SUMMARY OF FINDINGS

The present study dealing with gifted students was carried out to find out their Creativity, Adjustment and Academic Achievement. First of all, the study identified the various levels of giftedness among gifted children within the age group of 13 to 16 years from the High Schools of Shillong. This was followed by a Creativity Test and an Adjustment Inventory. In addition, the performance of the students in the various subjects in the final school examination was taken to study about their Academic Achievement.

The study was conducted on students from 29 High Schools of Shillong by making use of Stratified Random Sampling. The nature of educational research used is normative survey. The statistical techniques utilised were Descriptive and Inferential Statistics.

The following is the summary of findings.

7.01 IDENTIFICATION OF GIFTED CHILDREN

In identifying the gifted children, it was found that:

(i) From 1,400 students, 390 students were found to have Above Average Intelligence (on the Culture Fair Intelligence Test).

(ii) The 390 students when further sub-divided were found to be comprised of three groups:-

(a) Very Superior Group (IQ 130-139)
(b) Superior Group (IQ 120-129)
(c) Above Average Group (IQ 110-119)
(iii) The break up of the 390 students on the basis of gender showed the following trend:

- **Boys**: 290 boys - V. Superior 6, Superior 46, Above Average 157
- **Girls**: 101 girls - V. Superior 3, Superior 38, Above Average 140

(iv) The socio-economic status of the gifted was seen as follows:

- **Very Superior**: 9 - High S.E.S Group
- **Superior**: 84 - Middle S.E.S Group
- **Above Average**: 297 - Low S.E.S Group

7.02 GIFTEDNESS AND CREATIVITY

A COMPOSITE CREATIVITY

(i) The Mean Scores of Creativity (on Non-Verbal Test of Creative Thinking Test) among gifted children as a whole on the basis of gender showed that there is significant difference in the performance between boys and girls, with the boys showing higher creativity scores than that of girls.

(ii) Mean differences among all levels of giftedness are significant at .01 level.
(iii) Marked differences (at .01 level) can be found between boys and girls at the Very Superior and Above Average levels. Such a trend is not prevalent at the Superior Level. Girls scored less than the boys in the field of creativity.

(iv) At the Very Superior Group, differences in performance between High and Middle SES Groups were significant at .01 level. At the Superior Group, differences in performance between High and Middle SES groups was not found significant, between Middle and Low group, it was significant at .05 level and between High and Low SES groups at .01 level.

B. ORIGINALITY AND ELABORATION AT DIFFERENT LEVELS OF GIFTEDNESS

With regard to Originality, there are marked differences in the performance among the different groups of gifted children, each of which is significant at .01 level.

In Elaboration, the Very Superior group showed outstanding performance. The Above Average group showed higher performance than the Superior Group. At all levels, the differences were statistically significant.

C. ORIGINALITY AND GIFTEDNESS

(i) No significant differences appeared in the performance between boys and girls within the Very Superior group. With regard to the Superior and Above Average groups, the differences within each group is significant at .01 level, with boys showing higher originality scores in each case.

(ii) Between High and Middle socio-economic groups, there was found no significant differences among children of the Very Superior group. It was found among the various SES groups, a significant difference within the Superior and Above Average groups.
D. ELABORATION AND GIFTEDNESS

(i) Within the Very Superior group, the differences in the performance between boys and girls is significant at .05 level. In the Superior group, there is no significant differences, while in the Above Average group, the difference is statistically significant. Boys showed higher elaboration scores at the Very Superior and Above Average levels.

(ii) The differences in performance between the High and Middle Socio-Economic Status groups is significant at .05 level in the Very Superior group. Such differences do not prevail among the three Socio-Economic Classes at the Superior and Above Average groups.

7:03 GIFTEDNESS AND ADJUSTMENT

A. ADJUSTMENT IN GIFTED CHILDREN

(i) On the basis of gender, it was found that with regard to Emotional Adjustment boys appeared unstable in their emotions, girls are somewhat stable.

(ii) The girls however are aggressive socially rather than the boys who turn out to be the opposite.

(iii) Educationally, however, boys adjust poorly to the curriculum, whereas, girls show a greater interest.

Though differences are there between boys and girls on all the three aspects of Adjustment, yet the differences are not found to be significant.

B. LEVELS OF GIFTEDNESS WITH EMOTIONAL ADJUSTMENT

(i) The differences in emotional adjustment between the Very Superior and Superior group is significant at .05 level. Between Superior and Above Average is not significant and between Very Superior and Above
Average is significant at .05 level. Emotional stability is manifested not by the Above Average students but by the Very Superior group.

(ii) Boys belonging to the Very Superior and Above Average groups are found to indicate unstable emotion as compared with the girls. In the Superior group, girls indicate unstable emotion than the boys. The differences are found to be significant only with the Above Average group at .05 level.

(iii) It has been found that at all levels of giftedness there are significant differences on the basis of Socio-Economic Status.

**C. SOCIAL ADJUSTMENT AT THREE DIFFERENT LEVELS OF GIFTEDNESS**

(i) In social adjustment however, there is no significant differences among the three levels of giftedness. Aggressiveness is a nature exhibited by the Superior group and the Very Superior are prone to submissiveness.

(ii) Boys belonging to the Very Superior and Above Average groups are submissive and retiring, whereas girls indicate aggressive behaviour. In the Superior group though the reverse of the above is found. Differences between the Very Superior and Superior groups are not found to be significant. Only in the Above Average group, the difference is statistically so.

(iii) On the basis of S.E.S and at all levels of giftedness, significant differences are non-existent.

**D. EDUCATIONAL ADJUSTMENT AT DIFFERENT LEVELS OF GIFTEDNESS**

(i) There are differences in educational adjustment at all the three levels, though they are not found to be significant. The Very Superior
group is the one which is most poorly adjusted with the programmes at present offered in the school.

(ii) No satisfactory adjustment is shown by boys within the Very Superior and Above Average group to the programmes offered in the school. In the Superior group however, they reverse their reactions. The differences at all levels are negligible.

(iii) Differences, even though insignificant prevail among all levels of giftedness on the basis of Socio-Economic Status.

7:04 GIFTEDNESS AND ACADEMIC ACHIEVEMENT

A. GIFTED STUDENTS AND ACADEMIC ACHIEVEMENT

(i) Gender wise boys perform better than girls in Academic Achievement, nevertheless, girls rank only slightly lower in their performance.

B. ACADEMIC ACHIEVEMENT AT DIFFERENT LEVELS OF GIFTEDNESS

(i) There are marked differences at .01 level at all levels of giftedness with regard to academic achievement.

(ii) In the two higher levels of giftedness, boys are found to perform better with a statistical significance of .05 level. The contrast to the above was found in the Above Average group, but with no difference of importance.

(iii) A statistical significance of difference is found in the Very Superior Group on the basis of S.E.S. This does not occur in the Superior group between High and Middle, and Middle and Low Socio-Economic Group. However, at .05 a difference is found among the High and Low Socio-Economic groups. The same is also exhibited by Middle and Low Socio-Economic groups among Above Average students. In the High and Low Socio-Economic group,
the differences are found to be significant at .05 level. In the Above Average group, differences between Middle and Low Socio-Economic groups are found to be significant at .05 level.

7:05 PERCEPTIONS OF THE GIFTED WITH REGARD TO EXISTING SCHOOL PROGRAMME

(i) Most of the interviewees especially the Very Superior group were not satisfied with certain areas of the school curriculum. They would be happy if studies in certain subjects could be expounded that would create opportunities for them to express their understanding, thinking, reasoning etc.

(ii) Following from the above, they would be interested in working as groups on projects related to their subject of interest as long as the school provides the necessary facilities.

(iii) When asked about facilities available in their schools most of them expressed regret that they were not adequately equipped.

(iv) Attending classes which could be easily managed without the help of the teacher proves to be dull and monotonous and therefore, a waste of time. To them, this could be utilised in furthering extra programmes and projects.

(v) When asked to indicate their interest among the various subjects, the general preference was for science with emphasis on physics.

(vi) Inspite of all these, they expressed the need for the presence of the teacher for guidance and direction while working on the projects.

It therefore, followed that any Enrichment Programme for the gifted should emphasise the three following components:-
(a) Emphasis on higher level thinking
(b) Emphasis on Teaching Strategies
(c) Emphasis on Product

Two enrichment programmes were developed by the researcher. The programmes pertained to the subject of Physics in the areas of Heat and Energy in particular. The programme involves orienting students into knowledge of the subject, after which they are to be evaluated on how far they have comprehended the former. Opportunities are then provided for them to explore into the various areas of the subject which are not part of the school curriculum. Further they are to be exposed to Group Training activities to promote the development of a broad range of thinking and feeling processes. The last step involves the gifted young persons to become actual researchers investigating a real problem, designing the research methods and planning the final product.

The proposed programme needs to be tried out in practice and it appears to have promise for providing meaningful programmes for the gifted.