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Instituting of Kindergarten Gifted Education Program in the Philippines

Adelaila J. Leano¹, Arnel C. Malano²

¹Faculty of Teacher Development, Philippine Normal University, North Luzon Campus, Aurora, Alicia, Isabela, Philippines, ²Special Education Teacher, Department of Education, Benito Soliven Central School, Benito Soliven, Isabela, Philippines
Email: leano.aj@pnu.edu.ph, arnelmalano1991@gmail.com

Abstract

This study assessed the institution of kindergarten gifted education program in the Philippines. It specifically focused on implementation of the following areas: (1) establishment of gifted education program, (2) selection policies, and (3) placement prerequisites for kinder pupils as gifted and talented. Descriptive survey method was applied with data collection procedures through interviews and documentation. Instruments comprised checklists, and questionnaires. The participants were principals, teachers and parents of gifted and talented kindergarten pupils of public schools with recognized gifted education program. Statistical tools include frequency count, percentage, weighted mean, and rating scale of four-point ranking system with descriptive interpretations. Findings show that principals, teachers and parents equally noted a “very evident” perception level on program establishment. Participants respectively viewed the execution of teacher hiring and selection policies as “very evident”. As a separate group, however, they only perceived the compliance to selection and placement policies on an “evident” degree. Findings imply a positive affirmation of participants for program initialization. However, each participant-group still perceived the necessity for advanced and apposite educational practices to improve the founding practices of Kindergarten gifted education program. It is recommended that parallel investigation be done to appraise other gifted education services.

Keywords: Kindergarten Gifted Education Program, Gifted And Talented Kinder Pupils, Selection Policies, Placement

Introduction

Kindergarten education underpins the constant advancement of children in terms of knowledge skills and attitude. In the Philippines, early childhood education provides extraordinary consideration and support to creative, gifted, and talented preschool learners. Through Special Education (SPED), unique needs of an identified gifted child or a group of exceptional children are met by means of educational blueprints and tools, which amplify their competence to the maximum level (Inciong, Quijano, Gregorio & Capulong, 2007). There is a comprehensive array of services for giftedness that SPED enclosed (Inciong et al., 2007). Nevertheless, in establishing educational programs for the gifted, many arguments and

queries are pointed out such as the real meaning of giftedness and who are the gifted young children. Thorough awareness about giftedness helps educators and stakeholders in confronting the challenges of rearing and guiding the gifted children. Gardner (1993) theorized that all humans dominate multiple intelligences in at least eight areas of aptitude, each correlates to a certain part of the brain. Gardner (1993) supposes that intelligence is the ability to solve problems and construct things. The National Association of the Gifted Children (NAGC) agrees with Gardner's explanation that gifted children have above average intellectual adeptness and exhibit top-quality achievement in any of the following extents: verbal linguistic, logical mathematical intelligence, bodily kinesthetic, musicality, leadership ability, etc (Teach, 2019).

The central point of this investigation is giftedness and talent. Giftedness is an unusual advance degree of general intellectual ability that requires differentiated learning experience, with deepness and extensiveness, beyond those normally provided in regular school program to satisfy the level of educational potential indicated. To strengthen its policy and system in public schools, Professor François Gagne (2008); Darwish et al, (2020) of Western Australian Department of Education, approved a Differentiated Model of Giftedness and Talent in which the terms 'giftedness' and 'talent' are specified. According to Professor Gagne, giftedness indicates the possession and utilization of superior inborn capabilities, referred to as aptitudes, in at least one area of ability, to a level that puts an individual at least among the top 10% of age peers. Professor Gagne declared 6 domains of giftedness: intellectual, creative, social, perceptual, muscular and motor control. Talent specifies superior mastery of methodically developed capacities, called competencies, in at least one field of human interest that enlists a person among the top 10% of age peers who are or have been active in that field (Gagne, 2008).

Gifted and talented preschoolers are those that take over a remarkable degree of exhibited aptitude in intellectual, creativity and/or other capabilities. They dominate exceptional creativeness exhibited through extreme flexibility of thinking or eloquence of one's ideas. They have the capacity to create new and novel concepts, or perceive things in new associations. They are able to reflect in ways that are different from other people. Preschool learner identified as talented display outstanding skills or performance in one or more fields that others recognize and value within the intellectual, artistic or sensorimotor domains. Therefore, gifted and talented learners require modified curriculum and educational services that are not usually provided by regular schools. Thus, the organization and operation standards for preschoolers, specified by Department of Education Order No. 99 series of 2009, asserts that the establishment of kindergarten gifted education program as Special Education program in the Philippines should be implemented properly through screening and identification of prospective preschoolers (Department of Education, 2009).

Kindergarten gifted education program is one of the highly recommended gifted education program in the Philippines that advocate, monitor and evaluate the early education of gifted and talented young children. In pursuit for excellence in educational system, Department of Education Order No. 99's. 2009 provides the norms in organizing classes for preschoolers who are considered gifted and talented, exhibiting exceptional intelligence beyond their chronological age. Kindergarten gifted education program ensures that all 4 to 5 years old gifted and talented children are provided with the required support to attain the maximum potentialities based on their innate capabilities. The program aims to deliver suitable educational services; teacher competency, curriculum, instruction; guidelines in organizing classes for gifted kinder pupils; selection and nomination policies; support of

parents and other stakeholders; and evaluation of programs for gifted, creative, and talented preschoolers (Department of Education, 2009).

The kindergarten gifted education program in the Philippines aimed to: a) deliver amenities for gifted and talented preschoolers to transcend from the basic skills and advance in their innate intelligence/s at a pace and depth based on their level of capabilities; b) provide an environment that boosts and promote creativity, originality, fluency, flexibility and elaboration in their thought processes; and c) offer prospects for gifted and talented preschoolers to discover and cultivate their unique powers. The program makes available suitable educational services, and train teachers, administrators and supervisors on early identification of gifted and talented preschoolers. It deals with the educational, aesthetic, and social needs of gifted young learners and determines how learning challenges highlight the best in each child. Likewise, the program assists parents of gifted children who constantly need school guidance on how to bestow suitable support for their gifted and talented children.

Identifying gifted and talented preschoolers is a multifaceted activity. The processes become simpler once regarded as an exploration for extraordinary human potential. Moreover, assessment endeavors are embedded in the screening process to establish whether a child's overall level of performance or behavior falls above the average or normal range. According to Inciong (2007), gifted and talented children are capable of high performance and demonstrated potential ability in any of these six areas: general intellectual ability, specific academic aptitude, creative and productive thinking, leadership ability, ability in the visual or performing arts, and psychomotor ability. Gifted and talented preschool children are likely to develop earlier than their less gifted peers in physical, mental, creative and social skills. Hence, prerequisites for placement include systematic and/or differentiated educational services and instruction through their involvement in school, most especially with their initial natural school-based education. Furthermore, kindergarten gifted education program has to cater the distinctive learning style of every gifted and talented young learner in regular school system (Gifted education program handbook, 2007).

In the field, supervisors, teachers, and parents are commended as caregiver of gifted children. They must be properly oriented and trained in planning and implementing proper nurturing practices and programs that may work best for gifted and talented children, coupled with love, understanding, and demonstration of proper way of living. Hence, this study was contemplated to assess the execution of guidelines in instituting Kindergarten gifted education program in the Philippines. Specifically, it aimed to assess the following areas: (1) implementation of the regulations in establishing kindergarten gifted education program; (2) selection of gifted and talented preschoolers; and (3) compliance to prerequisites for the placement of kindergarten learners as gifted and talented.

Results of this study may embolden the principals, teachers and parents to take initiatives for self-check while undertaking their responsibilities in identifying and managing the unique educational needs of gifted and talented preschoolers. Thus, they become more conscientious in furnishing applicable school and classroom innovations when need arises. Findings may also stipulate direction to tackle some teaching-learning concerns that may transpire during instructional progressions.

Research Paradigm

Figure 1 organizes the conceptual framework of the study that utilized the Input-Process-Output model. The input in this survey includes the regulations in establishing kindergarten

gifted education program; selection policies for gifted and talented preschoolers; and placement prerequisites for kinder pupils as gifted and talented. The process include the assessment of principals, teachers and parents as regards implementation of kindergarten gifted education program through checklist, survey questionnaire, and document analysis. The aspects of kindergarten gifted education program being considered were as follows: (1) Regulations in establishing the kindergarten gifted Education; (2) Selection policies of gifted and talented preschoolers; and (3) Placement prerequisites for gifted and talented preschoolers. The output clarifies the conditions in the actual implementation of the kindergarten gifted education according to the perceptions of principals, teachers and parents of gifted and talented kinder pupils.

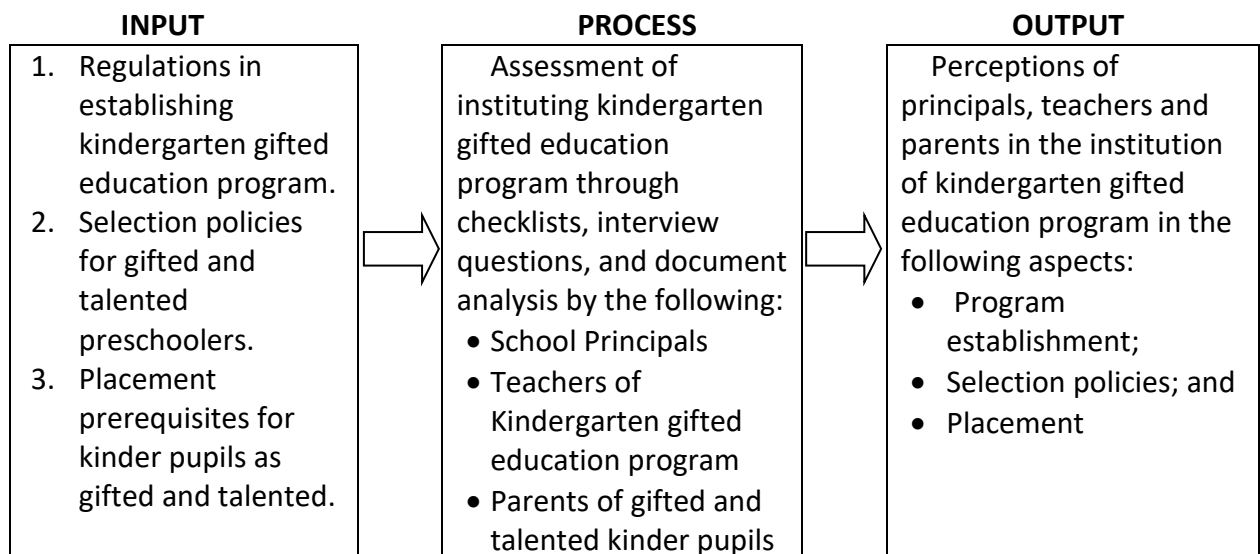


Figure 1: Conceptual Framework

Literature Review

The Department of Education, Philippines-Special Education (SPED) was put in place, and requires individually planned and systematically monitored arrangement of teaching procedures; adapted instructional equipment and materials; and accessible setting. SPED programs and services serve learners with special needs within the classroom or home-based settings. These special needs or problems cover specific learning difficulties; mental health issues; specific physical, social and emotional disabilities or developmental delays; and giftedness and talent.

For the education of the gifted kinder pupils, the degree of difficulty and rate of academic programming were remarkably intensified as compared with general education, because these need to respond to the educational necessities and enthusiasm of high capacity learners. In many countries, detecting of gifted and talented preschool learners stick on to the district goal of determining all their demands and harmonizing these with suitable educational program. The preparedness and interest for accelerative encounters are signified through exact, beneficial and accessible evidence like regulated testing, academic and non-academic performance, teacher recommendation and family feedback (Oak Grove School, 2017).

To verify the noticeable giftedness, talents and potentialities and to attain greater echelons, various components and instruments were utilized to qualify learners for gifted education based from the district-level systems. These significant mechanisms involved

sponsorship, practical pursuits for promising students, and flexibility in employing pre-arranged criteria for gifted and talented programs. For parents, their involvement vary by district such as formal practices that entail parent's output (Gubbins, Siegle, Hamilton, Peters, Carpenter, O'Rourke, Estepar-Garcia, 2018).

In a study conducted by Obaidli (2006), it was observed that schools partaken in the survey in United Arab Emirates (UAE), proposed two leading means of identifying gifted and talented students, which are teachers' nominations and scores in achievement test. Whereas, there were some institutions, which utilized IQ tests most especially in the absence of experts to conduct these tests. In terms of assessment tests, the same test were conducted for all students; and adaptations or exclusions were observed for the gifted and talented.

In terms of placement procedures, teachers are in authority since they are in close contact with learners in the classroom. Locally-crafted rating scales were often used than broadcast instruments, thus, caused doubts among researchers as regards reliability, validity, and empirical verification about attributes of gifted and talented learners. Screening being the initial element of gifted education program, aimed to ascertain students who need to undergo evaluation for gifted and talented education programs. However, one great challenge is the reluctance of teachers and parents in submitting English Language (EL) learners for assessment. This unwillingness prevent mass identification of gifted learners across students with other native language besides English. Parents were aware of language being the concern of teachers as they think that the child can hardly articulate his or her thoughts in English. This also regulates the capacity of teachers to measure how much the child know. Full awareness among teachers regarding connection of EL student limitations and giftedness was entailed. Thus, teachers' professional advancement to tackle giftedness and EL used maybe of great help (Gubbins et al., 2018).

Tantengco (2009) stressed that in any learning institution, one finds gifted, creative and talented student/s. Students, who are intellectually gifted, achieve very high score in standardized test and usually succeed academically. They possess superior abilities in reading, writing, and arithmetic; and display outstanding critical thinking as well as problem solving skills. They effortlessly obtain, store, and manipulate information. Meanwhile, the creative and talented possess exceptional abilities in particular areas, usually in the performing or visual arts. They are independent and think outside of the conventional. Artistic, open-minded and independent, they either create original products or innovate and improve what already exists.

Qualifying process or placement decision is the final phase. Identification committee members make the final decision and seeks endorsement from concerned parents/guardians for the provision of services in English language from kindergarten and Grade 1, in which this service is needed the most (Gubbins, et al., 2018). It is recommended that before identification measures, preparation program of activities be offered allowing enrichment of academic and non-academic skills for the recognition of learners as gifted. Continued observations, interactions between and among students and teachers, formal and informal appraisals may deliver chances to determine learning improvement.

In New Zealand, giftedness may have various meaning from among different communities and cultures. Thus, children with special gifts can be realized in any family, ethnicity, culture, or socio-economic class. There are many points that parents may consider in labelling their child as gifted. Several signs of giftedness from among young children are as follows: (1) an early fascination in their environments; (2) remarkable attention to stimuli; (3) exceptionally superior observation abilities; (4) an wide-ranging vocabulary; (5) an

outstanding memory; (6) fluency in talking at an early age ; (7) usually self-taught in acquiring ability to read early; (8) focusing for sustained periods; (9) remarkable intelligent queries; (10) comprehending viewpoints instantly; (11) being very curious; (12) a 'peculiar' or profound sense of wittiness; and (13) taking very insignificant amount of sleep (New Zealand Parent Education, 2019).

Various issues still need to be considered in labelling giftedness. Giftedness is active and it is signified across ethnicities, economic status, and exceptionality. Giftedness may be exposed within a particular type of inclination or interest or even a specialized interest in that category. Gifted learners demand quicker learning speed; autonomous learning junctures; multifaceted and challenging undertakings that stimulate higher order thinking; heightened problem solving skills; and evocative tasks with authentic settings (Wormald, 2017). This is why early identification increases the probability that gifts will be developed into talents (National Association for Gifted Children, 2019).

Teachers were assumed to be fully aware of the nature and tendencies of gifted learners and can utilize suitable methods in categorizing them (Frenchville State School North Rockhampton, 2020). However, researches affirmed that many experienced teachers demonstrate limited knowledge about giftedness. They show unfamiliarity on how ethnicity and environmental aspects may affect the expression of giftedness among marginal or underprivileged students (Speirs Neumeister, Adams, Pierce, Cassady, & Dixon, 2007). In Northeastern Middle School, it was noted that teachers disagree with the manner Talented and Gifted (TAG) Program is managed. Teachers favour the use of multiple criteria authorized by the NAGC and the state as basis of the TAG program district policies for the selection and placement of their gifted and talented students (Abu, 2018).

In Australia, organizing programs for gifted and talented include offering of novel learning experiences that allowed preschoolers to get to know others having same level of abilities. It is interesting to note that programs were managed even outside schools, which covered private music classes, sports clinic, and holiday programs (Raising Children Network (Australia) Limited, 2019). The National Association for the Education of Young Children (NAEYC) asserted that creating least restrictive learning environment is one of the best practices in meeting the learning needs of all young children. NAEYC strongly recommends that activities and projects should be learner-centered and learner-directed. That children are given more time to work together in a center which stimulates them the most (The National Associated for Gifted Children, 2019).

Surveys about identified gifted learners, appropriateness of delivered services, and educational preparation of teachers greatly help gifted educators. Such investigations inspire the provision of opportunities for in-service and pre-service trainings in gifted education among general education teachers (Cortina, 2018). In more progressive nations, advisory board is established to examine placement petitions, study mid-year learner promotions, parent associations, and possible elimination of learner from the gifted program. The council have no access to the names of gifted learners, only the information regarding placement resolutions, and they are to stipulate feedback almost three times yearly (Oak Grove School, 2017).

Usually, identification guidelines and measures are regulated at the district level. This is because no two gifted preschool children are identical. Hence, it is imperative to gather evidence on the learner's performance and potentialities through a combination of quantifiable limit and personally observed credential mechanisms in classifying them as gifted and talented learners (National Association for Gifted Children, 2019). Oklahoma State

Department of Education (2018) observes various stages in qualifying students as gifted and talented. Furthermore, parent's information are of great help in producing extents for advance investigation in the child's Individualized Program Plan. Nevertheless parents (Alberta Learning, 2004), should agree whether or not to have their child gauged for giftedness.

Methodology

This was a quantitative investigation that employed a descriptive method. This method of research was utilized to help the researchers assess the present kindergarten gifted education program of the Philippines. According to Calderon & Gonzales (2004), this method requires description, analysis, and interpretation of the current stakeholders and the practice of existing kindergarten gifted education program. Assessment was centered on the established situations on how individual kindergarten public institutions currently perform or function in initializing their programs for gifted and talented kinder pupils. From the research paradigm, the input consists of program components being implemented and assessed such as: regulations in establishing kindergarten gifted education, selection policies for gifted and talented preschoolers, and placement prerequisites for kinder pupils as gifted and talented.

The nature of the inquiry was a survey design (Creswell, 2013), which obtained a quantitative or numeric account of actions, standpoints, or beliefs of principals, teachers, and parents as regards institutionalizing of educational programs for gifted and talented preschool pupils, by studying a sample of their population. The process was carried out through checklist, survey questionnaire, and document analysis. The output yielded the perceptions of principals, teachers and parents in the institution of kindergarten gifted education program in the following aspects: (1) program establishment; (2) selection policies; and (3) placement.

The participants for this investigation were purposively selected. This study aimed to find out the perception level of the participants as regards administration of guidelines in establishment, selection and placement of the kindergarten gifted education program. Hence, the research setting was limited to public elementary schools with recognized kindergarten gifted education in Isabela, Philippines. It involved, 5 school principals, 5 kindergarten gifted education teachers and 125 parents of preschoolers under the gifted education program. For parent-participants, only 20% of the parent-populace were selected in each school.

For the conduct of the study, permissions were secured from school authorities in the 4 Divisions in Isabela, Philippines. Data gathering instruments used were questionnaires and checklists of items indicating the participants' level of perception regarding establishment of Kindergarten Gifted education program. The procedures of collecting data included the validation of instruments by gifted education specialists. Data were acquired through distribution and retrieval of checklists from the participants, and interviews to validate information being obtained from the checklists.

Statistical tools comprised of frequency, percentage, weighted mean, and a rating scale. The rating scale was used to calculate the answers on the checklists through a four-point ranking system, which was adjusted based from the Method of Summated Rating of Rensis Likert in 1932. Likert, crafted a simplified procedure in valuing attitudes and responses to prevent meticulous and time-consuming manners of ranking (Krabbe, 2017). In this research, the responses were regulated to a rating scale and were interpreted as follows:

Rating Scale	Range	Description
4	3.26-4.00	"Very evident"
3	2.51-3.25	"Evident",
2	1.76-2.50	"Less evident"
1	1.00-1.75	"Not evident."

Data analysis was accomplished by utilizing the rating scale, range and description that correspond to the perception levels of the participants for each item in the checklists.

Results

The results describe the implementation level of recommended approaches in instituting kindergarten gifted education program in the Philippines. Findings were attested according to the observations of principals, teachers and parents of preschoolers identified as gifted and talented. The assessed areas include: (1) establishment of gifted education program; (2) selection policies for gifted and talented preschooler; and (3) placement of kindergarten learners as gifted and talented.

1. Establishment of gifted education program for gifted and talented preschoolers.

It is very crucial to gain a clearer understanding of the existing conditions of gifted education program for very young gifted and talented Filipino learners. This is because any change or innovation in the instructional milieu of gifted preschoolers may entail a very meticulous decision-making for concerned educators.

Table 1

Establishment of kindergarten gifted education program as perceived by principals

Items	Mean	SD	Description
Guidelines in hiring teachers for the gifted education program	3.3750	.75000	Very evident
Requirements in organizing classes for gifted kindergarten pupils	3.1875	.62500	Very evident
Over all mean	3.2708	.70506	Very evident

Table 1 presents that principals conceived a "very great extent" level of establishment of kindergarten gifted education program with an overall mean of 3.2708. Administrators perceived the observance of guidelines in hiring teachers to a "very evident" level, with a mean of 3.3750. Furthermore, principals estimated the implementation of standards for the arrangement of classes for the gifted preschoolers as "very evident", with a mean of 3.1875. Results imply that administrators strictly oversee the founding of the gifted education program.

Table 2

Establishment of kindergarten gifted education program as perceived by teachers

Items	Mean	SD	Descriptions
Guidelines in hiring teachers for the Gifted education program	3.3750	.75000	Very evident
Requirements in organizing classes for gifted kindergarten pupils	3.1250	.72169	Very evident
Overall mean	3.2500	.72966	Very evident

Table 2 displays the perception level of teachers on the initial establishment of gifted education program. Teachers deemed a “very evident” level of compliance to the criteria in initiating the program. This signified a high mean rating in kindergarten gifted education program in terms of appointing teachers and designing classes, with the overall mean of 3.2500. In details, teachers themselves considered the preference for preschool teachers who would handle the gifted education program as “very evident”, specified in the mean of 3.3750. Teachers also reflected the systematizing of kinder classes for the gifted education program as “very evident”, verified with a mean of 3.1250. Results denote a very strong confidence of gifted education kindergarten teachers in the proficient execution of policies in teacher hiring and organization of their classes.

Table 3

Establishment of kindergarten gifted education program as perceived by parents

Items	Mean	SD	Description
Guidelines in hiring teachers for the gifted education program	3.6055	.68347	Very evident
Requirements in organizing classes for gifted kindergarten pupils	3.5430	.56828	Very evident
Overall	3.5404	.53456	Very Evident

As gleaned in table 3, parent participants perceived the completion of requirements in instituting gifted education program for kindergarten as “very evident” with an overall mean of 3.5404. In particular, parents observed the discharge of regulations in appointing teachers who will handle classes of gifted preschoolers as “very evident”. This was confirmed with a mean of 3.6055. Parents viewed the completion of requirements in organizing classes for the gifted kinder pupils as “very evident” with the mean of 3.5430. Findings denote parents’ very clear convictions regarding the operation of the kindergarten gifted education program. Satisfaction of parents on the discharge of guidelines and program implements was very evident.

2. Implementation of selection policies for gifted education program

To ensure a successful implementation of the kindergarten gifted education program, selection policies are prearranged. These are guidelines set for a better management of evaluation activities. Generally, stakeholders rely much on teacher proposals to initiate the kinder pupil selection processes.

Table 4

Perception of principals on the implementation of selection policies for kindergarten gifted education program

Items	Mean	SD	Description
Evaluation team	2.4375	.51539	Evident
Accomplishment of a request form	2.6250	1.25000	Evident
Management of an informal assessment	2.8333	.88192	Evident
Administration of evaluation	2.4167	1.34371	Less evident
Consolidation of evaluation outcomes	2.5000	1.29099	Evident
Conformity to informal assessment policies	2.6250	.98784	Evident
Scoring practices	2.4167	1.25831	Less evident
Nomination of gifted preschoolers for informal assessment	2.5000	1.03638	Evident
Setting of acceptable class size	2.6250	1.37689	Evident
Briefing of parents/guardians about informal assessment	2.5833	1.25831	Evident
Overall	2.5268	.95411	Evident

Table 4 exposes that principals observed the extent of implementing the guidelines of nominating preschoolers for being gifted and talented only as “evident” with an overall mean of 2.5268. They described many items only on an “evident” level, marked by their respective means shown on the table, such as: (1) evaluation team; (2) accomplishment of a request form; (3) management of an informal assessment; (4) consolidation of evaluation outcomes; (5) conformity to informal assessment policies; (6) nomination of gifted preschoolers for informal assessment; (7) setting of acceptable class size; and (8) briefing of parents/guardians about informal assessment. However, some respondents gauged the item “administration of evaluation” and “scoring practices” as “less evident” with their respective means of 2.4167 and 2.4167. This implied that formal evaluation and scoring practices need to be improved.

Table 5

Perception of teachers on the implementation of selection policies for kindergarten gifted education program

Items	Mean	SD	Description
Evaluation team	2.4375	.65749	Evident
Accomplishment of a request form	2.6250	1.25000	Evident
Management of an informal assessment	2.7500	.87665	Evident
Administration of evaluation	2.9167	.7864	Evident
Consolidation of evaluation outcomes	2.2500	1.25831	Evident
Conformity to informal assessment policies	2.5583	1.03185	Evident
Scoring practices	2.3333	1.30526	Evident
Nomination of gifted preschoolers for informal assessment	2.3333	1.18634	Evident
Setting of acceptable class size	2.2500	1.04083	Evident
Briefing of parents/guardians about informal assessment	2.5833	1.25831	Evident
Overall	2.4637	.95411	Evident

Table 5 displays the perception of teacher-participants as regards execution of guidelines for the selection of gifted and talented preschoolers. Teachers have documented an overall mean of 2.4637, described only as “evident”. In details, listed items are hereby presented with their respective means as follows: (1) evaluation team (\bar{X} =2.4375); (2) accomplishment of a request

form (\bar{X} =2.6250); (3) management of an informal assessment (\bar{X} =2.7500); (4) administration of evaluation (\bar{X} =2.9167); (5) consolidation of evaluation outcomes (\bar{X} =2.2500); (6) conformity to informal assessment policies (\bar{X} =2.5583); (7) scoring practices (\bar{X} =2.3333); (8) nomination of gifted preschoolers for informal assessment (\bar{X} =2.3333); (9) setting of acceptable class size (\bar{X} =2.2500); and (10) briefing of parents/guardians about informal assessment (\bar{X} =2.5833).

Results of the study attest that teachers are a bit contented with the actual practice of selecting preschool learners for the gifted education program. This infers their full awareness of the needed qualifications of children who necessitate the provision of gifted education as a Special Education service. However, teachers still see the need to enrich some aspects of nomination as an important phase of kindergarten gifted education program.

Table 6

Perception of parents on the implementation of selection policies for kindergarten gifted education program

Items	Mean	SD	Description
Evaluation team	3.1602	.82811	Evident
Accomplishment of a request form	3.2461	1.03101	Evident
Management of an informal assessment	3.3125	.83320	Evident
Administration of evaluation	3.1432	.74674	Evident
Consolidation of evaluation outcomes	3.3633	.68077	Evident
Conformity to informal assessment policies	3.2802	.68388	Evident
Scoring practices	3.1875	.80217	Evident
Nomination of gifted preschoolers for informal assessment	3.1901	.94344	Evident
Setting of acceptable class size	3.2773	.76798	Evident
Briefing of parents/guardians about informal assessment	3.2422	.77212	Evident
Overall	3.2223	.70170	Evident

Table 6 discloses the perception of parent-participants regarding the management of guidelines in nominating young learners as gifted and talented. As gathered, parents conferred an overall mean of 3.2223, which is described as “evident”. In details, parents ascribed the implementation of selection policies on an “evident” level only in all the given markers. These are presented with their respective means as follows: (1) evaluation team (\bar{X} =3.1602); (2) accomplishment of a request form (\bar{X} =3.2461); (3) management of an informal assessment (\bar{X} =3.3125); (4) administration of formal evaluation (\bar{X} =3.1432); (5) consolidation of evaluation outcomes (\bar{X} =3.3633); (6) conformity to informal assessment policies (\bar{X} =3.2802), (7) scoring practices (\bar{X} =3.1875); (8) nomination of gifted preschoolers for informal assessment (\bar{X} =3.1901); (9) setting of acceptable class size (\bar{X} =3.2773); and (10) briefing of parents/guardians about informal assessment (\bar{X} =3.2422).

Findings signify that parents, to a certain extent, were convinced of the efficient and effective execution of selection policies for gifted and talented preschoolers. Parents were fully aware that the success of this phase of the gifted education program paves the way to the attainment of their children’s full potentials as gifted and talented learners. Just like the teachers, parents believed that there are still rooms for improvement in this aspect of kindergarten gifted education program.

3. Compliance to placement prerequisites for gifted and talented kindergarten pupils.

Placement of preschoolers for the gifted education program is an ongoing process, extending from school entry through moving up to Grade 1. This service is a requirement for kinder pupils recommended for placement in gifted and talented programming throughout their preschool experience. Practices used in the process are nondiscriminatory with respect to socio-economic background, ethnicity, or physical condition. Information for placement from parents, teachers, school administrators and other sources should be obtained to guarantee that all potentially gifted and talented learners are given the chance to be counted in the program.

Table 7

Perception of principals on the compliance to placement prerequisites for kindergarten pupils as gifted and talented.

Items	Mean	SD	Description
Placement of kindergarten pupils as gifted and talented based on prerequisites.	3.0000	.81650	Evident
Overall	3.0000	.81650	Evident

Table 7 presents the extent by which placement prerequisites of preschoolers for the gifted education program are discharged according to the observations of principals. As shown, the recorded overall mean of 3.0000 uncovers an “evident” level of implementation of this phase of the program. This implies that school administrators are slightly convinced of the efficacy of compliance among public kindergarten gifted education institutions to placement requisites. Hence, they welcome innovations that may help them in certifying children with gifts and talents, and do better in structuring the learning environment for kindergarten gifted education program.

Table 8

Perception of teachers on the compliance to placement prerequisites for kindergarten pupils as gifted and talented.

Items	Mean	SD	Description
Placement of kindergarten pupils as gifted and talented based on prerequisites.	2.937	.92139	Evident
Over all	2.9375	.92139	Evident

Table 8 exhibits the assessment of teachers regarding compliance to the conditions related to placement of gifted and talented young children to the gifted education program. An overall mean of 2.9375 was documented, which is described as “evident”. This means that teachers, being the direct implementers of the program, were certain that terms and conditions were fairly complied with in the placement practices. Thus, teachers still desire innovations that are more suitable to the learners and may also facilitate their work as teachers of the gifted kinder pupils.

Table 9

Perception of parents on the compliance to placement prerequisites for kindergarten pupils as gifted and talented.

Items	Mean	SD	Description
Placement of kindergarten pupils as gifted and talented based on prerequisites.	3.3105	.65414	Evident
Overall	3.3105	.65414	Evident

As shown in table 9, parents perceived the observance placement specifications for children with giftedness and talent as “evident”, with an overall mean of 3.3105. Finding depicts that parents were somewhat satisfied with the school adherence to the requirements of placing preschool children into the gifted education program. Based on the overall mean, result implies that parents observed the imperfections of placement services. Parents deemed the need for the school to improve this aspect of kindergarten gifted education program.

Discussion

This study assessed the execution of several components of kindergarten gifted education program in the Philippines and their implications. The investigation were centered on the establishment of gifted education program for the kindergarten level; implementation of selection policies; and compliance to placement prerequisites for gifted and talented kinder pupils. This self-appraisal from among school leaders, teachers and parents regarding the establishment an educational program for very young children is vital in the attainment of program goals.

The results of this study show that principals trusted the adherence of their administration with the standards of hiring preschool teachers for the gifted education program. Findings affirmed that school leaders were fully aware of and follow the regulations in establishing kindergarten gifted education program, particularly on hiring of teachers who handle the gifted preschoolers. It is commonly acknowledged that many teachers struggle during their early years teaching when dealing with exigencies of gifted education aspects such as planning, evaluation and classroom management. Among all these teaching domains contending for attention, it is often hard for the principals to validate which professional training to be considered for teachers based on the needs of gifted learners (Rowan, & Townend, 2016; Fraser-Seeto et al., 2015; Neumeister, Yssel, & Burney, 2013; Valle, 2011). Principals offer equal professional enhancement opportunities for teachers who were not able to attend classes in assisting in identification of attributes of gifted learners (Cumming, 2015).

In line with organizing of classes, results confirmed that school principals appraised the execution of norms in setting up classes for the gifted preschoolers as “very evident”. Findings confirm that school heads were mindful of the requirements in arranging gifted education classes in the kindergarten level. This implies rigorous supervision of principals in the institution of gifted education program and fidelity to the Department Order No. 106, s. 1989 or standards for the organization and operation of preschool education (Department of Education, 1989).

In organizing classrooms for gifted young learners, technology is regarded as indispensable. In their studies, Hensley-Pipkin (2015) and Siegle, Rubenstein, & Mitchell, (2014) expounded the employment of technology for flipping of classrooms. They introduced some benefits of technology such as enabling the teachers to offer gifted and talented pupils

with progressive subject matter beyond their grade level. Moreover, teachers may build alternatives for gifted young learners to succeed on projects of shared interest; and network with each other and their teacher in more intense degrees of academic and social endeavors (Hensley-Pipkin, 2015).

Teachers concluded a “very evident” conformity to the norms of commencing kindergarten gifted education program. In particular, teachers noted a “very evident” level of conformity to policies on hiring teachers who would manage the gifted education program. This signified a strong assurance of teachers on proper execution of guidelines in teacher hiring. Similar studies in gifted education domain, constantly indicated that teachers need a distinct combination of knowledge, abilities and attitudes to enable them to work meritoriously with gifted learners (Rowan, & Townend, 2016; Assouline, Foley Nicpon, & Whiteman, 2010; Gagne, 2010). Attributes of teachers comprise the capability to distinguish giftedness and talent; an encouraging attitudes for gifted learners; a competence to uphold tailored instruction that corresponds to the unique needs of an individual child; the employment of higher order thinking skills; encouraging approaches; and the delivery of learner-centered undertakings related to their distinct field of talent and giftedness (Rowan, & Townend, 2016; Cheung & Hui, 2011; Foley-Nicpon, Assouline, & Colangelo, 2013; Hernandez-Torrano, Prieto, Ferrandiz, Bermejo, Sainz, 2013; & Sahin, 2014).

Other research findings, yet, inferred that despite joining several in-service trainings on gifted instruction, still teachers failed to gain a well- established perception of the nature and tendencies of giftedness and a better insight of how giftedness may exhibit among marginalized group of learners (Speirs Neumeister, et al, 2007). Further investigations on school engagements of gifted learner, frequently disclosed that majority of teachers, even those in their initial years of the teaching profession, seem not to possess the required knowledge and proficiencies. This may have a major and impact for the concerned gifted learners, extending from boredom, disconnection and academic deficiencies to social disintegration, anxiety and depression (Rowan, & Townend, 2016; Coleman, Micko, & Cross, 2015; Foley-Nicpon, 2015; Long, Barnett, & Rogers, 2015; & Jarvis & Henderson, 2012).

As expected, an increasing amount of consideration of the various experiences of gifted learners in conventional school settings made teachers become cognizant of the need to obtain in-service trainings that center on varied concerns related to gifted education (Rowan, & Townend, 2016; Bianco & Leech, 2010; & Fraser-Seeto, Howard, & Woodcock, 2015). Nevertheless, other studies uncovered that for some in-service teachers, who desire to embark to professional advancements in gifted education, constant insufficiency of support, and awareness of reality and funds may substantially affect the interest and accomplishments of such career enhancements (Rowan, & Townend, 2016; & Fraser-Seeto, 2015). In terms of professional aptitudes, knowledge levels, and impact to the wholesome development of gifted learners, it is practical for teachers to undertake long-term studies with respect to self-appraisal on qualification (Cotar Konrad, & Kukanja Gabrijelcic, 2015).

Teacher-participants noted a “very evident” degree of completion of requirements in structuring classes for the kindergarten gifted education program. This finding indicates an assurance of gifted education kindergarten teachers in the competent employment of rules in arranging of classes. In organizing of classes for gifted young learners, it is the teacher who designs dynamic learning endeavors in anticipation of learners being motivated to participate in problem-solving, social collaboration, exploration, creativity, and interaction. They

substantiates the physical learning environment by means of entire class and small group seating arrangements, flexibility, recording of learner's achievements, school projects, manipulative or concrete instructional materials, and thinking maps. This type of classroom setting aims to involve learners in a vigor invention of their own personal or independent experiences (Hensley-Pipkin, 2015; & Khalid & Azeem, 2012).

In most gifted kindergarten classes, constructivist model of instruction and classroom setting are ever-changing. Previous studies stressed that the design of physical classroom offers meaningful, activity-based involvements for all learners (Hensley-Pipkin, 2015; Copple & Bredekamp, 2009; Carter, 2008; & Duffy, Lowyck, & Jonassen, 2012). Through projects, documentation sections, photographs, representations, and learners' interests, teachers are provided with the right decision as regards academic programs, instructional guide, and content enrichment (Hensley-Pipkin, 2015).

The classroom physical design exemplifies teachers' principles on how young children learn, and acquire knowledge, abilities and values expectancies within the atmosphere they have created. Controversy exists regarding the optimal overall design of teaching and learning spaces; however, research supports various specific physical components directly linked to student outcomes (Hensley-Pipkin, 2015; & Berris & Miller, 2011). Their valued role in recognizing child's advance development entails establishment of learning environment that is empathetic and allows for individualization. However, these still adheres to the standards of identification of giftedness by way of assessment test within school time (Konrad, 2015).

Parent-participants in this study, assessed the accomplishment of prerequisites in founding the gifted education program for kindergarten as "very evident". Specifically, parents noted a "very evident" level of observance on the rules in employing teachers who will manage the classes of gifted preschoolers. Many research acknowledged that parents of gifted preschool learners are entailed to be actively involved in the academic life of their children. Parent's views are strongly regarded in terms of decision making in relation to teacher training and advancement. Informal feedbacks obtained from parents/caregivers of gifted learners and anecdotal documents from research on teacher performance assessment, are often the basis in designing the training associated with gifted education (Rowan, & Townend, 2016; Gentry, Steenbergen-Hu, & Choi, 2011; & Siegle & et al., 2014), or their caregivers (Neumeister, Yssel, & Burney, 2013; Schultz, 2012; & Valle, 2011). Many teachers who handles gifted education classes are insufficiently equipped. This may intensify the dissatisfaction among parents of gifted and twice-exceptional children. Disappointments are usually link to disagreements on what gifted learners truly appreciate and what they surely require. This situation may form relationships which negatively affect parents, learners and teachers (Rowan, & Townend, 2016; & Besnoy, 2015).

In line with organizing of classes for gifted kinder pupils, parents perceived a "very evident" degree of completion of requisites. Findings imply that parents of gifted preschoolers have positive regard on the management of classes under the gifted education program. In the process, teachers consider parents being engaged in their child's educational development when they witness parents being involved in in-classroom endeavors like volunteering, offering supplies, and providing refreshments. Nonetheless, the unidirectional impression (i.e., parent support) counteracts the kinds of participation demonstrated by minor social groups (Briggs, 2017; Durand, 2011; Williams & Sanchez, 2012). In a recent study, it was recommended that professionals in the discipline must extend their description of parent participation to incorporate home-based undertakings of parents of learners with

exceptional learning needs. These activities may comprise involving their child in home learning activities to teach independence. When parents observe that school authorities appreciate their supports, parents feel being obliged to come to school and attend meetings to get involved in school activities (Briggs, 2017).

Organizing of classes for the gifted young children, may also entail home-related endeavors for both parents and the child. At home, time-management is very crucial for the gifted child to learn. Before a gifted child can understand time, parents should agree with the child on some ground rules. Include in the schedule comforting undertakings like television, books, and play. Observe the child's leisure pursuits or those that make him or her better revitalize himself or herself such as time: for self; with peers; with books, a favorite TV or You Tube Channel shows, a pet, or a pet project. Assist the child to reserve time for these every day. Advance TV shows or video games shall stabilize necessities for varieties of fun and self-care (Council for Exceptional Children, 2020).

With reference to implementation of selection policies for gifted education program, this study uncovered that principals viewed the extent of instigating the guidelines only as "evident". From the interviews, principals deemed the importance of involving not just teachers but also parents, and learners themselves to partake in identifying gifted and talented kinder pupils. These outcomes show that school administrators were cognizant of the protocols in starting kindergarten gifted education program, specifically on the parameters in selecting preschoolers for gifted education program. Findings confirm that school heads were conscious of the possible improvements on the selection of preschoolers for gifted education program. In the Philippines, Department Order no. 99, provides school principals, teachers and supervisors with educational services and trainings on early recognition of giftedness and talent among preschool children (Department of Education, 2009).

However, Abu (2018) noted that school heads are not engaged in any phase of identification, selection, and placement of learners into Talented and Gifted (TAG) program. Hence, teachers of TAG were criticized of having students placed in TAG whose reading levels are 2 or 3 below their actual grade levels, poor in comprehension, and lack focus. One administrator admitted that TAG program is a sound program only that it is not well supervised. Uniform selection policy for all students was recommended in that local district, and should ensure certification of personnel who administer testing. Frenchville State School North Rockhampton (2020) stressed that principals have important obligations and they play vital roles in the smooth flow of gifted education program. They are assumed to take the lead in identifying children with gifts within the school. They are expected to network with other organizations concerning progressive entry selections.

Teachers have recorded an "evident" degree of assessment regarding management of selection parameters for gifted and talented preschoolers. This finding verify that teacher-participants were slightly satisfied with the system while personally involved as members of the selection committee. Research outcome concludes that teachers possessed maximum cognizance of indispensable characteristics of young children who shall be placed under the gifted education program. However, teachers yet perceived the necessity to improve particular facets of nomination being one of the most essential elements of the gifted education program for kindergarten. Similar recommendation was presented in a previous study on Talented and Gifted (TAG) program that all teachers must be aware of the crucial characteristics of pupils who are regarded as gifted. Research discovered that selecting students into the Talented and Gifted (TAG) program is contradictory with state and local

school district. Qualified students are not being selected to participate in the TAG program (Alberta Learning, 2004). Eventually, there were unqualified students being nominated and enlisted in the gifted education program (Abu, 2018).

As far as selection of learners for the gifted education program is concerned, Echo (2010) claimed that teacher nomination was the most popular way to identify gifted children during the first half of the last century. It was because other measures such as tests may not perceive information about gifted and talented children as compared with selection process done by the teacher. These data include child's extraordinary leadership skill within the classroom. In the appraisal processes, Wu (2010) recommended that involvement of a team of professionals like teachers, school psychologists, parents, and learners themselves is important while utilizing a combination of whatever instruments used for selection targets.

Parents perceived only an "evident" level of administration of guidelines in nominating kinder pupils as gifted and talented. This finding connotes that parents, to a certain degree, were confident on the efficacy of compliance to selection guidelines. Similar with teachers' perception, parents deemed the necessity to enrich selection practices of the gifted education program based from pre-arranged rules. The outcomes of this inquiry affirmed the claims of other researches, which promotes parents being the worthiest among all in identifying young children as gifted. It is assumed that parents are significantly valuable in selecting gifted children in their early years. Young children are with their parents every day for many hours, and their experiences together may enable them to easily exhibit their giftedness or talents in the company of these adults (Wu, 2010). Studies suggest that parents must be aware of the differences of their kid as compared with others for them to be able to distinguish and support the special gifts and talents of their gifted child (Alberta Learning, 2004). It is presumed that parents are aware with the attributes of giftedness and the nomination instruments used by the school. To authenticate profile and to determine gifts and talents, parents need to coordinate with teachers and other responsible staff (Frenchville State School North Rockhampton, 2020).

Some studies uncovered that many parents prefer not to have their children assessed because of some grounds. They deemed that being identified as gifted or being provided with special programming, might build social obstacles between their child and his or her peers and may add burden to their hypersensitive child. Thus, some parents opt for private assessment by a psychologist or non-school agency who is more conversant with the needs of gifted children (Alberta Learning, 2004). In addition, assessments of gifted and talented in the United Arab Emirates are based on achievement test scores and teacher nominations. Parents' nominations, too, are planned and urged but not widely conducted or used. Other various assessment methods to identify gifted and talented are IQ tests, creativity tests, psychological and social evaluations. It was deduced that gifted and talented young pupils must be properly grouped to easily decide provisions of proper and essential support to meet their exceptional learning needs (Obaidli, 2006).

In line with compliance to placement prerequisites for gifted and talented kindergarten pupils, it was noted in this study that school principals considered only an "evident" level of implementation of placement policies in their own institutions. This means that they are just slightly satisfied on the proficiency of this facet of gifted education program. School leaders express their openness to innovations that make gifted education programs to be more effective and responsive to the needs of individual gifted learners. With the dynamic social-economic condition and globalization, educators, in similar studies, confront more complex and diverse learners from different socio-economic, familial and cultural conditions,

which makes identification of gifted children harder. Hence, administrators must consider their teachers' need for enhancement through information and proficiencies appropriate for identifying the gifted. They need to acquire a greater knowledge on various cultural backgrounds and values of students, and discover most trendy issues they are interested in discussing (Wu, 2010).

This current study confirmed that principals agree with the process of grouping together the preschool learners identified as gifted. Several similarities occur across giftedness, but a single dimension cannot measure all (National Association for Gifted Children, 2019). Nevertheless, academically and geographically putting these learners together may push or challenge them to achieve their greatest capabilities. Clustering gifted learners among peers with similar capacities and curiosities may generate significant affection and social support (Wormald, 2017) and authorities should make ways to collect samples of inclinations within diverse areas and perspectives (National Association for Gifted Children, 2019).

Administrators claimed that categorizing of gifted preschoolers need to be accompanied with teacher appraisals, observation and group consultations. They deliberated the necessity of various measures to assess the gifted child. However, they also noted that results of test given among preschoolers are subjected to bias towards learners with better opportunity (Winerip, 2010). Abu (2018), likewise deemed an inconsistency of student's identification process and placement with the NAGC (2009-2010) policies on Talented and Gifted (TAG) among states and local school district. Thus, several measures or criteria were recommended. For administrative considerations and social change implications, prospects in enhancing policy on talent and gifted identification and selection, should be incorporated in the training of those in charge of placement based from state and NAGC standards in the district (Abu, 2018).

In terms of placement issues, Gray & Favaro (2009) reported that more than half of the elementary supervisors of Peel Gifted education program were contented with the placement of gifted and were pleased with identification standards. In some cases, however, Page (2010) discovered that there were gifted pupils having superior degrees of intelligence who were not provided with the chance to attain their maximum potential. It was recounted that gifted learners were branded in many ways because administrators and teachers were unacquainted of suitable approaches in managing them (Page, 2010; Krause, Bochner, & Duchesne, 2003).

In this study, teachers assessed the observance of specifications associated with placement of young children for the gifted education program only as "evident". This outcome infers that teachers themselves, as executors of the program, were somewhat self-assured that they practically complied with placement policies. In other cases, however, it was reported in the Gifted Education Review Executive Summary that about one-third of elementary and secondary teachers were satisfied with the processing of placement criteria for the gifted. Elementary teachers were more confident on the magnitude by which the Individualized Education Program (IEP) tackled the needs of their gifted learners compared with secondary teachers (Gray & Favaro, 2009).

Results of this study, denoted that teacher-participants, still welcome enhancements as part of accomplishing the placement procedures to suit to their kinder pupils as gifted. Several studies suggested some effective practices that teachers may consider to enhance their placement methods for gifted children. Wu (2010) recommended that combined screening and nomination tools are more applicable in identifying learners

with giftedness and talents in various capacities. However, researches uncovered that there were concerns wherein several students placed in gifted program have deficit in one area. This signals possible discrepancy between identification and programming. These problems of teachers may bring about adjustment of programming and identification standards, by considering those having ability insufficiencies in one or more areas may still be gifted or talented in a certain area (Speirs Neumeister et al., 2007).

Data proposed some issues that teachers are inclined to indicate student who belong to an upper-middle socio-economic category for the gifted/talented program more preferably than those from lower-middle socioeconomic level (Speirs Neumeister & et al, 2007). Teachers have the tendency to put a kind of halo upon the student (Elhoweris, 2008). It was inferred that brands attached to the student may bring adverse influence upon teacher's placement evaluations in the gifted and talented program.

As recorded, parents recognized only an "evident" level of submission to placement regulations for Philippine kindergarten pupils with giftedness and talent. Parents, to a certain degree, were contented with the school execution of the standards in placing preschool pupils into the gifted education program. Based on the overall mean, results imply that parents observed the imperfections of placement services. Parents deemed the necessity for schools to enhance this aspect of gifted education program.

In a previously conducted research, parents of elementary pupils in the In-School Enhanced Learning Program (ISELP) considered that the extent and complexity of contents, which their child learned during the school year was superior. School activities were more stimulating, and the gifted curriculum, to a remarkable degree, is catered to their child's needs (Gray & Favaro, 2009). School districts employed an array of techniques to discover and place students for gifted services (O'Brien, 2017). As parts of the system, specialists in the field regard recommendations from parents, school heads, the child, or themselves, peers; and portfolios, which exhibit performances all throughout; or a conduct of a case study. Schools also apply intelligence tests and performance appraisals (National Association for Gifted Children website, 2017).

In line with placement qualifications, findings of same study exposed that parents highlighted some crucial behaviors specifying extraordinary abilities such as intense curiosity; quick and effortless learning; and discovering constructive, usually innovative means to perceive and solve problems. Parents deemed the significance of promoting independence, analytical thinking, and creativity, along with having moments together for fun and academics (O'Brien, 2017). To facilitate identification and placement of young children as gifted, Olszewski-Kubilius & Clarenbach (2012), cited by O'Brien (2017), recommended an earlier provision of services and programs for pupils in the kindergarten level that have challenging ventures, with progressive training, and addition learning time to permit learners foster rapport with peers and families.

Conclusion

Research outcomes concluded a "very evident" level of compliance to standards of institutionalizing kindergarten gifted education program in the Philippines, based from the perspectives of school principals. School management hold fast with the policies of hiring kindergarten teachers who manage the gifted education program. Administrators were positive of the completion of requirements in organizing Gifted Education classes in the kindergarten level, which implies their cognizance of the protocols especially in teacher hiring and organizing classes as parts of the institutionalization of gifted education program

designed for kindergarten pupils. Teachers were confident with the truthfulness of the implementation of guidelines associated with teacher hiring, and excellent adherence to rudiments in structuring classes for kinder pupils identified as gifted and talented. Parents, likewise, deemed the credibility of observance of rules in hiring teachers and completion of requisites in organizing classes.

Results conveyed that principals were aware of the need for more achievable advances of processes in selecting kinder pupils as gifted learners. Teachers, too, were only fairly contented with the actual selection approaches in the gifted education program for preschool learners. Teachers still recognized the necessity to upgrade specific aspects of actual selection process as vital components in initializing gifted education program for kindergarten education. Parents, to a certain point, believe on the veracity of observance of guidelines in selecting kinder pupils for gifted education program. Although, they still regarded enhancing of tangible selection routines in gifted education program based from pre-arranged instructions.

School heads were insignificantly contented on the credibility of the executions of placement policies. Hence, they support improvements of actual placement practices, which are more receptive to the unique talent and giftedness of every young learner. Teachers, to some degree, were assertive that they basically conformed to the placement guidelines. Parents were somewhat satisfied with the execution of placement criteria. Thus, parents and teachers as well, noticed the weaknesses of placement as Gifted Education service. Results imply observance of open communication between and among the principal, teacher and parent so that viewpoints, expectations and concerns are regarded in instituting of Kindergarten Gifted education program. It is recommended that similar study be carried out to review other gifted education programs and services in the country.

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