



Teachers' Views on the Readiness of the Education System for Work with Gifted Students

Original scientific paper

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Abstract

This study examines the readiness of the Kosovo education system to integrate gifted and talented students within an inclusive educational framework, aiming to identify both the barriers and the resources necessary for successfully implementing such a model. The central research question seeks to assess the system's capacity, encompassing institutional, legislative, and practical aspects that influence the inclusion of gifted students in mainstream education. The study employed a quantitative approach to explore teachers' perceptions of the readiness of the educational system in Kosovo to support talented students. Data were collected from 225 primary school teachers across 11 municipalities using the "Questionnaire on the Readiness of the Educational System for Work with Talented Students" (PPSAPNT), an adaptation of a validated instrument. The questionnaire, consisting of 68 items across five factors, was administered via an online link facilitated by school principals. Responses were measured on a 5-point Likert scale, and the instrument demonstrated excellent internal consistency (Cronbach's Alpha = 0.925). Descriptive statistics were used to analyze the data, providing insights into teachers' perceptions and the variability of their responses. The findings emphasize the importance of developing a system of continuous professional development for teachers, improving existing educational norms, and fostering greater collaboration among various stakeholders in the education system. It also highlights the need for better alignment between national policies and local needs and resources to ensure gifted students' sustainable and effective inclusion. Through an in-depth analysis of these three levels, this study contributes to a broader understanding of the challenges and opportunities in providing educational support to gifted and talented students in Kosovo.

Keywords: Co-Educational Work, Gifted and Talented Students, Identification, Inclusive Education System, Social Welfare

Interest in the education of gifted children in the Republic of Kosovo has stagnated for a long time. It does not represent a significant field of focus from a scientific perspective. A small number of scientific publications provide evidence of this. The situation has only started to change in recent years. However, the pace is insufficient to achieve the volume and quality of regional research, let alone the research conducted in Europe and the world. This demonstrates low social awareness about the importance of nurturing the most capable individuals to develop Kosovar society.

In numerous studies by prominent authors (Mayer, Müller & Pollak, 2007; McBee, 2010; McCoach & Siegle, 2007; Monks & Pflüger, 2005; Renzulli, 2009), the issue of identifying and working with gifted children is central. After addressing the initial question of identifying gifted children, the subsequent challenge is determining how to work with them effectively. Both questions must be addressed to enable the potential talent to materialize and become productive, benefiting both the gifted individual and society.

Various concepts of talent (Renzulli, 1986; Gardner, 2011; Sternberg, 2005; Gagne, 2004; Heller, 2005; Ziegler & Stoeger, 2017) offer different perspectives on defining talent. This diversity of viewpoints reflects the complexity of defining talent. According to Gagne (2000), talented children are those whose abilities have already translated into achievements and who currently perform at a level that places them within the top 10 percent of their peers. This research adopts this definition to analyze whether the education system of Kosovo is prepared to address the needs of talented students.

Conflicts between elitism and egalitarianism are present in all societies. To avoid the creation of elitist educational systems, many countries include commitments in their educational policies to provide equal opportunities for all students. For example, Americans have traditionally struggled to balance ideas of excellence and equality, often resulting in deep-rooted anti-intellectualism (Clark & Zimmerman, 2004). In this context, "elite" refers to a select group forming a community or society (Denord, Palme, & Réau, 2020). Students who constitute the elite in a classroom possess

characteristics of superiority. Elite theory questions whether elite dominance benefits society and raises the dilemma of whether elite rule is inevitable. According to elite theory (Denord, Palme, & Réau, 2020), every society is divided into two main groups: the masses and the elites, where the former is the majority, and the latter is the minority. Each class functions as a miniature society with its elite. Contemporary societies, especially those in transition, often have an ambivalent attitude towards gifted children. Sindik and Elez (2011) assert that there is an intense love-hate relationship with the exceptionally gifted. Most educational systems struggle with balancing the two legitimate goals of education: equality and excellence. Lay (2007) notes that "in social communities that have advanced towards equality, almost all efforts aimed at excellence have been weakened. Conversely, a strong emphasis on excellence can compromise the principle of equality and equal opportunities for everyone, increasing the likelihood of social dissatisfaction" (p. 235).

Most countries that adopt policies for children with special needs follow a service delivery model. However, such a model is not typically applied in gifted education (Montgomery, 2015). Gifted students may be identified and provided with a unique educational program tailored to their needs, yet they still face rote learning and uncreative environments in many countries. Even in countries that emphasize special care, gifted children may remain unidentified. The Program for International Student Assessment (PISA) indicates that education systems in Southeast Asia often produce high-achieving students, but this does not necessarily equate to superior education quality. These systems, for example, are highly didactic and focus on memorization, with students often spending up to 16 hours a day on learning, supplemented by additional instruction and homework encouraged by "tiger mothers" (Nguyen, Chang, & Loh, 2014). According to Montgomery (2015), "even these systems are under review because this is not what countries need to thrive in the new millennium. The creative talent pool needs expansion, whereas memorization methods do not foster this" (p. 11).

While the budgets of many countries are increasing, resources, special teams,

and the number of teachers often decrease. Teachers in regular classrooms are expected to offer students a broad range of support. Individual education plans are crucial for exceptional children. In some countries, there is an expectation that all students will have personalized learning plans, but this often remains aspirational. Could this be compatible with inclusion? Differentiation and inclusion, developed initially in special needs, have become central concepts in education. However, these principles do not align well with didactic systems and selective education processes, potentially leading to conflicts (Montgomery, 2015).

Defining talent remains challenging for researchers, leading to difficulties in conceptualizing support for gifted children. These challenges arise because identification procedures depend on the accepted concept and how their development is structured. Unique curricula, as part of a country's education system, are also based on the accepted concept. One of the most representative approaches to talent is Renzulli's (1986) model, which outlines the conditions for potential talent to develop into a realized gift. According to this model, a gifted individual possesses above-average ability, high motivation, and creativity, applying this combination in any field of human endeavor. The widely accepted definition of talent in the United States was proposed by Marland (1972) in the "Marland Report," which identifies gifted children as those who, due to extraordinary abilities, achieve high success when assessed by qualified professionals. Nevertheless, a universal definition of talent does not exist (Mönks & Mason, 2000). Working with these children requires special educational programs alongside regular ones to enable their full potential to be realized.

The Problem of Talented Students in Kosovo

Every society that aims to compete internationally must leverage its potential in the best interests of gifted children. These societies should treat their talented individuals as a valuable national resource. Investing in the development of gifted individuals, their talent, and creativity is an investment in the overall progress of a country. Increasingly, a country's economic strength is realized through intellectual achievements. In the past, even the most

developed countries have emerged from significant crises by harnessing the creativity and potential of gifted and talented individuals (Arnold & Javorcik, 2009). For Kosovo to become a competitive society and keep pace with social, economic, political, and cultural advancements, it is essential to establish schools where gifted children are identified at the right time, allowing them to develop their creative potential. Gifted students have the potential to become leaders as adults, driving and accelerating the progress of society in various fields. In the era of globalization, there is a need for continuous efforts to support the growth and development of gifted children and youth. This paper aims to develop a value system highlighting the importance of nurturing talented students.

A chronic issue for talented students in the Kosovar education system is the lack of challenges and attention they seek, need, and deserve. Their programs are below their capabilities, making the material easy to master. In such a system, these students cannot reach their full potential, leading to underachievement and unutilized energy, which should be channeled into positive activities to prevent adverse outcomes. Additionally, less investment is made in education in Kosovo than in developed countries. In Kosovo, there is almost no investment in the education of talented students. There are indications that gifted and talented children and youth have been largely overlooked, sidelined, or given minimal attention. These students require different activities and academic opportunities because, compared to their peers, they often have more advanced academic needs. They also need better social integration, especially regarding their social development.

Institutionally, Kosovo's commitment to supporting these students is minimal. Kosovo lacks a legal framework that specifically addresses the needs of gifted and talented individuals. There is administrative instruction for children/students with exceptional abilities, unique gifts, and talents in academic fields, creativity, and the arts. A review of the primary laws regulating education in the Republic of Kosovo (Assembly of the Republic of Kosovo, 2011; Assembly of the Republic of Kosovo, 2008) revealed no provisions governing the education and development of gifted

students. Searches of municipal websites also did not indicate the presence of support programs for talented children and youth. In 2019, the Ministry of Education, Science, and Technology approved the Administrative Instruction on Talented Children and an Instruction for its implementation (MEST, 2019). Bajrami (2017) conducted an analysis that revealed a positive orientation towards inclusive processes in EU countries, including Kosovo.

This is the only national-level document addressing the issue of talented children in Kosovo. The document acknowledges that "the legal infrastructure on the education and support of children with exceptional abilities, flair, and talent does not adequately meet the needs and potential of this target group" (MEST, 2019, p. 6). The guidance further recommends that "all educational institutions should include gifted and talented children in their annual plans" (p. 10). Teachers are expected to identify gifted students based on their needs and adapt teaching strategies to help them realize their potential. The document emphasizes that the identification of gifted children should be a continuous process, using a more inclusive approach that involves a variety of methods, "although the procedures for identifying and evaluating children with exceptional abilities are not clearly defined, as is the case in other areas of special education" (MEST, 2019, p. 12). Regarding nomination, the MEST (2019) states that nominations can be made by "parents/guardians, teachers, psychologists, other students, the student themselves, and other persons and organizations" (p. 26). The Administrative Guide (MEST, 2019) suggests that support for this category of students should come from a high governmental level, specifically from the Ministry of Education, Science, and Technology (MEST), the Municipal Directorate of Education (MDE), schools, and teachers. The guide also outlines the roles of parents and teachers in identifying, supporting, and working with talented children.

From the brief analysis of the only significant document on gifted and talented students in Kosovo, it can be concluded that it provides a descriptive analysis of the challenges faced by students with exceptional abilities but lacks clear solutions. As such, it is unlikely to be implemented soon due to the absence of a legal framework,

curriculum framework, and financial support. Additionally, there is a lack of scientific debate on this issue and a shortage of theoretical and empirical research concerning talented children in the Republic of Kosovo. Empirical research on gifted students in Kosovo is limited. Among the few available studies is the research conducted by Lullaku (2017), which aimed to examine the opinions of teachers, students, and parents on student creativity using the Torrance Test. The findings of this study indicate that talented students in the area of creativity scored 13% higher than their peers. In comparison, the creativity of Kosovar students was found to be 50% lower than American standards. Mustafa's (2019) research explored the role and influence of specific family characteristics and individual factors contributing to the development of talented children in Kosovo. Regarding the preparedness of Kosovo's education system, Mustafa emphasizes that the field of gifted and talented students in Kosovo is either neglected or non-existent. Mustafa (2019) recommends that the Ministry of Education, Science, and Technology (MEST) establish a working group of experts to develop criteria for identifying and nominating talented children, considering the country's cultural specifics.

Through the ATOM project, only the NGO Encompass has undertaken activities related to identifying children with exceptional intelligence in Kosovo. Since 2011, the ATOM project has included all primary and secondary school students (grades 8-13). Approximately 3,000 students have applied to this project, and over 5,000 intelligence tests have been conducted. Additionally, Encompass has provided services and activities to support gifted students. A total of 170 gifted students, aged 12 to 20 years, have been identified nationwide, representing both genders and nearly all municipalities and communities in Kosovo. To consistently treat this group, educational institutions must develop special programs aimed at the academic advancement of talented individuals. Without a clear strategy for institutional support of gifted and talented students, these individuals may remain unnoticed, leading to a significant loss of societal potential.

Talented children do not receive adequate support in Kosovar society.

Reviewing existing legal regulations and limited research on gifted children's challenges in Kosovo indicates that the education system is not sufficiently prepared to identify and support these students. This study aims to explore teachers' views regarding the readiness of the education system in Kosovo to work with gifted students. The research seeks to answer the following question: What is the level of preparedness of Kosovo's education system for working with these students, according to teachers? A hypothesis was formulated based on this question: According to teachers, the education system in Kosovo is not sufficiently prepared to support gifted students.

Methodology

This study utilized a quantitative approach to investigate teachers' perceptions of the education system and Kosovo's readiness to support gifted students. Additionally, content theory analysis was employed to delve deeper into teachers' attitudes and experiences regarding the education system and their work with talented students. This method thoroughly examines written materials, such as responses to open-ended questions, reports, and documents pertinent to the education system, to identify key themes, patterns, and attitudes. The combination of qualitative and quantitative methods facilitates the identification of knowledge gaps and enhances scientific and educational processes, paving the way for further research and improvement in educational

practices (Dzogovic & Bajrami, 2023, p. 165). Furthermore, the data analysis in this study incorporated descriptive statistics, calculating the mean and standard deviation for each item to assess teachers' perceptions and the variability in their responses. The study involved 225 primary school teachers from 11 municipalities in the Republic of Kosovo. School principals facilitated the questionnaire distribution by sharing a link created on Google Forms to collect responses.

The primary instrument was the "Questionnaire on the Readiness of the Educational System for Work with Talented Students" (PPSAPNT), an adaptation of the "Questionnaire on the Condition and Needs of Work with Gifted Students" (Nikcevic-Milkovic, Jerkovic, & Rukavina, 2016). The questionnaire consists of 68 items in English and measures five key factors:

- Factor 1: Special programs, forms, and methods for working with talented students.
- Factor 2: Direct work and support for gifted students.
- Factor 3: Professional development.
- Factor 4: Social care for gifted students.
- Factor 5: Identification and orientation of talented students.

Respondents answered the items using a 5-point Likert scale, where 1 = strongly disagree and 5 = strongly agree. The reliability coefficient (Cronbach's Alpha) for the PPSAPNT was excellent at 0.925, indicating strong internal consistency. The reliability coefficients for the factors of the PPSAPNT in this study were as follows:

Table 1.
Reliability of PPSAPNT Factors

Factors	Items	Cronbach alpha
F 1: Special programs, forms, and methods of work With talented students.	16	.825
F 2: Direct work and support of gifted students.	14	.797
F 3: Professional development.	8	.611
F 4: Social care for the gifted.	13	.702
F 5: Identification and orientation of students	17	.722
	68	.925

When testing the internal consistency of the PPSAPNT, seven items were removed, as they significantly reduced the internal consistency of the factors and the overall questionnaire. As a result, the final version of the questionnaire contains 68 items. This questionnaire can be used to assess the readiness of the education system to work

with talented students. Data were processed using IBM SPSS Statistics v.25. Descriptive statistics were employed to calculate the arithmetic mean, which was then used to interpret the level of preparedness of the education system based on the following interval scale:

Table 2.

Scale of Arithmetic Mean Intervals

Numerical scale	Mean score	Descriptive equivalent
1	1 – 1.79	Unprepared
2	1.80 – 2.59	Mostly unprepared
3	2.60 – 3.39	Inadequately prepared
4	3.40 – 4.19	Mostly prepared
5	4.20 – 5	Fully prepared

Results and Discussion

Factor 1 examined teachers' views on the readiness of the Kosovo education system in terms of special programs, forms, and methods for working with gifted students. The table below (Table 3) presents the descriptive data related to the questions of Factor 1. The data show that teachers did not express a "strongly agree" response for any item, resulting in an arithmetic mean score of $M > 4.19$. However, they "agree" that their schools use methods such as "stimulation of creativity, originality, critical thinking, self-regulation of learning, and higher-order thinking processes" as part of working with gifted students ($M = 3.75$, $SD = 1.166$). The teachers also "agree" ($M = 3.55$, $SD = 1.137$; $M = 3.53$, $SD = 1.176$) that projects and small groups are implemented at schools for gifted students. They desire to work with

special programs for gifted students ($M = 3.84$, $SD = 1.111$). Teachers know the models for working with gifted students ($M = 3.36$, $SD = 1.093$), with the integrated model being the most commonly applied ($M = 3.36$, $SD = 1.061$). They "disagree" that their schools group talented students into homogeneous groups ($M = 2.49$, $SD = 1.286$) and remain "neutral" regarding whether special work programs exist for these students ($M = 2.88$, $SD = 1.223$). If such programs exist, teachers primarily implement such programs ($M = 3.24$, $SD = 1.294$). The results presented in Table 3 show an overall mean score ($M = 3.16$, $SD = 0.625$), which, according to the defined criteria (see Table 2), suggests that teachers perceive Kosovo's education system as insufficiently prepared in terms of special programs, forms, and methods for working with gifted students.

Table 3.

Descriptive Parameters for Factor 1

No	Item	N (225)	
		M	SD
25	Do you know the models of working with talented students?	3.36	1.093
26	The acceleration model is applied in my school when working with talented students.	2.84	1.158
27	My school's curriculum enrichment model is applied when working with talented students.	3.33	1.188
28	The parallel model is applied in my school when working with talented students.	3.04	1.147
29	The integrated model is applied in my school when working with talented students.	3.36	1.061

Table 3 (continued).*Descriptive Parameters for Factor 1*

38	Do you use the stimulation of creativity, originality, critical thinking, self-regulation of learning, and higher thinking processes to work with talented students?	3.75	1.166
42	Does project work apply to talented students.?	3.55	1.137
43	Does small group work for talented students?	3.53	1.176
44	Does mentoring apply to talented students.?	3.09	1.308
45	Does your school group talented students into homogenous groups?	2.49	1.286
48	Are there special programs for working with talented students in your school?	2.88	1.223
49	Professional staff implement unique programs for working with talented students at my school.	2.97	1.217
50	Teachers mainly implement special programs to work with talented students in my school.	3.24	1.249
51	Are there electives in your school that talented students potentially choose?	2.73	1.250
52	I would like to work with special programs with talented students	3.84	1.111
53	I think that special programs for talented students do not make sense.	2.57	1.234
F1		3.16	.625

Factor 2 examined teachers' views on the readiness of the Kosovo education system in terms of direct work and support for gifted students. Like Factor 1, the teachers did not express "strongly agree" for any item, resulting in a mean score of $M > 4.19$. The teachers "agree" that "talented students should remain included in regular classes" ($M = 3.59$, $SD = 1.218$) and that "to encourage talented students at school, they use the adaptation procedure" ($M = 3.41$, $SD = 1.086$). However, they are uncertain about their familiarity with motivation procedures ($M = 3.39$, $SD = 1.047$) and the extent to which they use the "differentiation procedure" ($M = 3.19$, $SD = 1.037$), the "starting procedure" for motivating gifted students at school ($M = 2.96$, $SD = 1.204$), and the "procedure of placement in the classroom for gifted students" ($M = 2.83$, $SD = 1.246$). The compression of subjects is not used as a form of acceleration ($M = 3.34$, $SD = 1.095$).

The teachers expressed a "neutral" stance on whether talented students should be taught in separate classes or special schools ($M = 3.23$, $SD = 1.254$) and remain uncertain about having "an adapted curriculum for evaluating the achievements of talented students" ($M = 2.96$, $SD = 1.189$). The results indicate that practices such as skipping one or more grades ($M = 2.52$, $SD = 1.347$), completing two grades in one year ($M = 2.31$, $SD = 1.260$), attending primary and secondary school simultaneously ($M = 2.36$, $SD = 1.366$), and correspondence education (e.g., via the internet) ($M = 2.58$, $SD = 1.269$) are not used to encourage talented students at school. Additionally, schools do not provide special software for the progress, expansion, and updating of the knowledge and interests of talented students ($M = 2.56$, $SD = 1.263$). The results presented in Table 4 show an overall mean score ($M = 2.95$, $SD = 0.634$), suggesting that teachers perceive Kosovo's education system as insufficiently prepared in direct work and support for gifted students.

Table 4.*Descriptive Parameters for Factor 2*

No	Item	N (225)	
		M	SD
30	Do you know the procedures for encouraging talented students?	3.39	1.047
31	We use the differentiation procedure to encourage talented students at school.	3.19	1.037
32	We use the adaptation procedure to encourage talented students at school.	3.41	1.086
33	In order to encourage talented students in school, we use the procedure of early start to school.	2.96	1.204
34	To encourage talented students at school, we use the procedure of jumping one or several classes.	2.52	1.347
35	We use the placement procedure for talented students to encourage talented students in the school.	2.83	1.246
36	To encourage talented students, we conduct two classes in one year.	2.31	1.260
37	To encourage talented students in school, we use the procedure of simultaneous attendance at primary and secondary schools.	2.36	1.366
40	Do you implement subject compression as a form of acceleration of talented students in your school?	3.34	1.095
41	Does your school implement correspondence education (e.g., via the Internet) as a form of acceleration for talented students?	2.58	1.269
54	I think that talented students should learn in separate classes or separate schools.	3.23	1.254
55	I think talented students should remain involved in regular classes.	3.59	1.218
56	Do you have an adapted curriculum for assessing the achievements of talented students?	2.96	1.189
57	In my school, special software is provided for the advancement, expansion, and updating of the knowledge and interests of talented students.	2.56	1.263
F2		2.95	.634

Factor 3 examined teachers' views on the readiness of the Kosovo education system in terms of professional development. As shown in Table 5, teachers "agree" that there is systematic cooperation between educational stakeholders in working with gifted students in schools ($M = 3.44$, $SD = 1.152$), that parents should be offered professional support ($M = 3.81$, $SD = 1.114$), and that teachers need professional development in the field of giftedness and talent ($M = 3.71$, $SD = 1.019$). They are "neutral" or unsure whether the state provides assistance and support for strengthening teachers' competencies in identifying and working with gifted students ($M = 2.67$, $SD = 1.221$), whether schools offer professional training for teachers in the area of giftedness and talent ($M = 2.73$, $SD = 1.206$), and

whether they had subjects, content, or practical work related to this field during their initial education ($M = 3.15$, $SD = 1.374$).

The teachers "disagree" that the municipality offers training programs for teachers to work with gifted students ($M = 2.57$, $SD = 1.171$) and reported that they have rarely received funding for their work with talented children ($M = 2.01$, $SD = 1.239$).

The results presented in Table 5 show an overall mean score ($M = 3.13$, $SD = 0.617$), which, according to the defined criteria (see Table 2), suggests that teachers perceive Kosovo's education system as insufficiently prepared in terms of professional development for working with gifted children.

Table 5.
Descriptive Parameters for Factor 3

No	Item	N (225)	
		M	SD
4	The school staff cooperates and supports each other in systematic work for the benefit of talented students.	3.44	1.152
19	In order to efficiently help the development of gifted children, I think parents should be offered professional support such as "school for parents," courses, lectures, and discussions.	3.81	1.114
58	I am intensely interested in and need professional training in giftedness and talent.	3.71	1.019
59	Does the state provide help and support for strengthening teachers' competencies in identifying and working with talented students?	2.67	1.221
60	Does the municipality offer programs for training teachers to work with talented students?	2.57	1.171
61	My school provides professional training for talented and talented teachers.	2.73	1.206
62	During my initial education, I had subjects, content, or practical work in the field of giftedness and talent.	3.15	1.374
63	Have you ever received funding from your school for your work with talented children?	2.01	1.239
F3		3.13	.617

Factor 4 explored teachers' views on the readiness of the Kosovo education system in social care for gifted students. In this factor, teachers "strongly agree" ($M = 4.43$, $SD = 0.909$) that "the state should primarily direct care for gifted students in Kosovo." They "agree" ($M = 3.41$, $SD = 1.303$) that "the school cooperates with parents in the identification, development, and support of gifted students." However, they believe that "the involvement of parents in identifying and working with gifted students is insufficient" ($M = 3.54$, $SD = 1.138$). Teachers think that, besides the state, care for gifted students should be primarily directed by the school ($M = 4.06$, $SD = 1.011$), followed by the municipality ($M = 3.92$, $SD = 0.946$). In general, teachers "agree" ($M = 3.58$, $SD = 1.252$) that "care for gifted students in the Republic of Kosovo is not at a satisfactory level." Teachers expressed "neutral" or uncertain opinions in response to the direct question, "Is the education system of Kosovo prepared for the process of identifying and working with talented students?"

($M = 3.04$, $SD = 1.072$). Teachers are also unsure or "neutral" regarding questions 2, 3, 16, 47, and 64 ($M = 2.76$, $SD = 1.067$; $M = 2.79$, $SD = 1.064$; $M = 2.83$, $SD = 1.243$; $M = 3.00$, $SD = 1.358$; $M = 3.29$, $SD = 1.240$; $M = 3.00$, $SD = 1.364$). These questions pertain to whether the state provides guidance, legal regulations, and adapted plans for identifying and working with talented students; whether there are policies, systematic approaches, and initiatives from governmental and non-governmental sectors on the issue of talented students; whether the school maintains a database of talented students; whether the progress of talented students is systematically tracked; and whether the school has the structural, spatial, and didactic resources needed for working with talented students.

The results presented in Table 6 show an overall mean score ($M = 3.36$, $SD = 0.543$), which, according to the defined criteria (see Table 2), suggests that teachers perceive Kosovo's education system as insufficiently prepared in the dimension of social care for the gifted.

Table 6.
Descriptive Parameters for Factor 4

No	Item	N (225)	
		M	SD
1	In your opinion, is Kosovo's education system prepared to identify and work with talented students?	3.04	1.072
2	Does the state provide guidelines, legal regulations, and adapted plans for identifying and working with talented students?	2.76	1.067
3	Are there policies, systematic approaches, and initiatives from the governmental and non-governmental sectors on the issue of talented students?	2.79	1.064
16	Parents participate in identifying the gifted child at an early age.	2.83	1.243
17	The school collaborates with parents to identify, develop, and support talented students.	3.41	1.303
18	The involvement of parents in the process of identifying and working with talented students is not enough.	3.54	1.138
46	Does your school have a database for talented students?	3.00	1.358
47	Is the progress of talented students systematically tracked in your school?	3.29	1.240
64	Does your school have the structural, spatial, and didactic material capacities for working with talented students?	3.00	1.364
65	Do you think the care for talented students in the Republic of Kosovo is unsatisfactory?	3.58	1.252
66	The school should primarily direct care for talented students in Kosovo.	4.06	1.011
67	The municipality should primarily manage the care for talented students in Kosovo.	3.92	.946
68	The state should primarily direct care for talented students in Kosovo.	4.43	.909
F4		3.36	.543

Through Factor 5, teachers' views on the Kosovo education system's readiness in identifying and orienting talented students were investigated. Teachers know how to define gifted and talented students and the attributes that characterize these students. Thus, teachers "agree" (M=4.04, SD=1.062; M=3.94, SD=1.042; M=4.05, SD=.992; M=3.80, SD=1.055) that gifted students are those students who show potential for extraordinary success in several fields of activity, whereas gifted students are those students who show potential for extraordinary success in a field of activity and who are characterized by high intelligence; high ability in fields such as mathematics, natural sciences, literature, foreign languages; creative and productive thinking; leadership; great talent for arts; high psychomotor skills; independence; introverted; and who have had or seen a gifted student in the classroom. They also "agree" (M=3.72, SD=1.034; M=3.73, SD=1.032; M=3.82, SD=.953; M=3.68, SD=1.046) that the identification of the gifted student at school is carried out when it is observed his potential gift and talent mainly

in elementary education classes. At the same time, most teachers try to identify such students and work with them by orienting them in additional school and extracurricular activities.

Teachers are "neutral" (M=3.22, SD=1.028; M=3.32, SD=1.036; M=2.70, SD=1.253; M=2.86, SD=1.262; M=3.32, SD=1.252; M=3.17, SD=1.313; M=2.96, SD=1.151; M=3.36, SD=1.102) and show uncertainty in distinguishing the notions of "gift" and "talent" and in knowing the procedures for identifying talented students. They are also not sure what procedures are used to identify these students. They are "neutral" or unsure if they participate in identifying gifted students regarding the participation of other students in this process and whether the student himself is an appreciator of his gift and talent.

The results presented in Table 7 show the mean score (M=3.41, SD=.476), which, according to the defined criteria, suggests that, in the identification and orientation of talented students, teachers see the education system of Kosovo as primarily prepared.

Table 7.
Descriptive Parameters for Factor 5

No	Item	N (225)	
		M	SD
5	I think gifted students show potential for extraordinary success in some areas of activity.	4.04	1.062
6	I think gifted students show potential for extraordinary success in a field of activity.	3.94	1.042
7	These attributes characterize the gifted and talented student: high intelligence; high ability in mathematics, natural sciences, literature, and foreign languages; creative and productive thinking; leadership; great talent for arts; high psychomotor skills; independence; introvert.	4.05	.992
8	I have had or seen talented students in the classroom as a teacher.	3.80	1.055
9	I hardly know talented students in the class.	2.23	1.183
10	I think that there is no essential difference between "gift" and "talent" or between a "gifted" student and a "talented" student	3.22	1.028
11	Do you know the procedures for identifying talented students?	3.32	1.036
12	In my school, checklists are used to identify talented students.	2.70	1.253
13	In my school, the ability scale is used to identify talented students.	2.86	1.262
14	In my school, testing is used to identify talented students.	3.32	1.252
15	As a teacher, I participate in identifying talented students.	3.17	1.313
20	Students participate in the identification of talented students.	2.96	1.151
21	The gifted student himself evaluates his talent by self-identifying.	3.36	1.102
22	Identifying the talented students in the school is carried out when their gifts and potential talents are observed.	3.72	1.034
23	Talented students are identified in elementary education classes.	3.73	1.032
24	Although my school does not work with gifted students, I try to identify them and work with them.	3.82	.953
39	Do you orient talented students to extracurricular and extracurricular activities?	3.68	1.046
F5		3.41	.476

Conclusion

Potentially gifted children have the right to be educated according to their abilities. However, the journey from potential talent to manifested talent is long, and without societal support, these individuals may give up or shift towards a field unrelated to their talent. Among the most critical factors for the systematic care of gifted children is the teacher. The education of a gifted child at school largely depends on the teacher's readiness to work with such students. The research results indicate that teachers require professional training in giftedness and talent, yet the state, municipalities, and schools do not provide adequate training programs or financial support for teachers. Overall, teachers perceive the education system of Kosovo as insufficiently prepared to work with gifted students, except in the dimension of identifying talented students, where they view the system as primarily prepared. The theoretical analysis of the legal framework

revealed that no law specifically addresses the issue of working with gifted students; this area is regulated only through an Administrative Guide. Therefore, Kosovo must establish an organized care system for gifted children immediately. This requires amendments to the five existing education laws. MEST must develop a strategy for gifted and talented students, focusing on the five dimensions of the education system's readiness: identification, implementation of special programs, encouragement, professional development of teachers, and social care. The strategy should clearly define the theoretical approach to be adopted (as Australia has done), specify the definition of giftedness and talent, and establish the terminology that will be used.

Limitations

As one of the first studies to examine the readiness of the Kosovo education system to work with gifted students, this research may not have covered all aspects

of readiness. Although some items weaken the instrument's internal consistency, they may be removed in a future revision of the PPSAPNT. Conducting the research online may limit respondents' opportunities to receive clarifications regarding specific questions.

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