

Challenges Encountered by Teachers in Developing Children's Talents in Early Childhood Education Centers in Iringa Municipality

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Abstract

The study investigated challenges encountered by teachers in developing children's talents in early childhood education centres in Iringa Municipality. The study employed a qualitative approach under a case study design. Data were collected through observation, interviews and documentary review. Content analysis was used to analyse data. The study findings revealed that teachers encountered a lack of formal guidelines/curriculum, a lack of training and seminars on children's talent development, a shortage of resources and facilities, limited space, a lack of experts, poor parental-teacher relationships, irresponsibility of teachers in identifying and developing children's talents, and lack of records on children's talent progress. The study recommends formal training for teachers in those centres that focus on talent identification and development in children, and the establishment of parent-teacher relationships that will help children to develop their talents.

Keywords: Children's talent, Early Childhood Education Centers

1.0 Introduction

Developing a child's talent includes several processes that need resources such as human, financial, physical, and supportive environment. Appropriate strategies are needed to achieve the goal of developing children's talents. Recognizing and developing a child's talent is among the responsibilities teachers have to implement in Early Childhood Education Centers. Practitioners of Early Childhood Education centres, caregivers and teachers are adults' children depend to enhance children's talent development. Early Childhood Education Centers all over the world are meant to develop children's talents to foster their future development. A study available in Tanzania shows that Early Childhood Education has not given the priority it deserves (Mtahabwa, 2010; Ndiujye & Rao, 2018). The study at hand was needed to find out the challenges teachers encounter in developing children's talents in Iringa Municipality.

1.1 Background of the Study

Quality Early Childhood Education as per the United Nations Convention on the Rights of the Child of 1989, Article Number 29 of 1989, aims at developing children's talents. The convection aims to develop the child's personality, talent, and mental and physical abilities to the fullest extent (United Nations Educational, Science and Cultural Organization [UNESCO], 2015). This goal calls for the necessity of the personnel, who are adults in Early Childhood Education Centers (ECECs) to be responsible for developing children's talents from the grassroots level which is Early Childhood Education (ECE).

1.1.1 An overview of children's talents

Talented children are children who display a variety of characteristics, such as high-performance capabilities in an intellectual, creative, or

artistic area (Clark, 2008). Studies on children's talent began in the late 1960s when a prominent psychologist from John Hopkins University introduced a boy in a public, who had high Mathematics ability than was normally measured with levelling tests (Yong Lee, Matthews & Olszewski-Kubilius, 2008). On Multiple Intelligence Theory, Gardner (1983) widened the notion of talent that can be other abilities apart from academic talents. Also, Bloom (1985) came up with three stages of talent development, which are the stage of initiation, the middle stage of development and the late stage of perfection. Contemporary scholars since the 2000s have been working on the importance of recognizing talents all over the world (Nematollahi, 2010). Knowing these calls for asking what talent is and why it is necessary to be identified and developed at an early age.

Tanzania indicates various kinds of early childhood education programmes which are under the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDEC). These programmes include kindergartens, nurseries and day care centres. They enrol children starting from 0 to 4 years-old with the main purpose of providing welfare and some sort of education services (early skills in reading and writing) before joining a formal education system.

Even though the Ministry emphasizes developing children's talents, one of the main goals for establishing ECECs (URT 2008) still little is still known about the teachers' skills to develop children's talents. In connection to this, The Day Care Centers Act CAP 180 identifies a variety of facilities needed in ECECs that enable children to experience their interests according to their ages. Still, there is a question of whether the available ECECs are well-equipped with facilities that could develop children's talents or not.

The primary goal of ECE is not teaching but rather preparing various skills that will nurture the talents of children before joining the primary level of education. Founders of ECE such as Montessori and Froebel, just to name a few, (Kapur, 2020) recommend a curriculum that insists on playful activities that help a child to be curious, innovative and independent. This helps a child to reveal the inner abilities and interests that could be a real talent of a child. Among the talents that are revealed at an early age are music, dance, early numeracy abilities, drawing, singing, and storytelling (Kapur 2020).

Froebel, who is the father of early childhood education, argued that plays express what is in a child's soul, that is, interest (Kapur, 2020). Literature reveals that through plays, the interests of a child can easily be recognized and a child's specific talent can be identified. Moreover, Bloom (1985) argues for the necessity of someone to assist a child towards developing a child's talent. In addition, Bloom's research showed that the talented individual does not reach an exceptionally high level of performance alone. There are always significant others to give advice, support, and companionship along the way (Bloom 1985 as cited by van Rossum, 2001). It has also been argued that every child has an individual talent regardless of their educational attainment he or she has (Miguel 1996; Mousavi, 2000). This notion has also been supported by Duckworth (2016) and Gardner (1983) who sorted that children are not all equally talented. Sticking to these, the teachers in ECECs are advised to pay the same attention to developing educational and non-educational abilities for children.

Psychologists such as Bloom (1985) and Gardner (1983) argued that the talent of a person can be pointed at an early age. On the other hand,

talent identification at an early age has been supported by Pluckrose (1993) and Jeremic (2012) that children have talents even before starting school. At the early childhood stage, children can capture things faster and the memories invested in this period last longer in life. This fact is echoed by Kiewra (2014), who found that most talented children were identified to their talents' domain when they reached 3-5 years.

Kelly and Lullinski (2013) indicate that most children's talents die before reaching their maximum potential. Among the reasons that causes children's talents not to develop highlighted by Kelly and Lullinski (2013) was the lack of teachers' knowledge to identify them at an early age. This implies that if the teacher's knowledge in identifying talent is not enough, children's talents are at risk of not developing.

In Tanzania, studies show that most teachers in ECE are not well-trained and do not qualify to teach young children (Kweka, Binagi & Kainamula, 2000; Mitchell, Wylie & Carr, 2008; Mligo, 2015; Mtahabwa, 2007). As a result, the majority of ECE teachers adopt didactic teaching styles that emphasize too much literacy and numeracy skills and less emphasis on learning through play and discovery where the talents of a child can be found. This is the rationale of this study, which focused on exploring the challenges encountered by teachers in developing children's talents in Early Childhood Education Centers in Iringa Municipality.

2.0 Materials and Methods

This study employed a qualitative research approach with a case study design. This study was done in Iringa Municipality in 10 Early Childhood Education Centers (ECECs) with 44 individuals participating purposively. Out of 44, there were 3 Ward Community Development

Officers (WCDOs), 20 were ECE teachers, 10 were Managers of ECECs, and 10 were parents. The sample size selected was not large enough to allow an in-depth study of the phenomenon. The study employed semi-structured interviews, observation and documentary review methods in collecting the required data. Teachers, WCDOs, Managers of ECECs and parents were interviewed by the researcher.

The documentary review was used as a secondary source of data to obtain information from portfolios, children's education profiles, progress (development) cards, list of equipment and facilities available in ECECs specific for developing children's talents. Documented information like parents-teacher meetings in ECECs and district official reports were useful information necessary for the study. The observation method was also used to look for children's activities that were necessary for revealing children's talents. The method was essential for complimenting the semi-structured interviews and documentary review. Furthermore, the observation method enhanced the cooperation between the researcher and the study participants.

3.0 Results and Discussion

The study highlighted several challenges that teachers encounter to identify and develop children's talents. The findings are categorized into teachers-based challenges, policy-based, school-based, and parental and home-based challenges.

3.1 Lack of Teachers' Skills in Identification of Children's Talents and Tools

Through informal semi-structured interviews, it was found that teachers were not aware of various methods of identifying children's talents. The findings of this study show that observation was the only method used

by teachers to identify children's talents in the ECECs. It was also noted that the observation method was wrongly practised. That is, there were no formal records of keeping the children's talent progress. Alhersi (2016) noted that relying on observation without understanding its technique, might not be the most reliable tool for the identification process of children's talents.

Teachers' lack of skills to identify various children's abilities was another obstacle revealed in this study. For instance, other teachers were not aware of the importance of identifying children's talents. During the semi-structured interviews, one of the teachers said:

I cannot deal with the talents of children here. The children I'm staying with are too young; they range from two to five years. It is too early to know about their talents. They are here to play, eat and sleep before their parents come to take them (Interview with Teacher, Centre A, 2nd May 2021).

The response from the teacher indicates that some teachers do not have identification skills for children's talents. The find is in line with studies, which indicate that 30% of gifted and talented students are not discovered due to the lack of skills (Haneef, 2015). Teachers need to be aware of various skills in identifying children's talents. The skills will guide teachers to prepare the strategies to develop the identified talents of children. However, some studies suggest talent identification should be done by experienced coaches (Abbott & Collins, 2004).

3.2 Lack of Teachers' Training and Formal Guideline/Curriculum for Developing Children's Talents

The issue of formal curriculum was indicated by most Managers of ECECs and teachers. With regard to talent identification and ways to

develop the talents of children, participants insisted that the lack of formal guidelines that instruct them to deal with talent matters to children hinders the process of identification and development of children's talents. One teacher responded by saying, *“Most of our activities in a centre are done just by copying and pasting some of the instructions from the pre-primary syllabus”* (Interview with Teacher, Centre B, 4th May, 2021).

This given response verifies that the lack of formal guidelines/curriculum affects talent development in ECECs. In Tanzania, there is no curriculum for running ECECs, particularly children with less than 4 years because the formal education system recognizes a pre-primary that involves children above four years. Most of the ECECs had timetables, which were used effectively; however, there were no specific periods that indicated children's talent activities. The managers of ECECs, teachers and caregivers described that they did not have special classes for practising various talents.

Teachers claimed to lack that instruction guiding them to develop the children's talents. That means the interest of the centre is most considered. The children's interests were not considered at child early age. A curriculum that doesn't integrate the talents of children can be a reason for most children's talents to die at early ages. In the same vein, Nsamenang (2008) and Mligo (2017) found that curricula content for early childhood education in most the African countries are not relevant to children because they do not favour children's needs, abilities and interests.

In some ECECs, the finding indicates that the majority (90%) of teachers never attended any training concerning talent development for their children in centres, whereas a few (10%) teachers attended the training and seminars on children's talent development. However, the latter is less concerned with the talent matters of children in the centres.

The arguments from teachers indicate that the majority of children's talents are not supported by teachers because they are less concerned with them.

In contrast, teachers from the other centers agreed that they got trained on children's talent development by their managers in an informal way. For instance, teachers received this kind of training through the use of the cellular smartphone. On the other hand, a small fraction of teachers confess that they attended a variety of workshops and seminars, but they were not engaged in children's talent matters rather they were concerned with the safety of children, children's rights and improving quality early childhood centres.

The Municipal CDO and WCDO opined that no training was conducted for teachers and managers of ECECs aiming to develop the children's talents. It implies that there are no seminars and workshops given to teachers in the ECECs for developing children's talents. However, the mentioned official leaders are responsible for making sure that the goals of the organization are attained and making strategies to implement them. Talent development is the fourth goal of the MoHCDEC stipulated in Day Care Centre Act CAP 180. Failure to do so, teachers and caregivers of the ECECs do not see the importance of developing the children's talents in the ECECs. The amount of time that teachers can dedicate to using modern technology devices is crucial for the talent blossoming of children. Siegle (1995) advised that with only one hour of in-service training teachers can learn to effectively pinpoint children's talents and strengths and help them set goals.

3.3 Shortage of Resources and Facilities

Findings from this study revealed that most of the ECECs undergo a shortage of resources and facilities necessary for developing children's talents as shown in Figure 1.

Figure 1: Early Childhood Center Lacking Outdoor Facilities



An outside view of a building of the ECCECs visited by the researcher in Figure 1 indicates the lack of games and playful facilities for children. An absence of outdoor playing facilities can be a reason that hinders the development of children's talents in ECEC. On the other hand, most ECECs lack indoor facilities that motivate the development of children's talents. In most of the classrooms in the ECECs, there were desks, black and whiteboards, and chalk. The mentioned materials mostly were for assisting teachers in delivering the lessons. This indicates the teacher-centred approach to teaching was used in most surveyed ECECs. There were no hands-on activity facilities, such as blocks, dolls, music facilities, and other artistic materials.

Figure 2: A classroom Showing the Lack of Playful Materials



This kind of classroom limits children to reveal individual interests because it lacks other facilities, such as playful materials. Also, the space in the class limits children to be dynamic because they cannot freely play.

During the survey, the researcher found children playing and running with big tires compared to their size and age respectively. Play grounds and spaces for groups to run and play were limited to a few numbers of children. The researcher used observation checklists to assess the availability of facilities and resources to develop the different talents of children at the ECECs. Despite the presence of children with talents, there were few facilities found to support and develop the children's talents. For instance, in a list of 25 resources prepared by the researcher, the majority of ECECs had less than 10 facilities listed.

Out of 10 ECECs, only 2 ECECs managed to exceed 10 of the listed facilities, and none of the ECECs managed to exceed 15 of the listed facilities. It indicates that a shortage of resources and facilities hinders teachers from developing the children's talents. These findings also

concurred with the findings by Navehabrahim and Veladat (2011), which show that limited resources were among the factors mentioned by school principals to hinder talent development in elementary schools. On the same note, this challenge appeared in the findings of the study conducted in Kenya by Jacob (2014).

3.5 Limited Space and Emphasis More on Academic Subjects

Teachers were busy teaching children's early learning skills in reading, writing and arithmetic. Usually, a child's early mastering of the 3Rs was a criterion for marketing the children's centers. The reflection was found on the teachers who prepared reports for parents on child progress, which lacked non-academic information. Parents also insisted on helping their children do more exercises on the 3Rs in their homes. This finding echoed the findings by Mligo (2015) and Mtahabwa (2007), which show most childhood centres put too much emphasis on literacy and numeracy skills and less emphasis on learning through play and discovery. A playful Centre provides a room for a child to reveal individual interests through various activities.

Most of the surveyed ECECs were located in congested areas that limited the extension and installation of games and sports. Also, facilities for climbing, riding and swinging were not available in most centres. The researcher noted that playing grounds and spaces for groups of children to run and play were limited by having a few number of children. Facilities like swinging, riding and climbing were not found in most of the surveyed centres.

In most surveyed ECECs, the findings show that children played in seats, which limited them from enjoying their playful activities. Furthermore, the researcher found only one centre possessed a wider

space that allowed children to play free with facilities that can help them develop athletic talents. In some of the centres, which have preprimary and primary schools, the situation was not good because the grounds used by children in the ECECs were also used by the pre- and primary pupils. This kind of environment limits teachers not to be aware of children's uniqueness and interests. Mongai (2018) Brown, van Urk, Waller and Mayo-Wilson (2014) asserted the risk of children less than four years children playing together with children of older age limits young children to practice play of their age. Children may develop a fear that can hide their inner abilities.

3.6 Lack of Experts and Poor Records on Children's Talent Progress

In all 10 surveyed ECECs, only two centres confessed to having experts of particular talents to coach students who show interest. Teachers reported how financial challenge hinders the hiring of other experts of talent. Most teachers reported how financial challenges hindered the hiring of other experts of talent and how the available experts play their roles in developing children's talents. That is to say, the availability of a few experts of talents in surveyed ECECs is an essential strategy in developing children's talents. Bloom (1985) clarified the necessity of mentors in three stages of developing a talent, which is initiation, development and perfection. He asserted that talented children often progress through a series of mentors where at the first stage a mentor introduces a child to the talent area, teaches the basics, and establishes a love for the domain. This is the level, at which children in ECECs need experts to guide and assist in performing their talents.

The study found that teachers were not recording information related to children's talents, apart from academic ones. Other centres were found

recording children's progress in early reading and writing skills and arts in partly drawing as shown in Figures 3 and 4 respectively.

Figure 3: Parent Reports without Talent Development Information


RIPOTI YA MAENDELEO YA MWANAFUNZI.

SOMO	MAZOEZI	MTIHANI	JUMLA ALAMA	WASTANI
HISABATI	99	90	189	95
KINGEREZA	90	85	175	88
SANAA	99	95	194	97

Jumla ya alama zote ni 558 kati ya alama 600 wastani wake ni 93
nafasi yake darasani ni 7 Kati ya wanafunzi 20.

MAONI.
Mwalimu wa darasa,
Amejitahidi aongeze bidii na afanye mazoezi kipindi
Mkuu wa shule
cha Likizo.
Amejitahidi

MAAGIZO YA MUHIMU.

Shule imefungua leo tarehe 4/6/2020 na itafungua tarehe 5/7/2020
Itakapofungua shule tunakukumbusha kuwa unatakiwa kumleta mototo wako shule akiwa na malipo ya awamu mpya na awamu zilizopita kama unadaiwa kwani hatutampokea mototo atakayekuja pekeake siku ya kufungua shule na atakayekuja bila malipo anayodaiwa.
Asante kwa kuichagua Two Wings kwa maendeleo ya mwanao
Wako katika ujenzi wa Taifa,

Msimamizi wa Shule.

Mzazi msaidie mwanao mwanao afanye mazoezi
ya kutosha ya kusoma na kuandika kipindi
cha Likizo.

Figure 4: Parent Reports without Talent Development Information

PUPIL'S PROGRESSIVE REPORT

PUPIL'S NAME _____
CLASS _____
CLASS TEACHER'S NAME PRE-UNIT B2
DATE 4/12/2019

SUBJECT	TERM I	TERM II	TERM III	TERM IV	GRADE
MATH	100	98	100	92	A
ENGLISH	100	95	100	88	
SCIENCE	94	99	92	94	
READING & WRITING	92	100	100	100	
TOTAL MARKS	392	393	392	374	
AVERAGE	98	98.2	98	93.5	96

POSITION 19 OUT OF 182

CLOSING DATE 6TH DECEMBER, 2019

OPENING DATE 6TH JANUARY, 2020

CLASS TEACHER'S COMMENTS:-
Good job! promoted to the next class!

SIGNATURE: _____ DATE: 4/12/2019

Starting with Figure 3, the report informs a parent on the achievement of a child on the scores attained in Math, English and Arts. The teacher graded a child in the 7th position out of 20 children in a class. Furthermore, the class teacher commented that the child has done well and insisted that the child has to make more effort to study during the holiday. The head of the centre also congratulated the child's results. The other part of this report provides information on the date of closing and opening of the centre. For the second time, the teacher emphasizes a parents to help a child do a lot of exercise in reading and writing during the holiday.

The second parent report indicated in Figure 4 shows the name of the child, the name of the class teacher and the date of the report. The next part shows the scores of a child in Math, English, Science, Reading, and Writing. The teacher graded a child 19th position out of 182 children in a class. This kind of report shows no information concerning the children's talents. Even when parents receive such kind of report can lack sufficient information about the children's talents.

Through the ECECs, the researcher surveyed the students' files, but they were available with very few records by managers and teachers for developing the children's talents. This finding is contrary to BhartiBisht (2021), who recommends that observation only has nothing to do with developing a child until some documentation is done for reflection and assessment. It is necessary to record children's progress at the ECE level for future use in the child's life. The findings show that there were poor records concerning the children's talents. This is contrary to a recommendation made by Renzulli (2011), who emphasized the necessity of keeping total talent portfolios for students in schools. Assembling important information about students' abilities, interests, and preferences helps teachers decide the types of enrichment and

acceleration options that will most benefit a child. The records are also necessary for feedback to parents because they establish a parent-teacher relationship that makes the child grow in a talent identified.

3.7 Poor parent-teachers' Relationship

It was found that the relationship between ECECs and parents with regard to the talents of children is poor. During the interview, many parents responded that they don't exactly know the kind of talent their children possess. Nevertheless, teachers were aware that children have talents. However, no kind of feedback was given to parents on the children's talents progress. In addition, about 80% of the ECECs had no system of communicating with parents on the talent development of children.

Similarly, about 80% of the parents did not know the talents of their children, whereas 20% of the parents reported identifying the talents of their children, but they didn't share anything with their children's teachers. Furthermore, the parents who identify children's talents provided support like buying materials relating to the children's talents. Poor communication between children and parents is a main obstacle to developing children's talents. If a parent is not aware of his child's talent, it is difficult to develop it unless there is good communication with teachers.

The findings are contrary to Pluckrose's (1993) argument which asserted that parents know their children's talents better than anyone. On the same note, Kiewra and Witte (2017) revealed that extraordinary parent involvement and a parent-engineered environment for talent development contributed to the development of talents among four Nebraska youths in the domains of baton, twirling, swimming and rodeo. Poor communication between caregivers/teachers and parents on the

talents of children can affect a child's progress on their talent (Al-Hersi, 2016). Parents are important in making children's talents grow as Bloom 1985 asserted parents or a family is a crucial ingredient in the talent growth of children.

3.8 Teachers' Irresponsibility to Identify and Develop Children's Talents

Few teachers in ECECs revealed that they have a lot to deal with children in a day when they are at centers. Early reading writing and numeracy skills for children were a priority by 70% of the surveyed ECECs and only 30% included other activities in classroom sessions. However, during classroom sessions, individual child activities were few. Teachers dominated most of the activities and ignored other children's activities, which could reveal their talents. The teachers claimed to be limited to what the manager wants to be fulfilled by children at the end of their ECE period. One of the teachers had this to say:

I have more than 48 children in my classroom I cannot make a follow-up to identify the talent of each child. After all, it is not part of my responsibility to them. My work is to teach them early academic skills in reading, counting and writing. But the time I have to spend with them is too limited to the extent that it is not possible to concentrate on other talents. My boss wants all children to be competent in speaking English, counting and writing before they go to preprimary (Interview with Class Teacher, Center H, 3rd May, 2021).

The response reveals that teachers have a lot to deal with early writing and reading skills for children in the classroom and ignore other activities not related to writing and reading skills. In other ECECs,

teachers claimed that extra duties given by the managers such as cleanliness accounting and being a class teacher at the same time consume a lot of time. This is because teachers and caregivers have a limited time to deal with the talents of children. The same explanation limits a teacher to identify talents, which are related to academics only and ignores non-academic talents. On the other hand, some teachers claim the children are too small to start identifying and developing their talents. These indicate that teachers didn't know the necessity of identifying and developing talent is among their responsibility in the early childhood education centers. Also, teachers are not aware of the right time to identify and start developing children's talents.

Teachers being irresponsible in identifying and developing children's talents is contrary to the findings asserted by Veledalt and Navehebrahim (2011) that teachers are the most important element in recognizing and developing talents in children. Furthermore, they added that the art of teaching children is integrated with recognizing and developing their talents. On the other hand, Siegle (2011) argued that teachers are better at identifying children's talent only if they have training. Moreover, Dixon-Krauss (1996) sought that whether your title is teacher, assistant, aide, or caregiver, apart from other tasks, they are responsible for helping children grow their talents. That means, adults in ECECs are supposed to provide scaffolding to children experienced to accomplish tasks, which are too difficult for them to do alone. The teachers, assistants, aides, or caregivers are the ones Vygotsky (1978) called the "*more knowledgeable others*" because they are supposed to use their experience to enhance children's talents to flourish.

Other teachers did not identify the talents of children because they had a lot of tasks to deal with children; therefore, talent matters of children could be another load. Similarly, Al-Hersi (2016) found that some

teachers were under huge pressure due to the long academic days and extra activities, which make identifying students with extraordinary abilities and unique talents difficult. This discouraged those teachers from taking the responsibility to identify and plan activities for developing talents to students.

Nevertheless, some teachers reported that it is not the right time for children's talents to be identified in ECECs as a teacher in Center E commented. The reason that ages of children were too young for their talents to be identified as claimed by these respondents is similar to the findings by Navehabrahim and Veladat (2011), who found that schools postponed recognition of talents to later periods and school principals saw it as the family responsibility to prepares facilities to allow the growth of their kids' talents by their financial resources.

The findings of this study were contrary to the argument by Silverman insists on the urgent need to identify gifted and talented children not only in primary schools but also in pre-school age (Silverman, 1992). In addition, Kelenmen (2012) substantiated that children can reach their high potential performance if they are identified soon enough and are provided with proper development conditions. It was also contrary to findings by Kiewra (2014), who found that most talented children were identified to their talent domain when they reach 3-5 years.

4.0 Conclusion and Recommendations

A talent is worthy of a person; talent could be the real life of a person. Hence our children have individual abilities and interests, the teachers are responsible for ensuring that talents are nurtured and start developing early. The challenges exposed in this study indicate that children's talents are not a priority in most ECECs. Neglecting children's talents in

Early Childhood Education Centers can mean to perish the future for some children. A talent can be a relief/alternative way to children who suffer in academics in schools. The truth is children are not equally gifted. A child can lag in literacy skills but can be excellent in artistic skills such as drawing, singing and other athletic skills. Early Childhood Education Centers should not be based on developing numeracy and reading skills only.

The current study shows that teachers and managers view those children's talents as not important. There is no emphasis on identifying and developing children's talents in most of the surveyed Early Childhood Education Centers. A quality early childhood education has more to do than concentrating on reading and writing only. Developing the whole child's personality, talent, and mental and physical abilities to the fullest extent is the main aim of early childhood education (UNESCO, 2015). Not considering the whole being of a child has brought to 'school attendants' in the society because the kind of education got from schools has no results.

Works of literature show that there are a number of bachelor master's degree graduates who are counted as wastage in the education industry only because they have no impact not in their own lives but also on the community. The question is it that they performed well in academics (bookish education) only? Starting to develop children's talent at an early age helps a child when becoming an adult to think more than completing school and waiting for employment. A talent itself is employment if it is well nurtured and developed.

The dying or growing of children's talents is in the hands of practitioners of ECECs teachers being the foremost. Teachers should not wait for their manager's or owners' instructions to start helping children's talent

grow. Managers and owners of ECECs have to collaborate with teachers to ensure children's talents are prioritized. The kind of facilities and materials invested in the centre determines what talents would emerge faster and ones which would completely not reveal. Therefore, the accommodation of a variety of playing teaching and learning materials propagates the flourishing of a variety of talents of children in a center. There are strategies which necessarily do not need money to implement but can function a lot in developing talents in children in ECECs. For instance, motivating children by acknowledging activities or skills can work in developing their talents. A teacher can use just a word of praise to a child which can always remind a capable child. Good memories will always make a child try new things again and again until they do it in a better manner.

Also, exposing the good acts of children to peers is, a good strategy teachers can use to develop children's talents. Instead of waiting to buy readymade materials from shops the managers and teachers in ECECs have to establish a culture of improvising handmade materials from the environment. Handmade materials from the environment that children are aware of makes easy the process of teaching and learning. Similarly, games and sport that integrates the natural environment increase curiosity and creativity in young children around the environment they have experienced.

The study recommends formal training for Early Childhood Education teachers that focus on providing skills on talent identification and development to children and, the establishment of parental teacher relationship that will help children develop their talents. The study calls for owners of Early Childhood Education Centers to establish an environment that enables various talents of children to be identified and developed such as acquiring hands-on materials that develop talents in

children, hiring experts in talents motivational environment, use of technology devices such as smartphones and television, establishing good parent-teacher relationship that enhances children's talents to grow.

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