

Talents versus academic intelligentsia in regional development and entrepreneurship globally

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Introduction

- Talents are the inborn traits and skills which are displayed by a person in a specific trade with a lot of easiness, without the acquired knowledge in the educational system.
- A talent is a gift committed to one's trust to use and improve. It is any natural faculty, ability or power which a person possesses since birth.
- Thus, a talent is exposed when one person does a special task with easy and showing a superior ability in the art, mechanics, sports, music or leaving others which others do not expurgate.

Introduction

- Academic intelligentsia in this research refers to the art of learning in one area or discipline or subject in the academic ladders of education from nursery school, primary, secondary and university levels. In these levels the person acquires certificates relevant to the skill and knowledge acquired.
- There are stipulated years in each level for one to qualify to get a certificate and enter into the next higher level, this varies from one country to another globally.
- According to Farrant [1997], intelligence is one of those words that are hard to define.

Introduction

- Psychologists have had the same difficulty and have had to resort to describing what it can do rather than offer a precise definition.
- Some have even abandoned the word in favour of others such as ability and aptitude [Farrant, 1997].
- mental ability expresses itself in a variety of ways.
- Aptitude according to McDaniel [1994] is a hypothetical construct postulating the presence of special abilities or propensities that make it natural or easy for an individual, to develop in a particular area.

Introduction

- Lo curto [1991] notes, debates over the nature of intelligence and the value of the intelligence that have been taken over by extremists, making it difficult to find a more rational middle ground.
- On one more technical level, cognitive psychologists have turned their attention from consideration of innate abilities to various cognitive processes that individuals use in acquiring information, solving problems, and adapting to life situations [McDaniel, 1994].

Introduction

- It is very clear that talents are connected with intelligence. In this research a talent is differentiated from academic intelligence, from the point of view; a talent is expressed in what one performs in certain art like music or sport and intelligence is expressed in terms how one performs in certain discipline or subject such as mathematics, where one can calculate complex problems in their head, with a lot of ease.

The statement of the problem

- The problem is in Africa children take a long period to identify their talents and when they use them, some African parents discourage them and encourage them to continue with academic struggles in educational system and block their talents. Areas or trades or disciplines where talents are excellently emulated and proved correct include poetry, music, dancing, sports, writing, preaching and so on.

The objective of the research

- The objective is to study the best way to identify talents when children are young in primary level of education.

Methodology

The study would adopt descriptive-analytical method.

Key findings

- Talents make people rich quickly in contrast with academic intelligentsia.
- That is why they are powerful as compared to academic intelligentsia which takes a long period.
- Therefore a region where talents are displayed and exploited develop quickly because within a year where international competitions are held and win, and awarded millions of money are converted into development in the region of residence and lead to regional development and entrepreneurship.
- The results are one, people realise their talents when they are old and cannot exploit them fully.

Key findings

- Talents make people rich quickly in contrast with academic intelligentsia.
- That is why they are powerful as compared to academic intelligentsia which takes a long period of study.
- Therefore, a region where talents are exploited and displayed especially sports.
- Where athletes come from, develop quickly because of the awards which they acquire within a year and use them for economic development in the region.

Key findings

- Talents are more powerful in regional and national development than academic intelligentsia since the awards like Nobel prizes in literature are awarded after ten years globally.
- The talents which people have displayed in sports have proved successful in regional developing and encouraging entrepreneurship in the developing countries globally.
- Two some talents exploited properly have transformed people from poverty to wealth within a short period of time, leading to economic growth and regional development for example athletics.

Key findings

- Talents and intelligentsia are influenced by both heredity and environment.
- According to Farrant [1997], heredity sets limits of our intelligence; environment determines how near we get to these limits.
- But intelligence also has strong effect upon a person socially.
- Extremely high intelligence especially expressed by professors tends to cut people off from other groups or categories of people.

Key findings

- That is why those people in academic intelligentsia spend a lot of time in studies and use a lot of money in books, gaining skills and knowledge which is used in creativity and innovation in their areas of specialization.
- In contrast with talents the person identifies the talent and exploits it and within a short time, is awarded through the talents and earns money which is used for economic and regional development in the area he/she comes from.

Key findings

- Through talents a person earns money and useless in regional development, which academic intelligentsia, a person spends money in educational system to acquire knowledge and skills and get employed to earn money for national and regional development.
- The most potent factor of environment is the amount the intelligence is used. Therefore in both talents and academic intelligentsia, according to Farrant [1997], the rule of strength through exercise which applies to the physical body also applies to the mind.

Key findings

- Those children who grow up in homes where the mind is stimulated in sports or academic endeavours, have a better chance to develop mentally more than those from homes where there is no mental exercise.
- In both talents and intelligentsia, performance of certain skills depends on maturation, not training. Therefore, people go to school to acquire knowledge and skills and in the process identify their talents.
- At the primary level of education, people are not able to identify their talents until their maturation.

Key findings

- In this sense, there is an optimum age or time, to begin practising a skill in academic intelligentsia as well as a talent.
- Training involves proper practice. Thus, proper practice does not make the performance of a skill possible in either a talent or academic intelligentsia, and it can only improve it.
- It is noted that talents are related to motor development.
- Motor devt means the devts of speed, accuracy & coordination in movement, in the use of arms, hands, legs and other parts of the body.

Key findings

- Mature or youths score over adults in running, jumping, singing, hopping on one leg etc. better & quicker because of their ability and smartness.
- some psychologists and educationists maintain that man is man because of his ability to use the tools and construct and create things of daily use.
- More activities involve and stimulate mental activity. Motor development is very important for mental development, because it is through motor activities that a person makes experiments, manipulates, explores and gratifies much of his intellectual curiosity.

Key findings

- As talents relate to motor development also academic intelligentsia are related to mental development.
- In this sense therefore, mental development means growth in the ability to attend, perceive, observe, remember, imagine, think, use language or solve problems.
- This is done through learning in the educational system.
- mental devt is often described as adding to stock of knowledge and information but if it is not accompanied by understanding and wisdom.

Key findings

- In this aspect in the first place, mental development implies intellectual growth, increase in intelligentsia.
- Secondly, mental development consists of better and greater use of language which is not only the medium of communication but also the tool of thinking.
- Words are pegs on which ideas hang and the facility to use language is considered a mark of great mental development.

Key findings

- That is why people who have undergone a vigorous system of education to acquire professorship to lecture or teach in a university understand [master] the language to express the concepts clearly for learners to understand comprehensively.
- Thirdly mental development means the discovery of universal in experience and forming what we call “concepts”.
- Concepts are general ideas formed about things after having experienced a great many of them.
- Therefore, the formation of concepts means both analysis and generalisation.

Key findings

- Fourth, area of intellectual [mental development] refers to growth in the ability to solve problems.
- All thinking and reasoning involves meeting difficulties, facing problems and reaching out for their solutions, which academic intelligentsia do.

Conclusion

- It is concluded that the system of education in some countries in Africa does not allow children to identify their talents in early stages of education.
- In academic intelligentsia, awards are given after a long period of time.
- For example Faulkner [1957] on accepting the Nobel prize for literature, said “I feel that this award was not made to me as a man, but to my work-a-life’s work in the agony and sweat of human spirit not for glory and least of all profits, but to create out of the materials of human spirit something which did not exist before.

Conclusion

- So this award is only mine in trust.
- It will not be difficult to find a dedication for the money part of it commensurate with the purpose and significance of its origin” [Gronbeck et.at.1998].
- Most developed countries have turned sports into a mult- million dollar industry and it has attracted many talented sportspersons globally. Most recently Floyd

Conclusion

- Mayweather Jr, earned shillings 10 billion as a prize money, plus a flurry of reactions worldwide, when he defeated Manny Pacquiano in one of the most lucrative fights in welterweights unification boxing at MGM Grand Garden in Las Vegas [Daily Nation, 4th may 2015].
- It is concluded that talents once displayed, there is no corruption and does not have tribalism but in comparison with academic intelligentsia, a person can have a doctorate degree and fail to get employed because of corruption and tribalism.

Conclusion

- Nowadays the academic intelligentsia is supposed to work in universities or institutions of higher learning but they the management is prone to corruption and tribalism which makes talents more powerful in regional development.
- Talents like academic intelligentsia needs proper training.
- Training in particular skills however is a process that must await maturation, for example athletic training must wait until the muscles have reached the state from which they benefit from intensive training.

Conclusion

- Once maturation has taken place, a person is capable of rapid learning and good performance so long as his training is appropriate [Farrant,1997].
- Training in talents refers to physical training which is the training of the muscles and organs of the body by means of systematic exercise, for example singing music, dancing and athletic[running],on the other hand training in academic intelligentsia refers to giving instructions or practice in hands and speaking[talking] for specific field or profession, as teaching, nursing, performing/acting in theatre etc.

Conclusion

- It is important to note that talents and academic intelligentsia are correlated to heredity and environment.
- Heredity means that “like tends to beget like” and the facts of being a member of human race bears with it a certain capital in terms of original nature [Bhatia, 1969].
- the child is what he is because he is a member of a certain family, race and sex.
- He resembles his parents not only in bodily form but also in likes and dislikes, abilities and intelligence, habits and character.

Conclusion

- That is why a person becomes an athlete or musician or a poet through heredity and which are the prerequisites of talents and also on the other hand inborn nature is the chief factor in development and determines the possibilities to which the child can be educated.
- Related to academic intelligentsia, all education is limited by certain capacities and interests which a person inherits from his parents and which unfold themselves in a manner and order which is not influenced by the environment in which they live.

Conclusion

- According to Bhatia [1969], Rousseau, Pearson and Galton are the chief exponents of the “heredity” school and offer two main arguments in their support as one; they work out a close relation between the child’s physical and moral qualities.
- Children physically healthy and fit are morally good and commendable.
- Two, researches which Galton and others have done made into ancestral history of twins, scientists, judges, artists and kings seem to demonstrate fully the fact that distinctive mental ability is the result of inheritance rather than education.

Conclusion

- The other school which support environment, it is thought a child with a great variety of possibilities and is capable of any sort of development within the range of human capacity.
- A man can do anything so long as he gets favourable environment.
- Bhatia [1969] connotes that “the genius is as much a product of his environment and education as the idiot is”. the mind of the is a mass of clay, passive and plastic, to which environment may give any shape it likes, or it is a clean state, a *tabula rasa* of Locke on which experience impresses its forms.

Recommendations

- It is recommended the governments to change the systems of education and introduce the system of education which would aid children identify talents in early stages of education.
- It is recommended that parents and teachers should identify the talents of the children[learners] & encourage them to build on them because talents are more powerful than academic intelligentsia and lead to individual economic growth, regional devt, & entrepreneurs globally for a short period than academic intelligentsia which take a long period [approx 30 yrs in educational system to attain PhD]

Recommendations

- so that the individual would realise individual economic growth and regional devt globally.
- Most parents value academic intelligentsia which take a long process for one to acquire a skill and knowledge in an area of specializations.
- Values refers to those standards of behaviours, qualities of character, human relationship and life styles that are admired by a particular society.
- They are established by the various pressures that society exercises over its members to achieve conformity and generally are maintained by education in all its forms.

Recommendations

- 2nd talents should be nurtured for economic development, because heredity endows each individual with capacities, aptitudes and interests and it is for education to provide scope for expression & expansion thro' favourable envt & lead them to the highest level of devt.

Recommendations

- In the realm of human values it is not capacity or ability that counts for economic devt, but accomplishment, success and efficiency and to that effect education and training are very important for both talents and academic intelligentsia, however, the former takes a short term process to regional development and entrepreneurship and individual economic development, while the latter takes a long-term process for notional and individual economic development globally.

Recommendations

- 3rd talents are developed through training in the environment favourable for the skill trained for example athletic.
- The environment where athletic trains become important because it makes people realise their talent in sports for example the environment in Iten-Baringo, Kericho, Kisii and Nandi counties in Kenya, has produced talented long distance athletes, which has led to regional development and entrepreneurial development in those counties.

THANKS

FOR LISTENING