male students respectively said from grade 9-12 they didn't get challenging questions in their assignments, rarely, sometimes, frequently and very frequently they get challenged questions in their assignments. On the other hand about 0.9%, 0.9%, 19.3%, 37.7% and 41.2% of grade 9-12 female students respectively said they didn't get challenged questions in their assignments, rarely sometimes, frequently and very frequently they get challenged questions in their assignments. In general 39.7% of the respondent says very frequently they get challenged questions in their assignments.

There is no a statistically significant association between gender and responses of grade nine to twelve students get challenged questions in their assignments and tests. (X^2= 5.092, df= 4, p>0.05).

Table 39 student's response about parent support

Level of grade				How often do you get parental support in your academic achievement?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	sex	male	Count	8	14	25	28	48	123
			% within sex	6.5%	11.4%	20.3%	22.8%	39.0%	100.0%
		female	Count	3	9	14	25	63	114
			% within sex	2.6%	7.9%	12.3%	21.9%	55.3%	100.0%
	Total		Count	11	23	39	53	111	237
			% within sex	4.6%	9.7%	16.5%	22.4%	46.8%	100.0%

As illustrated in table 39, Students was asked how often you get parental support in your academic achievement. About 6.5%, 11.4%, 20.3%, 22.8% and 39.0% of male students respectively said from grade 9-12 they didn't get parental support in their academic achievement, rarely, sometimes, frequently and very frequently they get parental support in their academic achievement. On the other hand about 2.6%, 7.9%, 12.3%, 21.9% and 55.3% of grade 9-12 female students respectively said they didn't get parental support in their academic achievement, rarely sometimes, frequently and very frequently they get parental support in their academic achievement. In general 46.8% of the respondent says very frequently they get parental support in their academic achievement.

There is no a statistically significant association between gender and responses of grade nine to twelve students get parental support in their academic achievement. ($X^2 = 8.329$, df= 4, $p>0.05$).

Table 40 student's response about parent's psychological adjustment

Level of grade				How often do you get parental support in your psychological adjustment?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	Sex	male	Count	10	13	28	21	51	123
			% within sex	8.1%	10.6%	22.8%	17.1%	41.5%	100.0%
		female	Count	5	8	22	26	53	114
			% within sex	4.4%	7.0%	19.3%	22.8%	46.5%	100.0%
	Total		Count	15	21	50	47	104	237
			% within sex	6.3%	8.9%	21.1%	19.8%	43.9%	100.0%

As illustrated in table 40, Students was asked how often you get parental support in your psychological adjustment. About 8.1%, 10.6%, 22.8%, 17.1% and 41.5% of male students respectively said from grade 9-12 they didn't get parental support in their psychological adjustment, rarely, sometimes, frequently and very frequently they get parental support in their psychological adjustment. On the other hand about 4.4%, 7.0%, 19.3%, 22.8% and 46.5% of grade 9-12 female students respectively said they didn't get parental support in their psychological adjustment, rarely sometimes, frequently and very frequently they get parental support in their psychological adjustment. In general 43.9% of the respondent says very frequently they get parental support in their psychological adjustment.

There is a statistically significant association between gender and responses of grade nine to twelve students get parental support in their psychological adjustment.(X^2= 3.811, df= 4, $p<0.05$). In other words, more female than male students reported that very frequently get parental support in psychological adjustment.

Table 41. Student's response about parental involvement in their campus

Level of grade				How often does your parents involve in the activities of this campus?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	sex	male	Count	16	38	50	13	6	123
			% within sex	13.0%	30.9%	40.7%	10.6%	4.9%	100.0%
		female	Count	14	33	40	21	6	114
			% within sex	12.3%	28.9%	35.1%	18.4%	5.3%	100.0%
	Total		Count	30	71	90	34	12	237
			% within sex	12.7%	30.0%	38.0%	14.3%	5.1%	100.0%

As illustrated in table 41, Students was asked how often your parent involves in the activities of this campus. About 13.0%, 30.9%, 40.7%, 10.6% and 4.9% of male students respectively said from grade 9-12 they didn't involve activities of this campus, rarely, sometimes, frequently and very frequently there parent involves in the activities of the campus . On the other hand about 12.3%, 28.9%, 35.1%, 18.4% and 5.3% of grade 9-12 female students respectively said they didn't involve activities of this campus, rarely, sometimes, frequently and very frequently there parent involves in the activities of the campus. In general 38.0% of the respondent says sometimes their parent involves in the activities of the campus.

There is a statistically significant association between gender and responses of grade nine to twelve students' parent involves in the activities of since shared campus. (X^2= 3.142, df= 4, $p<0.05$). In other words, more male than female students reported that parents never or rarely involves in the activities of the campus.

Table 42. Student's response about parents support based on needs and abilities

Level of grade				How often do your parents provide you the required support based on your needs and abilities?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	sex	Male	Count	1	8	12	39	63	123
			% within sex	0.8%	6.5%	9.8%	31.7%	51.2%	100.0%
		Female	Count	1	2	5	26	80	114
			% within sex	0.9%	1.8%	4.4%	22.8%	70.2%	100.0%
	Total		Count	2	10	17	65	143	237
			% within sex	0.8%	4.2%	7.2%	27.4%	60.3%	100.0%

As illustrated in table 42, Students was asked how often parents provide you the required support based on your needs and abilities. About 0.8%, 6.5%, 9.8%, 31.7% and 51.2% of male students respectively said from grade 9-12 parents didn't provide the required support based on their needs and abilities, rarely, sometimes, frequently and very frequently their parent provide the required support based on their needs and abilities. On the other hand about 0.9%, 1.8%, 4.4%, 22.8% and 70.2% of grade 9-12 female students respectively said parents didn't provide the required support based on their needs and abilities, rarely, sometimes, frequently and very frequently their parent provide the required support based on their needs and abilities. In general 60.3% of the respondent says very frequently their parent provides the required support based on their needs and abilities.

There is no a statistically significant association between gender and responses of grade nine to twelve student's parent provide the required support based on their needs and abilities. (X^2= 10.777, df= 4, p>0.05).

Table 43. Student's response about parent's encouragement

Level of grade				How often do parents encourage your creativity and potential for learning?					Total
				Not at all	Rarely	Sometimes	Frequently	Very frequently	
Grades 9-12	sex	male	Count	5	7	15	30	66	123
			% within sex	4.1%	5.7%	12.2%	24.4%	53.7%	100.0%
		female	Count	2	3	13	24	72	114
			% within sex	1.8%	2.6%	11.4%	21.1%	63.2%	100.0%
	Total		Count	7	10	28	54	138	237
			% within sex	3.0%	4.2%	11.8%	22.8%	58.2%	100.0%

As illustrated in table 43, Students was asked how often parents encourage your creativity and potential for learning. About 4.1%, 5.7%, 12.2%, 24.4% and 53.7% of male students respectively said from grade 9-12 parents didn't provide the required encourage based on their creativity and potential for learning, rarely, sometimes, frequently and very frequently their parent provide encourage about their creativity and potential for learning. On the other hand about 1.8%, 2.6%, 11.4%, 21.1% and 63.2% of grade 9-12 female students respectively said parents didn't provide the required encouragement based on their creativity and potential, rarely, sometimes, frequently and very frequently their parent provide the required encouragement based on their creativity and potential. In general 58.2% of the respondent says very frequently their parent encourage about their creativity and potential.

There is a statistically significant association between gender and responses of grade nine to twelve students' parent encourage about their creativity and potential for learning. ($X^2 = 3.620$, df= 4, $p<0.05$). In other words, more female than male students reported that very frequently parents encourage about their creativity and potential.

Appendices

Appendix A

College of Education and Behavioral Studies

Department of Special Needs

Questionnaire to be filled by teachers of high ability students

Dear participant

This questionnaire is designed to identify the general practices of high ability students at Kotebe Metropolitan University in Addis Ababa. Your responses will be kept confidential and used for this research purpose only. The success of this study to a great extent relies on your genuine responses. Hence, you are kindly requested to be honest in your responses to all items provided in this questionnaire.

Thank you in advance.

Direction

Don't write your name

After reading the questionnaire, put a " "mark in the appropriate box that corresponds to your choice, or fill in as required.

Part one: background Information

1.1 Age in years: _____

1.2 sex A, male B, female

1.3 level of your education A, 1st degree B, 2nd degree C, 3rd degree/PHD D, other _____

1.3.1 What is your specialization as indicated in your university training? _____

1.3.2 What subject do you currently teach? _____

1.3.3 Did you get any short term training about teaching and/or counseling high ability learners?

A, Yes B, No

If yeas describe it

_____

1.3.4 Did you get any training on teaching special needs students?

A, Yes B, No

If yeas describe _____

1.4 Your teaching experience in _____years.

Part two: Questions related to status of the teachers, curriculum, academic assessment and method of teaching.

A, Teacher Related Issues

Direction: The following rating scale is about teacher related issues. Please, read each statement carefully and decide your level of agreement by putting a checkmark () and the alternative that indicate your response. The alternative are indicated as "SA", "A", "UD", "DA" or "SD", to respectively mean SA=Strongly Agree; A=Agree; UD=Undecided; D=Disagree; and SD= strongly disagree.

No	Items	SA	A	UD	DA	SD
	Teachers Related Question					
1	I have adequate training in teaching high ability students.					
2	I am responsible to teach high ability students.					
3	I am updating myself how to teach high ability students by continuous reading.					
4	I have the ability to work with students parents in these special setting.					
5	I am addressing individual academic and behavioral needs of students.					
6	I enjoy teaching high ability students.					
7	I find it difficult to meet the needs of high ability learners.					
8	I believe I can learn from teaching high ability students.					

B. content of curriculum and its implementation

Direction: the following statement describes the content of curriculum and its implementation in science shared campus. Please, read each statement carefully and decide the level of its content and implementation. Then, put checkmark ( ) under the alternatives that represent your agreement level.

No		SA	A	UD	DA	SD
	Content of curriculum and its implementation					
1	The science shared campus developed and uses its own syllabus different from the government.					
2	The science shared campus modifies the government approved					

	syllabus and use a more in depth content(enriched)					
3	The existing content of the curriculum is relevant for high ability students intellectual development					
4	The existing content of the curriculum is relevant for high ability students emotional development (i.e., self-confidence, satisfaction, aspirations, emotional adjustments)					

C. Method of teaching

Direction: the following statement shows the frequency of the teaching methods in the science shared campus for high ability students. Please read each statement carefully and decide your level of response. Then put checkmark ( ) under the alternatives that represent your level of response.

No	Items	Very frequently	Frequently	sometimes	Rarely	Not at all
	Methods of teaching					
1	How often do you plan appropriate lessons to achieve the aims and objectives of the content?					
2	How often do you use the following teaching methods:					
	2.1. Lecture					
	2.2. Student presentation					
	2.3. Debates					
	2.4. Group discussion					
3	How often do you aim at personalized student learning targets to foster individual student's needs, interests and creativities					
4	How often do you apply enrichment programs or activities:					
	4.1. Guest speakers					
	4.2. Trips out of school					
	4.3. Independent study including projects					
5	How often do you work with a guidance and counseling person to					

	help the students and adjust emotionally (students' role conflicts, stress, self-expectation, perfectionism etc.)					
6	How often do you make your subject content more relevant and stimulating?					
7	How often do you add more variety of contents or ideas to give detailed information for students in your subject?					
8	How often do you use a laboratory setting and resources to initiate students' creativity in science and experiment?					
9	How often do you use I.C.T. lab to enrich your learning?					

D. Assessment

Direction: The following statement shows the frequency of the academic assessment in the science shared campus for high ability students. Please read each statement carefully and decide your level of response. Then put checkmark ( ) under the alternatives that represent your level of response.

No	Item	Very frequently	Frequently	Sometimes	Rarely	Not at all
	Academic Assessment					
1	How often do you use the following assessment tools:					
	1.1. Multiple choice question					
	1.2. True false					
	1.3. True false with reasoning					
	1.4. Matching					
	1.5. Fill in the blank					
	1.6. Short answer question					
	1.7. Essay type					
	1.8. Project report (individual)					
	1.9. Project report (in-group)					

	1.10. Presentation					
2	How often do you use the following assessment tools to assess your students:					
	2.1. Quiz (regular)					
	2.2. Quiz (surprise)					
	2.3. Tests					
	2.4. Mid-term exam					
	2.5. Final exam					
3	How often do you give assignments at an individual level?					
4	How often do you develop flexible grouping options to give assignments based on students pace of learning?					
5	How often do you develop students' portfolio to put their best achievements, creative works and challenges in your subject?					

E. practical guide line

Direction: The following statement shows the basic guide line to see the practices of high ability students in the science shared campus. Please read each statement carefully and decide your level of response. Then put checkmark ( ) on the given space.

- Acceleration
- When students complete the required criteria for the grade level, are such students allowed to be promoted to the next grade level in the middle of the academic year?

  Yes _____ No _____
- Enrichment
- Do you think the students in this science shared campus get more enriched content than other students in regular secondary schools?

  Yes _____ No _____
- Assessment
- Do you think the students in this science shared campus are assessed differentially (i.e., different assessments for the same students in the same class)?

  Yes _____ No _____
- Ranks
- Are all students compared by ranking?

  Yes _____ No _____

Appendix B

College of Education and Behavioral Studies

Department of Special Needs

Questionnaire filled by high ability students

Dear participant

This questionnaire is designed to show the general practices of high ability students at Kotebe Metropolitan University in Addis Ababa. Your responses will be kept confidential and used for this research purpose only. The success of this study to a great extent relies on your genuine responses. Hence, you are kindly requested to be honest in your responses to all items provided in this questionnaire.

Thank you in advance.

Direction

- Don't write your name
- After reading the questionnaire, put a " "mark in the appropriate box that corresponds to your choice.

Part one: background Information

1.1 Age in year's _____

1.2 Sex A, male B, female

1.3 Level of your grade A, 9 B, 10 C, 11 D, 12

1.4 Parent's education level A, Primary school level (1-8)

B, Secondary school level (9-12) C, diploma D, 1st degree

E, 2nd degree or MA/MSC F, 3rd degree/PHD and above

G, other (please mention) _____

Part two: This questionnaire mainly focuses on methods of learning and teaching, socio emotional needs, student-teacher relations, parent support and academic assessment you take in this special setting.

No	Item	Very frequently	Frequently	Sometimes	rarely	Not at all
	Ways of learning					
1	How often do you get detailed information additional to your text or subject content in the campus?					
2	How often do you participate in the co-curricular activities in your campus i.e. science and technology creativity, sport club, mini-media, art, etc?					
3	How often do you learn in the personalized learning plans?					
4	How often do you enjoy a challenging lesson?					
5	How often do you get a chance to use a single subject acceleration (i.e. learning more advanced content) if you perform above the grade level in one subject?					
6	How often do you complete a subject matter ahead of the academic year?					
7	How often do your challenging questions get accepted or answered by your teacher?					
	Student teacher relations					
8	How often do your teachers give active attention to fulfill your individual needs?					
9	How often do your unique characteristics and educational needs get accepted by teachers?					
10	How often do your teachers treat students fairly on a day to day basis including using a sense of humors or make you feel enthusiastic?					
	Socio emotional needs					

11	How often does your school practice justice and fairness in treating students?					
12	How often do you feel that you are different from other peers or students?					
13	How often do you discuss your socio emotional needs (i.e. stress, anxiety, and frustration in exam) with a school guidance and counselor?					
14	How often do you expect yourself with high standard of performance and sense of perfectionism in academic achievement (i.e. feeling of making NO errors in exam)?					
15	How often do you face conflict when interacting with others?					
	Learning environment					
16	How often does your campus initiate your learning interest?					
17	How often does the learning environment provide support to work your activity as an individual or as a group?					
18	How often does the learning environment of the campus make your thinking processes active, creative and problem solving?					
19	How often does the ICT lab help you to learn more?					
20	How often do you use a physical library to get a reference material and additional knowledge?					
21	How often do you use a digital library to get a reference material and additional knowledge?					
	Academic assessment					
22	How often do you take initial assessment (or pre-learning testing)					

	before the content you learn to know what level you are in the subject matter knowledge?					
23	How often do you take different assessments to evaluate your progress?					
24	How often does the campus academic assessment help you to show your capacity and academic knowledge in general?					
25	How often do you get additional individual work or project work?					
26	How often do you get challenging questions in your assignments and tests?					
	Parent support					
27	How often do you get parental support in your academic achievement?					
28	How often do you get parental support in your psychological adjustment?					
29	How often does your parents involve in the activities of this campus?					
30	How often do your parents provide you the required support based on your needs and abilities?					
31	How often do parents encourage your creativity and potential for learning?					

Appendix C

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs

Date _____

Time started _____

Time ended _____

Interview guideline for Campus principals.

Direction

The main purpose of this interview is to collect information regarding the practices of high ability students in the science shared campus. Thus, your direct participation has been found important. So you are selected for this interview. Your response will be kept confidential, so, you are kindly requested to give information honestly.

Thank you in advance for your cooperation

- **Curriculum**

- Is your school curriculum different from other regular students? If yes, How?
- Do you enrich your curriculum? If yes, explain the process.
- Does your school apply acceleration?
    - Is there any content based acceleration? If, yes, explain more.
    - Is there any acceleration in grades (e.g., grade skipping)? If yes, explain more.
- Does your school promote students personal excellence and opportunities to learn and nurture unique abilities? If yes, How?
- Does your school apply creative content based syllabus to develop students' high level of thinking, problem solving, decision making etc…? How?
- Does your school regularly review the syllabus to ensure flexibility, extension and sustained student progress in science and creative activities? If yes, explain the review process.

- **Teaching and learning environment**
- Did you use grade skipping when the student achieves the goal early to other students?
- If the student finish high school programs early, did he or she gets an opportunity for early admission to university?
- Do your school structures and processes allow a flexible personalized learning space for high ability students?
- **Teachers' experience**
- Does your school develop trainings for teachers of high ability students?
- Does the school follow up teachers in the teaching learning process?
- **Guidance and counseling/psychological adjustment**
- Is a guidance and counseling personnel available in this campus?
- Does the guidance and counselor person work on the student's behavior and academic achievement?

- **Academic Assessment of students**
    - Did the campus use differentiated assessment technique for each students based on individual goals or does it use the same assessment for all students in the same grade?
    - Does the campus prepare exam evaluation before students take the exam?
    - Did you make strategies for exam to analyze the result of each subject?
- **Good practices**
- What good practices do you list from the science shared campus and teaching of high ability students?
- **Challenges and opportunities**
- Would you mention any challenges that hinder this special educational arrangement?
- What should be done to solve these problems?
- Do you have any additional points?

I thank you very much!

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ከፍተኛ የመማር ብቃት /ችሎታ/ ያላቸውን ተማሪዎች

በሚያስተምሩ መምህርን የሚሞላ መጠይቅ

ውድ ተሳታፊዎች

የዚህ መጠይቅ ዋና አላማ በሳይንስ ሺርድ ት/ቤት ውስጥ ስለሚሰጠው አጠቃላይ የት/ት አስጣጥ ዙሪያ ላይ ጥናት ለማካሄድ ነው፡፡የምትሰጡት መርጃ ሚስጥራዊነቱ የተጠበቀ ነው፡፡ የዚህ ጥናት ውጤታማነት የሚረጋገጠው በምትሰጡት ከልብ በመነጨ እውነተኛ ምላሽ ነው፡፡ ስለሆነም ጥያቄዎቹን በእርጋታ እያነበባችሁ ምላሽ እንድትሰጡኝአጠይቃለሁ።

በቅድሚያ አመስግናለሁ።

<u>መመሪያ</u>

ስም ፡-መፃፍ አያስፈልግም

መጠይቁን ካነበባችሁ በኋላ የ”``ምልክት በመልሳቸሁ ሳጥን ውስጥ አኑሪ/ር

ክፍል አንድ : የኃላ መረጃ

1.1 ዕድሜ----------

1.2 ፆታ ሀ. ወንድ ለ. ሴት

1.3 የት/ት ደረጃ ሀ. የመጀመራያ ዲግሪ ለ. ሁለተኛ ዲግሪ

ሐ.ሶስተኛ ዲግሪ መ ሌላ

1.3.1 በዩኒቨርስቲ ት/ት ቁይታዎ በምን ት/ት ነው የተመርቁት_____

1.3.2 በአሁኑ ሰዓት ምን ት/ት ነው የምታስተምረው/ሪው _____

1.3.3 ከፍተኛ የመማር ብቃት ያላቸውን ተማሪዎች ለማስተማር/ለማማከር አጭር ስልጠና አግኝተሻል/ሀል

ሀ አዎ ለ. አለገኘሁም

አዎ ካሉ ያገኙትን ስልጠና ቢገልፁልን _____

1.4. የማስተማር የስራ ልምድዎ ምን ያህል ነው በዓመት _____

1.4.1 አሁን የሚያስተምሩት ስንተኛ ክፍል ነው_____

1.4.2 በሳምንት ምን ያህል ሰአት ያስተምራሉ_____

ክፍል ሁለት- በመምህር፣ በስርአተ ት/ት፣ በምዘና እና በማስተማር ስነ ዘዴዎች ላይ የተጠየቁ መጠይቆች

ሀ. መምህራንን መሰርት ያደረጉ መጠይቆች

መመሪያ፡- የሚከተሉተን መጠይቆች ካነበቡ በኃላ ከተሰጡት አማረጮች ውስጥ የ””ምልክት አስቀምጡ፡፡ የተቀመጡት አማራጮች በጣም እስማማለሁ/እስማማለሁ/ አልወስንኩም/አልስማማም./በጣም አልስማማም የሚሉ ናቸው።

ቁጥር	ዝርዝር	በጣም እስማማለሁ	እስማማለሁ	አልወስንኩም	አልስማማም	በጣም አልስማማም

	መምህራንን መሰረት ያደረገ መጠይቅ					
1	ከፍተኛ አቅም ያላቸውን ተማሪዎች ለማስተማር በቂ የሆነ ስልጠና አግኝቻለሁ					
2	ቀጣይነት ባለው ንባብ ከፍተኛ አቅም ያላቸውን ተማሪዎች ለማስተማር ሀላፊነት መውሰድ አቸላለሁ					
3	እራሴን ቀጣይነት ባለው ንባብ ለማሳደግ እንዴት ማስተማር እንዳላብኝ እረዳለሁ					
4	ከተማሪዎች ወላጆች ጋር አብሬ እስራለሁ					
5	የተማሪዎቹን የግል ት/ት እንዲሁም የባህሪ ፍላጎት መሰረት ያደርገ ት/ት እስጣለሁ					
6	ከፍተኛ የመማር አቅም ያላቸውን ተማሪዎች በማስተማሬ ደስተኛ ነኝ					
7	ከፍተኛ የመማር አቅም ያላቸውን ተማሪዎች ማስተማር አስቸጋሪ መሆኑን ተረድቻለሁ					
8	ከፍተኛ የመማር ብቃት ካላቸው ተማሪዎች መማር እንደሚቻል ተረድቻለሁ					

ለ ስርአት ትምህት እና ትግበራው

መመሪያ ፡- የሚከተሉት መጠይቆች የሚያተኩሩት ስለ ስርአተትምህርቱ እና አተገባበሩ ዙርያ ሲሆን ጥያቄዎቹን በሚገባ አንብባችሁ የ ‹‹ ›› ምልክት በአማራጭ መልሳችሁ ላይ አኑሩ

ተ.ቁ	ዝርዝር	በጣም እስማማለሁ	እስማማለሁ	አልወስንኩም	አልስማማም	በጣም አልስማማም
	ስርአተ ትምህት እና ትግበራው					
1	ት/ቤቱ የራሱ የሆነ ስርአተ ት/ት ከመንግስት በተለየ መልኩ ቀርጻል?					
2	ት/ቤቱ የተሻሻለ ስርአተ ት/ት ይጠቀማል?					
3	ያለው ስርአት ትምህርት ከፍተኛ የመማር ብቃት ላላቸው					

	ተማሪዎች ጠቃሚ ነው?					
4	አሁን እየተጥቀማችሁ የላችሁበት ስርዓተ ትምህርት ከፍተኛ የመመር ብቃት ላላቸው ተማሪዎች ስሜታዊ እድገት ጠቃሚ ነው ?					

ተ/ቁ	ዝርዝር	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1	በምን ያህል ጊዜ የትህርቱን አላማ ለማሳካት አግባብ ያለው ትምህርት ታዝጋጃለህ/ሽ					
2	በምን ያህል ጊዜ የሚከተሉትን የማሰተማሪያ ስነዘዴዎችን ትጠቀማለህ 2.1 ትምህርታዊ ገለፃ 2.2 የተማሪ ገለፃ 2.3 ክርክር 2.4 የቡድን ውይይት					
3	በምን ያህል ጊዜ የግል የት/ት ዕቅድ በማዘጋጀት የተማሪዎቹን ፈላጎት እና ችሎታ ለመደገፍ ትጥራለህ/ትጥሪያለሽ					
4	በምን ያህል ጊዜ ትምህርቱን የማበልጸግ ዝግጅት ወይም ትግበራ ታከናውናለህ /ሽ 4.1 ባለሙያ በመጋበዝ 4.2 ከት/ቤት ውጪ ጉዞ በማካሄድ 4.3 የግል ጥናት በማዘጋጅት					
5	በምን ያህል ጊዜ ከት/ት አመራር እና አማካሪ ጋር በመገናኘት የተማሪዎቹን ስሜት ለማስተካከል ጥርት ያደርጋሉ					
6	በምን ያህል ጊዜ የሚያስተምሩት ት/ት ጠቃሚ እና የሚያነቃቃ እንዲሆን ያደርጋሉ					
7	በምን ያህል ጊዜ					

	የት/ቱን ይዘት ተጨማሪ መረጃዎችን በማካተት ለተማሪዎች ጥልቅ የሆነ ት/ት ይሰጣሉ፡፡					
8	በምን ይህል ጊዜ የምርምር ክፍሎችን እንዲሁም ተጨማሪ ግብአቱችን በመጠቀም የተማሪዎችን የፈጠራ ክህሎት ያሳድጋሉ					
9	በምን ያህል ጊዜ የመርጃቴክኖሎጂን በመጠቀም የሚሰጡትን ት/ት ለማበልፅግ ጥረዋል					

ሐ. የማስተማር ስነ ዘዴ

*መመሪያ ፣*የሚከተሉት መጠየቆች የሚያተኩሩት በሳይንስ ሺርድ ት/ቤት ውስጥ ስላለው የማስተማሪያ ስነ ዘዴ ሲሆን ጥያቄዎቹን በሚገባ አንብባቹሁ ከተሰጡት አማራጮች ውስጥ በአንዱ ላይ የ ‹‹ ›› ምልክት በማድረግ መልሳችሁ ላይ አኑሩ።

መ/ ምዘና

መመሪያ: የሚከተሉት መጠይቆች የሚያተኩሩት የቀለም ት/ት ምዘና በሳይንስ ሺርድ ከምፖስ ውስጥ የተለየ የት/ት አቀባበል ላላቸው ተማሪዎች እንዴት እንደሚሰጥ የሚያሳይ ነው፡፡ እያንዳንዱን መጠይቅ በአግባቡ አንብባችሁ ስትጨርሱ መልሳችሁን በተሰጡት አማራጮች ውስጥ በአንደኛው ላይ’’’’ ምልክት በማድረግ አስቀምጡ፡፡

ተ.ቁ	ዝርዝር	በጣም በፍጥነት	በፍጥነት	አንዳንድ ጊዜ	ያልተለመደ	በፍፁም
1	የት/ት ምዘና በምን ያህል ጊዜ እነዚህን የት/ት ምዘናዎች ትጠቀማላቹሁ 1.1 ምርጫ 1.2 እውነት ሀሰት 1.3 እውነት ሀሰት በምክኒያት 1.4 አዛምድ 1.5 ለባዶ ቦታ መልስ መስጠት 1.6 የአጭር መልስ ጥያቄ 1.7 የሙከራ ጥያቄዎች 1.8 የግል ዘገባ መፃፍ 1.9 የቡድን ዘገባ ፅሁፍ ማቅረብ 1.10 ገላፃ ማቅረብ					

2	በምንያህል ጊዜ እነዚህ የምዘና መሳሪያዎች የተማሪዎችን ለውጥ ለማየት ይጠቀማሉ 2.1 ድንገተኛ ፈተና ቋሚ በሆነ ሰዓት 2.2 ድንገተኛ ፈተና ባልተጠበቀ ሰዓት 2.3 ፈተና 2.4 የመንፈቀ ዓመት አጋማሽ ፈተና 2.5 መንፈቀ ዓመት መጨረሻ ፈተና					
3	በምንያህል ጊዜ የቤት ስራዎችን ለእያንዳዱ ተማሪ ለየብቻ ይሰጣሉ					
4	በምን ይህል ጊዜ የቡድን ስራዎችን ይቀያይራሉ እንደተማሪዎች ፍላጎት እና የአረዳድ ብቃት					
5	በምን ያህል ጊዜ የተማሪዎችን የግል ማህድር ያዘጋጃሉ(የተሸለ የፈጥራ ስራ እንዲሁም ውጤት ያስቀምጣሉ)					

ሠ. ተግባሪዊ መርህዎች

መመሪያ፡ የሚከተሉት መጠይቁች የሚያሳዩት ክፍተኛ የትምህርት አቀባበል ያላቸውን ተማሪዎች አጠቃላይ ተሙክሩ በት/ቤቱ ውስጥ ለማሳየት ነው፡፡ እነዚህ መጠይቁች በአግባቡ በማንበብ ምላሽዎን በተሰጠው መስመር ላይ የ"ምልክት ያድርጉ ::

1 ወደ ክፍል ማሻገር

ተማሪዎች በክፍል ደርጃቸው መማር ያለባቸውን ቀድመው ካወቁና ከጨረሱ በዓመቱ አጋማሽ ወደ ሚቀጥለው ክፍል መዘዋወር ይቸላሉ?

አዎ _____ አይደለም _____

2.ማበልፅግ

በሳይንስ ሺርድ ካንፓስ ውስጥ የሚማሩ ተማሪዎች ከሌሎች መደበኛ ት/ቤቶች የተሻለና የበለፅገ ይዘት ያለው ት/ት ያገኛሉ?

አዎ _____ አይደለም _____

3. ምዘና

በሳይንስ ሺርድ ካምፓስ ውስጥ የሚማሩ ተማሪዎች የተለያየ የምዘና ጥያቄዎች ይሰጣቸዋል ይህም ማለት በአንድ ክፍል ውስጥ ለሚማሩ ተማሪዎች የተላያዩ የምዘና ጥያቄዎች ይሰጣቸዋል?

አዎ _____ አይደለም _____

4. ደረጃ

ተማሪዎች በመጨረሻው መንፈቀ ዓመት በደረጃ ነው የሚወዳደሩት?

አዎ _____ አይደለም _____

ተጨማሪ መግለጫ ለ

የትምህርትና የባህሪ ጥናት ኮሌጅ

የልዩ ፍላጎት ት/ክፍል

ከፍተኛ ችሎታ ባላቸው ተማሪዎች የሚሞላ መጠይቅ

ውድ ተሳታፊዎች

የዚህ መጠይቅ ዋና አላማ በሳይንስ ሺርድ ት/ቤት ውስጥ ስለሚማሩት ከፍተኛ የመማር ብቃት ስላላቸው ተማሪዎች አጠቃላይ መረጃ ለመሰብሰብ ነው። የምትሰጡት መረጃ ሚስጥራዊነቱ የተጠበቀ ነው። የዚህ ጥናት ውጤታማነት የሚረጋገጠው በምትሰጡት ከልብ በመነጨ እውነተኛ ምላሽ ነው።

በቅድሚያ አመሰግናለሁ

መመሪያ

- ስም መፃፍ አያስፈልግም
- መጠይቁን ካነበባችሁ በሁላ, የ " " ምልክት በተሰጣችሁ ቡታ ላይ መልሳችሁን አኖር/ሪ።

የመጀመሪይ ክፍል: የኋላ መረጃ

1.1 እድሜ _____

1.2 ፃታ ሀ, ወንድ ለ, ሴት

1.3 የክፍል ደረጃ ሀ, 9 ለ, 10 ሐ, 11 መ, 12

1.4 የወላጅ የት/ደረጃ ሀ, አንደኛ ደረጃ (1-8) ለ, ሁለተኛ ደረጃ (9-12) ሐ, ዲፕሎማ መ, የመጀመሪያ ዲግሪ

ሠ, ሁለተኛ ዲግሪ ረ, ሶስተኛ ዲግሪ ና ከዛበላይ

ሸ, ሌላ ካለ ይገለፅ _____

ክፍል ሁለት: እነዚህ መጠይቆች በተለየ መልኩ ትኩረት የሚያደርጎት የማስተማር እና የመማር ስነዘዲ፣ የስሚት ፍላጎት፣ የተማሪና የአስተማሪ ግንኙነት፣ የወላጅ ተሳትፎ እና የትምህርት ምዘና በዚህ መጠይቅ ውስጥ ይጠቃለላል።

ተ/ቁ	ዝርዝር	በጣም በፍጥነት	በፍጥነት	አንዳንድ ጊዜ	ያልተለመደ	በፍፁም
1	በምን ያህል ጊዜ ጥልቅ የሆነ መረጃ ከመፃፋችሁ በተጨማሪ ታገኛላችሁ?					
2	በምን ያህል ጊዜ በት\ቤታችሁ ክበባት ውስጥ ትሳተፋላችሁ ማለትም፡- በሳይንስና ቴክኖሎጂ ፈጠራ፣ ስፖርት፣ ሚኒሚዲያ ወዘተ?					
3	በምን ያህል ጊዜ በግል የት\ት ዕቅድ ትማራለህ/ትማሪያለሽ?					
4	ፈታኝ የሆነ ት\ት ሲያጋጥምሽ\ህ ትደሰታለህ?					
5	በምን ያህል ጊዜ በአንድ የት\ት አይነት ላይ					
6	በምን ያህል ጊዜ ት\ትን ከት\ት መንፈቀ አመት በፊት ትጨርሳለህ/ሺያለሽ?					
7	በምን ያህል ጊዜ ጠንካራ የሆኑ ጥያቄዎችህ/ሽ በአስተማሪህ/ሽ ተቀባይነት ወይም ምላሽ ያገኛሉ?					
	የተማሪ እና የአስተማሪ ግንኙነት					
8	በምን ያህል ጊዜ አስተማሪዎች ትኩረት ይሰጡህል\ሻል የግል ፍልጎትህን\ሽን ለማሟላት?					
9	በምን ያህል ጊዜ የአንቺ\የአንተ የተለየ መገለጫ እና የት\ት ፍላጎት በአስተማሪዎች ተቀባይነት ያገኛል?					
10	በምን ያህል ጊዜ መምህራኖች ተማሪውን በእኩል አይን ይመለከታሉ?					
	ማህበራዊ የስሚት ፍላጎት					
11	በምን ያህል ጊዜ ት\ቤታችሁ ፍትህን እና እኩልነትን የተማሪዎችን ስሜት ለመጠበቅ ይጠቅማል?					
12	በምን ያህል ጊዜ እኔ ከሌሎች ጓደኞቼ የተለየሁ ነኝ ብለሽ\ህ ታስባለህ?					
13	በምን ያህል ጊዜ ስለስሜት ፍላጎታችሁ /ጭንቀት፣ ስጋት፣ በፈተና ወቅት ስለሚከሰት ፍርሀት/ ከትቤታችሁ አማካሪ ጋር ትወያያላችሁ?					

14	በምን ያህል ጊዜ በትምህርት ውጤት ከፍተኛ ብቃት አለኝ ብለሽ\ህ ታስባለህ\ሽ /በፈተና ወቅት ምንም ስህተት አይኖረኝም/					
15	ከሌሎች ጋር ባለህ\ሽ ግንኙነት በምን ያህል ጊዜ ችግር\ግጭት ያጋጥምሀል\ያጋጥምሻል?					
	የመማር ሂደት					
16	በምን ያህል ጊዜ ት\ቤቱ የመማር ፍላጎትህን\ሽን ያነሳሳል?					
17	በምን ያህል ጊዜ የመማር ሂደቱ በቡድን /በግል/ ስራዎችን እንድትሰራ\ሪ ያግዛል?					
18	በምን ያህል ጊዜ የትምህርት ቤታችሁ የመማር ሂደት የአስተሳሰብ ሂደታችሁን ፈጣን፣ ፈጠራ የተሞላበትና ችግር ፈቺ እንድትሁኑ ያግዛችሁል?					
19	በምን ያህል ጊዜ የICT LAB በበለጠ እንድትማሪ\ር ይረዳችኋል?					
20	ምን ያህል ጊዜ የጥናት ክፍሉን የማጣቀሻ መፅሐፍት ተጨማሪ ዕውቀት ለማግኘት ትጠቀምበታለህ\ሽ?					
21	በምን ያህል ጊዜ የኮምፒውተር ላይብረሪውን /የጥናት ክፍሉን/ ተጨማሪ እውቀትን ለማግኘት ትጠቀምበታለህ\ሽ?					
	የቀለም ት/ት ምዘና					
22	በምን ያህል ጊዜ ቅድመ መማር ፈተና ወይም የት\ቱን ይዘት ከመማራችሁ /ከማወቃችሁ/ በፊት ፈተና ይሰጣል?					
23	በምን ያህል ጊዜ መሻሻልህን\መሻሻልሽን ለማረጋገጥ የተለያየ የምዘና አይነቶችን ትወስዳላችሁ?					
24	የትምህርት ቤታችሁ የቀለም ት\ት ምዘና አሰጣጥ በምን ያህል ጊዜ የአንቺን\የአንተን ብቃት እንዲሁም የቀለም ት\ት እውቀትህን በአጠቃላይ መፈተሽ ይችላል?					
25	በምን ያህል ጊዜ ተጨማሪ የግል ስራዎች ይሰጡሀል\ሻል?					
26	በምን ያህል ጊዜ ፈታኝ የሆኑ ጥያቄዎችን በቤት ስራ ወይም በፈተና ወቅት ታገኛለህ\ሽ?					

	የቤተሰብ ድጋፍ					
27	በምን ያህል ጊዜ ቤተሰብሽ\ህ በትምህርትህ\ሽ ጥሩ ውጤት እንድታመጡ ያግዟችኋል?					
28	በምን ያህል ጊዜ የቤተሰብ ድጋፍ በስነ ዕዕምሮ ጉዳይ ላይ ታገኛለህ\ሽ?					
29	በምን ያህል ጊዜ ቤተሰብህ\ሽ በት\ቤቱ እንቅስቃሴ ውስጥ ይሳተፋሉ?					
30	ቤተሰብህ\ሽ በምን ያህል ጊዜ የአንተን\ቺን ፍላጎትና ብቃት መሰረት ባደረገ ሁኔታ ይደግፉሻል\ሃል?					
31	በምን ያህል ጊዜ ቤተሰብሽ\ህ የፈጠራ ችሎታህን እንዲሁም የመማር ብቃትህን ያበረታታል?					

ተጨማሪ መግለጫ ሐ

አዲስ አበባ ዩንቨርስቲ

የት/ትና የባህሪ ጥናት ኮሌጅ

የልዩ ፍላጎት ት/ክፍል

ለት/ቤቱ አስተዳደር የሚቀርብ የቃለመጠይቅ መመሪያ

የሚጀምርበት ሰዓት

የሚያልቅበት ሰዓት

መመሪያ **፡-**የዚህ ቃለ መጠይቅ ዋና አላማ በሳይንስ ሺርድ ት/ቤት ውስጥ ስለሚማሩት ከፍተኛ የመማር ብቃት ስላላቸው ተማሪዎች አጠቃላይ መረጃ ለመሰብሰብ ሲሆን የእርስዎም ቀጥተኛ ተሳትፎ አስፈላጊ በመሆኑ ለቃለ መጠይቅ እርስዎን ጋብዥዎታለሁ የሚሰጡኝ መረጃ ባጠቃላይ ሚስጥራዊነቱ የተጠበቀ ሲሆን የሚያገለግለውም ለዚህ ጥናታዊ ፅሑፍ ብቻ ነው፡፡ በመሆኑም የሚሰጡኝን መረጃ በእውነተኛነት እና በሀቀኝነት ላይ የተመሰረተ እንዲሆን በትህታነ እጠይቃለሁ፡፡

በቅድሚያ

አመሰግናለሁ።

- ስርአተ ትምህርት
  - እርስዎ የሚያስተዳድሩት ት\ቤት ስርአተ ትምህርት ከሌላው ት\ቤት ይለያል? አዎ ካሉ እንዴት?
  - ስርአተ ትምህርቱን ማበልፀግ ተችሏል? አዎ, ሂደቱን ቢገልፀልኝ?
  - ት\ቤቱ ስርአተ ትምህርቱን ማፋጠን ችሏል?
  - የትምህርቱን ይዘት /ፍሬ ነገር/ ማፋጠን ተችሏል? አዎ, በደንብ ይገለፅልኝ
  - ተማሪዎች የት\ት ዓመቱ ሳያልቅ ከክፍል ወደ ክፍል ማሸጋገር ተችሏል? አዎ, ካሉ በደንብ ቢገለጹት?
  - ት\ቤቱ የተማሪዎችን ከፍተኛ ችሎታና አቅም እንዲያወጡ እድል ከፍቷል?አዎ, እንዴት?
  - ት\ቤቱ የተማሪዎችን የፈጠራ ችሎታ ሊያዳብር የሚያስችል መርአ ትምህርት ይተገብራል?
  - ት\ቤቱ የመርአ ትምህርቱን ወቅታዊ ተለዋዋጭነት፣ መስፋፋት እና የተማሪዎቹን ለውጥ በሳይንስና በፈጠራ ችሎታ ይገመግማል? አዎ, የሄዳችሁበትን አካሄድ ብትግፁልኝ?

- የማስተማር እና የመማር ሂደት
  - ተማሪዎች የተመደበላቸውን የክፍል ት\ት ከሌሎች ተማሪዎች ቀድመው ከጨረሱ ከክፍል ወደ ክፍል የማሳለፍ ሂደት ትጠቀማላችሁ?
  - ተማሪዎች የሁለተኛ ደረጃ ትህርታቸውን ፅቅድ በሙሉ ካጠናቀቁ ወደ ዩንቨርስቲ የመግባት ዕድል ይኖራቸዋል?
  - የት\ቤቱ መዋቅር እና ሂደት ከፍተኛ የመማር ብቃት ላላቸው ተማሪዎች ተለዋዋጭ እና የግል የመማር ፍላጎታቸውን ያሟላል?
- የመምህራን የስራ ልምድ

- ት\ቤቱ ከፍተኛ የመማር ብቃት ያላቸውን ተማሪዎች ለሚያስተምሩ መምህራን ስልጠና ይሰጣል?
- ት\ቤቱ ለመምህራን ተከታታይ እገዛ እና ድጋፍ በማስተማር እና በመማር ሂደቱ ላይ ይሰጣል?

- የአመራር እና የማማከር / ስነ አእምሮአዊ ማስተካከያ
  - የማማከር አገልግሎት የሚሰጥ ባለሙያ በት\ቤቱ ውስጥ አለ?
  - ባለሙያው የተማሪዎችን ባህሪ እንዲሁም የትምህርት ውጤት ላይ የማማከር አገልግሎት ይሰጣል?

- የተማሪዎች የቀለም ት\ት ምዘና
  - ት\ቤቱ የተለያዩ የምዘና ዘዴዎችን እንደ ተማሪዎቹ የግል እቅድ ይጠቀማል ወይስ አንድ አይነት የምዘና ጥያቄዎችን ለአንድ አይነት ክፍል ያዘጋጃል?
  - ት\ቤቱ ፈተና ለተማሪዎች ከመስጠቱ በፊት በፈተናው ላይ ምዘና ያካሄዳል?
  - የፈተናውን ውጤት ለመተንተን የራሳችሁን ስነዘዴ ትጠቀማላችሁ?

- ጥሩ ተሞክሮ
  - በዚህ ት\ቤት ውስጥ በሚሰጠው የት\ት አሰጣጥ ሂደት ጥሩ ተሞክሮ ነው የሚሉት ምንድን ነው?

- ተግዳሮቶቹና ምቹ ሁኔታዎች
  - በዚህ የልዩ ት\ት ፕሮግራም ውስጥ ያጋጠማችሁን ተግዳሮቶች ብትዘረዝሩልን?
  - እነዚህን ችግሮች ለመፍታት ምን አደረጋችሁ?
  - ተጨማሪ የሚሉት ካለ ዕድል ልስጥዎት?