CHAPTER VI
DISCUSSION OF FINDINGS
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The following are the main conclusions which can be derived from the present study dealing with gifted children in relation to their Creativity, Adjustment and Academic Achievement.

6:01 GIFTEDNESS AND CREATIVITY

In the light of the findings obtained in the present study, it can be inferred that there is a close relationship between giftedness and creativity with a higher level of IQ associated with higher level of creativity and vice versa. This finding is supported by several psychologists and researchers. Thus McNemar (1964, p. 879) claimed that, "the correlations between IQ and creativity test are generally far higher than those found in typical studies with range restrictions". He further stated that methodological problems often obscure the interrelatedness of these two constructs. According to Mednick (1967), the Remote Associates Test is the Creativity Test most likely to be highly correlated with intelligence. This test, which is both cognitive and convergent, has been compared with IQ tests in a number of studies. Welsh (1975) reports a range of correlations between the RAT and various Intelligence Tests of from 0.19 to 0.55.
The Torrance Test of Creative Thinking (TTCT) (Torrance, 1966) however claims to measure divergent thinking and should therefore, be less highly correlated than the RAT with measures of intelligence. Nevertheless, Wallach and Kogan (1965) cite research to show that the correlation between IQ tests and the Torrance scales are as large as intercorrelations either among Torrance Test of Creative Thinking subtests or among IQ subtests. Thus, TTCT subtests and IQ subtests are similar enough to represent aspects of the same psychological construct.

The findings has also been supported by Getzels and Jackson (1962) and Wallach and Kogan (1967) where High Intelligence is closely associated with High Creativity.

The above findings has lead to the emergence of two view points where one holds that there is no distinction between Creativity and Intelligence, and the other which does not take creativity, intelligence to be synonymous terms. For example, Getzels and Jackson (1962) and Wallach and Kogan (1967) posit that a distinction does not seem to exist between Creativity and Intelligence, but Sanderlin (1979 pp.24-25) contends that although Creativity and Intelligence are not synonymous terms, creativity, is a function, and one of a very high order indeed, of the mind. What can be concluded is that, Intelligence and Creativity are interacting variables and trying to force clear distinctions would create only false distinctions.

With reference to the traits related to Creativity, the study reveals that Originality is more outstanding than Elaboration
in the gifted adolescents. Originality is also closely related with the levels of giftedness, where the higher the IQ, the higher is also the Originality. It, therefore, leads us to conclude that the High IQ adolescents who may seem to possess a high degree of ability and thinking that need to focus only on the usual, or to be channeled and controlled in the direction of the right answer - the 'customary' also have the ability to produce new forms, to risk conjoining elements that are customarily thought of as independent and dissimilar, to 'go off in new directions', to possess the ability to free himself from the usual, to 'diverge' from the customary and to enjoy the risk and the uncertainty of the unknown (Vernon, 1970).

The present study reveals that on the basis of gender, be it composite creativity or performances on the different traits of Creativity-Originality and Elaboration, boys show better performances than girls. For example, in the case of composite creativity, at different levels of giftedness, Mean Differences in the performances between boys and girls at the Very Superior and Above Average levels is significant at .01 level. Further in both the traits of Creativity, the Mean Differences in the performances is significant at .01 level. This finding however, is not in accordance with the study conducted by Acharjulu(1978), where it was found that there was no sex differences in Intelligence and Creativity.
The reason for the above finding in the present study may be due to the fact that among the children identified as gifted, more boys are found than girls. As it is seen from the above that Intelligence and Creativity are closely related, so, therefore, this accounts for the better performances of the boys than the girls in the Creativity Test.

On the basis of SES, we find that children belonging to the High SES group are found to perform better than those from the other SES groups, though the Mean Differences may be significant at .01 level, or .05 level or not significant. For example, in the case of Composite Creativity, the Mean Differences between High and Middle SES groups at the Very Superior level is significant at .01 level, between High and Low SES groups at the Superior group is found to be significant at .01 level. In the case of Originality at the Very Superior level, the Mean Difference is not found to be significant, and in Elaboration, the Mean Difference is significant at .05 level.

This shows that the intelligence and socio-economic background of a community influences the creativity level of gifted children. This is so because the experiences of the children from higher socio-economic and educational levels are probably much more conducive to the development of reasoning ability, seeing relationships, understanding abstract concepts, and other abilities usually considered indicative of intellectual capacity.
The findings revealed that IQ is closely related to emotional stability, where the higher the IQ the more stable the emotions are and vice versa. Thus, the Very Superior Group is the most emotionally stable group and the Above Average group is the one which is most unstable emotionally. The differences in Emotional Adjustment between Very Superior and Superior group is significant at .05 level, between the Superior and Above Average is not significant and between the Very Superior and Above Average is significant at .05 level. This finding is in accordance with the findings of Gallagher (1975) and Monks and Ferguson (1983) where they too found out the gifted to be emotionally stable.

This may be due to the following:

(a) Persons with high IQ tend to give more importance and attention to matters pertaining to the intellect (head) rather than to those of the heart.

(b) The ability to think and reason and to achieve intellectually substitutes emotional deprivation.

(c) The high intellectual potentiality enables such a person to avoid emotional dependency and the same would also prevent spontaneity in emotional reaction because such a person would think first before reacting.

(d) Lastly, persons with high IQ can also be emotionally creative and contented thus keeping them away from frustrations and emotional conflicts.
On the basis of gender we find a conflicting or an almost contrasting finding where boys in the Very Superior and Above Average groups are found to be emotionally unstable than the girls. The differences in emotional adjustment between boys and girls are not significant at the Very Superior group, but significant at .05 level between boys and girls at the Above Average group. In the Superior group, girls are found to be emotionally unstable than the boys though the differences are not found to be significant. Thus, on the whole, boys are emotionally unstable than the girls. This may be due to the fact that during the teenage years, when hormone changes are causing a physical and emotional metamorphosis, gifted adolescents may need to understand this phenomenon. Trying to understand it within themselves could lead to an ever increasing feeling of anxiety and fear. An opportunity to vent out these feelings would be emotionally and mentally conducive; girls have better access to such opportunities, since they open up more freely to peers or to an instructor may it be the mother or a similar figure on the first onset of puberty. Boys however, do not require a formal instruction and they are less prone to a liberal discussion on the changes in their body functions even within a peer group. This may be a factor as to the fact that during Adolescence, boys may suffer a slight set back in their emotional health.

With regard to the SES factor, we find that on the whole gifted students belonging to the High SES group are emotionally unstable and those belonging to the low SES group are emotionally stable. Though differences are there between these groups yet they are not found to be significant.
The emotional instability among the High SES group may be due to what Gowan (1960) calls it as the ambivalence over upward Social Mobility. Many gifted students are capable of achieving far more than the parents did. Some of them have difficulty resolving the resultant conflict: they worry about 'showing their parents up', about implying that the way they were brought up was not good enough, and about leaving family and friends behind as they pursue their own dreams. This problem goes beyond normal adolescent rebellion because it also threatens the relationship with the peer group.

SOCIAL ADJUSTMENT

The findings reveal that there are differences though not significant in Social Adjustment at different levels of giftedness. From the three groups of gifted children, the Very Superior group is one which is most submissive and retiring and the Superior group as the most aggressive group.

Superior children especially the highly gifted and/or the highly creative, have difficulties in peer relationships. These difficulties arise when they are unable to find anyone with whom they can relate intellectually. The highly gifted students think in a different way and on a different level than the majority of the children in the neighbourhood or students at the school. As a result, the student may be ostracized or may choose to withdraw. Consequently in order to be accepted they tend to suppress their needs but instead try to submit to the norms of the majority/or group.
On the basis of gender, boys on the whole are found to be submissive than the girls especially in the Very Superior and Above Average IQ groups. The differences between boys and girls are not significant at the Very Superior group, but at the Average group, the differences are significant at .05 level. This is apparent of the nature of the Khasi society itself, where the scene has always been dominated by the females at nearly any level or sphere of life. This again can go as far as to the matrilineal system which in so many ways has influentially brought about the inadequate sense of well being and purpose among the Meghalayan males.

With reference to the SES, we find that at the Very Superior Group, the High SES group is the one which is submissive and the Middle SES group is aggressive in their social adjustment. The differences are not found to be significant. In the Superior group, the Low SES group is the one, which is submissive when compared with the other SES groups, and the High SES group to be aggressive. Though it is so, here also the differences are not found to be significant. In the Above Average Group, the Middle SES group is the one which is submissive and the Low SES group is aggressive in their social adjustment. Here also, the differences are not found to be significant.

What may account for the High SES group within the Very Superior group to be submissive in their behaviour may be due to the fact that these children come from a disciplined and refined background, thus, they are less inclined to project or impose themselves on others, since they are brought up to contain themselves, to express themselves only when
it is needed and this also is done in a manner that is most acceptable to the others. Among the Middle Class children of the Very Superior group, the degree of self constraint is less and their added potentialities may be wrongly used as something to show off or to gain recognition and obedience from others. The finding that submissiveness prevails among the Low SES class in the Superior group may be due to lack of awareness and/or due to lack of means be it financial or otherwise to express and seek gratification for their intellectual needs.

EDUCATIONAL ADJUSTMENT

The findings reveal that from the three levels of giftedness, the Very Superior group is the one which is most poorly adjusted with the programmes offered in the school and the Above Average group is the one which is satisfied with the school programmes. Though differences are there in Educational Adjustment between these two groups, yet they are not found to be significant.

The following reasons given out in the course of interview of these children suggest that the Very Superior group is poorly adjusted with the school programmes. They expressed that certain subjects within the school curriculum could be presented and learnt in a more exciting and interesting manner and can incite their understanding, thinking and reasoning abilities. Certain topics for example, in science, geography could be learnt not from the text book but by experiments or by direct experiences. Subjects like History, Literature which can be boring to many could be learnt through more active and interesting methods like research, discussions, class seminars etc. Many are poorly adjusted also because
Science libraries, laboratories, gymnasiums and sporting facilities are under equipped and therefore, broader opportunities cannot be available to them.

It has been found out that boys on the whole are poorly adjusted than the girls, It should be remembered that boys are more creative than the girls, (as revealed in the findings). It may be possible that subjects that boys tend to choose cannot offer fields for expression of creativity, unlike subjects such as Home-Science, Hygiene etc. favoured by girls.

The study reveals that children from the high SES group are the ones which are poorly adjusted with the school programmes and those from the Low SES group are interested in the programmes offered in the schools. Mention should however be made that though differences are there among the various SES groups, yet they are not found to be significant.

The simple reason for such a trend is the degree of exposure, the students can avail of according to their class and background. Children belonging to the Low SES class can adjust well to the school programmes because their degree of awareness coincides with the limited facilities from staff or equipment available in our schools. Children belonging to the other classes however, are more exposed to the outside world through magazines, tape-recorders, televisions, visitations and social contacts and therefore, they become more and more dissatisfied with what is available for them at their schools. This may also include the staff, the majority of which is regretedly not up to the mark of dealing with students of such calibre whether in qualification, knowledge, experience or exposure.
6:03 GIFTEDNESS AND ACADEMIC ACHIEVEMENT

With regard to Academic Achievement, it is found out that there are marked differences at .01 level at all levels of giftedness, with high academic achievement associated with higher levels of giftedness. This finding has been supported by Acharjulu (1970), Bhadouria (1980), Singh (1983), Basu (1983) and Urmi (1984).

Their academic performance corresponds with their intellectual abilities inspite of their silent frustration and dissatisfaction with the subject matter or the methods of learning. Yet when it comes to gauging their academic performances, the gifted children at all levels show a markedly superior performance in proportion to their abilities. This may be to the fact that our society is still guided by the mentality that a person with extra-ordinary abilities can be accepted or appreciated as 'bright' only when he performs extremely well in the academic field and not in any other.

On the basis of gender, boys at the Very Superior and Superior levels show better performances than the girls (p < .05). At the Above Average group, however, girls perform better than the boys, though the differences in performances are not found to be significant.

Very Superior and Superior boys perform better because they are motivated by past achievements, in the present they know that they can do better than the others and are also motivated by what they can achieve in their future. They can see further than an average student, be more aware of broader studies and also aware of their ability to fight in
the competitive fields that would enable them to acquire high ranks in career and society. Girls, however, to a very large extent may still be bridled by the sub-conscious knowledge of ending as a house wife or a mother.

At the Above Average level, the boys depict the existing trend in this society, where females achieve more than males. They are already showing the signs of the outcome of Board, University or Competitive Examinations, where the girls as a whole not only fair better in exams but maintain a steady streak of responsibility and industriousness throughout the whole learning period.

With regard to the SES factor, it is found out that children coming from the High SES level perform better when compared with other SES groups. This is due to the interest shown by parents, family members and social groups which motivate, encourage or even streamline them into believing that they should do better.

**IMPLICATIONS OF THE RESEARCH FINDINGS**

After reviewing, reading and researching on gifted children, it is found that gifted students cannot "make it" on their own. They cannot teach themselves, identify themselves, counsel themselves, serve as advocates for themselves or obtain favourable legislation for themselves. They therefore, must have knowledgeable support from many sections of society who will pave the way for them to achieve up to the levels of which they are capable. It is incumbent upon those who believe in education, those who believe in educating the ablest, and those who believe that the future of the world depends on the intellectual abilities of the gifted to ensure that these students are given the educational opportunities which allow
them to become tomorrow's leaders, creators and decision makers. Thus, excellence in education must include education for the excellent. Advocates must move forward informing and organising others who can then go out and further inform and organise. The biggest hindrance to gifted education is lack of knowledge on the part of the public, including parents, teachers, students, school administrators, legislators and business people. When people understand the needs and goals of gifted education, they are much less likely to be antagonistic and much more likely to become proponents of the movement.

In addition, gifted children and youth must have increased access to counsellors who have been specially trained for working with the able. It is too much to expect one guidance counsellor to adequately serve an entire elementary school, let alone two or three schools, as is often the case. And with the many chores thrust upon guidance counsellors in high school, their ranks must be swelled, so that they can provide counselling and career/college advising to a reasonable number of students. Their sensitivity and training must be enhanced in order that the able students in their charge can be beneficially served.

One of the areas in which the counsellors must take a more active role is preventing under-achievement among the gifted. Especially important is coordination of efforts of teachers, parents, school administrators and community volunteers. Advocates for able students must not permit the gifted to perform far below their potential. Talent is a resource the nation cannot afford to squander.
Further, in the future, efforts must be made to be able to make the identification procedures become more broad. Efforts must also be made to pick out the gifted and the talented from among majority and handicapped populations. Efforts at more adequate identification of minority students must involve members of that culture in order to properly determine what is valued by the culture and how it is manifested in its members.

Research concerning identification and programming must be continued. This research is needed not only to further our knowledge about the gifted but, also, as evidence of the imperative need for differentiated education for the gifted.

In order to maintain the gain in knowledge and education of the gifted and in order to make further studies - it is vital that experts and lay people in the field to form an active action group. If this is not done, it is quite certain that interest will decline, but if we band together, then at some future time, the phrase 'gifted child movement' will no longer be needed, because education for the ablest will be an accepted and expected part of our educational system.

**SUGGESTED FURTHER RESEARCH**

The following are some of the possible areas of giftedness to be further explored into.

(1) Giftedness in relation to specific areas of achievement such as in Fine Arts, Management etc.

(2) Longitudinal studies of gifted children.

(3) A survey on a larger scale to locate details of Enrichment Programmes where the same has been corporated.
(iv) The identification and nurture of gifted children among the handicapped.