CHAPTER IV

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In the present chapter the results derived from the analysis of the data in the previous chapter are being discussed. The findings of vocational interest and Socio-Economic Status are discussed on the basis of 'high', 'above average', 'average' and 'below average' interest in different vocational interest areas.

Vocational Interests

Table 3.1.1 to 3.1.3 show the vocational interests of the intelligent, the creative and the gifted adolescents. It is quite evident that the intelligent, the creative and the gifted adolescents show 'high' interests in the scientific area and 'above average' in the artistic area. The creative adolescents also show 'above average' interest in the executive area. On 'average' interest the gifted differ with the creative and the intelligent adolescents (who have 'average' interest in the Social Area), as they show interest in the commercial area. All the three categories show the least interest in Agriculture. Similar trend is depicted by the Means presented in Table 3.1.4. It may be because of the limited choice of subjects offered at the 9th and 10th classes according to the Panjab School Education Board and the Central School Education Board. Hence, their choice is limited to only
a few areas like science and humanities, the other reason may be that these three categories are having higher capabilities. In India, the scientific area has a good reputation in our society and the chances of employment are always higher in this area.

The creative adolescents show 'above average' interest in the executive area. It may be due to their strong decision power, wider perception of alternatives available for a particular problem. Having divergent thinking, they can easily accept and implement new innovations. They always aspire for the acquisition of more knowledge and greater urge for exploring things. This area also has a status symbol and can satisfy their ego by providing several conditions for utilization of their creative potentialities. It provides greater opportunities for exploration.

The artistic area is becoming popular due to the rapid increase in the industrial and technological development especially in the textile industries in Punjab.

On 'average' interest, only the creative adolescents differ from the intelligent and the gifted adolescents. They show 'average', even 'above average' interest in the household area. It may be due to the new trend in our society that the people prefer the household area because of the popularity of business-like restaurants, hotels, tourism
and handicrafts, etc. The intelligent and the creative show 'average' interest in the social area also because the social area appeal to their individualistic orientation.

The gifted adolescents show 'average' interest in the commercial area. Perhaps it is due to the increasing popularity of this area. Moreover, it provides ample opportunities to the adolescents to explore their capabilities, potentialities and abstract thinking. Job perspectives are always higher in this area because of the abundance of the public and private commercial and industrial establishments in India.

'Below average' interest in agriculture is shown by three categories. The possible explanation can be that this area does not attract them because of the urbanization, social and occupational mobility, lack of promotional avenues, bad reputation, and a few opportunities to explore their creative potentialities. The artistic area provides greater chances to these adolescents for exploitation of their talent. May be, it is due to the rapid growth of industry and technology. Even the rural people prefer white-collar jobs. Agriculture is considered as a vocation having low social status because of its manually-centered education.

"In our society, where different prestige and esteem values are attached to different occupations or occupation, the social status of an occupation becomes an important criterion in accepting an occupation. Each individual has a certain estimation about himself with regard to the suitability of
occupation with reference to his education and background" (Shantamani and Hafeez, 1969). These findings are to some extent in tune with the findings of Strong (1943), Terman (1917), Ligon (1957), Drew (1957), Beals and Simmons (1962), Shan (1969), Chawla (1969), Farmesh and Narayana (1976) and Kumar (1981).

Discussion on the Basis of 't' values

Table 3.5.1 shows the significance difference between different groups on the basis of means - the hypothesis confirms for the agricultural, artistic, executive and social area between the intelligent and the creative. The hypothesis also confirms for the agriculture between the creative and the gifted. The hypothesis still confirms for the artistic, commercial, executive, household, literary, scientific and social areas between the intelligent and the gifted.

Sex and Vocational Interests

Tables 3.1.5 to 3.1.10 show the vocational interests of boys and girls of three categories. It is evident from the tables that the boys of these categories show high interest in the executive areas. The intelligent and the creative adolescents also show high interest in the artistic area. The girls of these three categories show high interest in the scientific area. The Boys prefer executive area because it provides them with greater chances to utilize their capabilities.
They can go anywhere independently. They can serve in the executive capacity in industries and other commercial establishments. In our society, the girls are not encouraged to take up jobs requiring their movement in public. Hence they seem to prefer those areas in which the jobs are confined to indoor work like that of a teacher or a doctor in a hospital. That is why these girls prefer scientific area.

Neither boys nor girls show any preference for the agricultural area. It may be because it does not appeal to their intellectual capabilities. The other reason perhaps is the unawareness and indifference on the part of the students towards certain jobs, especially related to this area. The findings are to some extent in tune with the findings of Shah (1969), Chawla (1969), Barbe (1964) and Singh (1968).

Family and Peer Group Influence

Tables 3.2.1 to 3.2.6 show influence of family, peer group, self and any other relative on the vocational interests of the intelligent, the creative and the gifted adolescents. It is obvious from the tables that the hierarchy of influence as indicated by the intelligent, the creative and the gifted is self, family, peer and any other relative. A large number of adolescents from three categories show self-influence on the choice of subject, motivation, aspirations, interest in education and development of attitude of labour, choice of vocation and
fulfilling of vocational aspirations. They show family influence by getting information for their desired vocation. The best possible explanation for it is that it may be because of their own capabilities that they can take decision independently for themselves. These students, because of their higher intellectual abilities, are in position to assimilate the process and use information available to them. They also acquire current knowledge from mass media.

In respect of their desired occupation, a majority of them get the guidance from their parents because in a majority of middle class families both parents are working and they are aware of vocational environment and opportunities and are in a position to supply accurate and reliable information to their wards. The recent trend in Punjab seems that the parents follow their children to select their vocations according to their interest. Similar trend is depicted by means.

Table 3.5.2 shows 't' values of the intelligence and the creative, the intelligent and the gifted, the creative and the gifted groups. It is evident from the table that significant difference was found only in respect of the influence of self among the intelligent and the gifted group. The examination of means reveals that the gifted group is more influenced by self as compared with the intelligent group.

Table 3.6.1, 3.6.4 and 3.6.7 show the correlations of family, peer, self and any other with different vocational
interest areas. It is evident from the tables that the families of the intelligent adolescents exert influence for the artistic and commercial areas. Families of the creative adolescents exert influence for the household area. The families of the gifted exert influence for the agricultural and the household areas.

The intelligent adolescents show peer influence for the agricultural area. The peer group of the creative adolescents exert influence for the artistic and the commercial area. The gifted group did not show peer influence on any vocational interest areas. It shows that family and peer group of these gifted adolescents affect the vocational interests. So, these findings, to some extent, confirm our second and fourth hypotheses.

Family and Peer Group Influence on the Boys and Girls

Tables 3.2.7 to 3.2.18 show the influence of family, peer, self and any other relative on the vocational interests of the intelligent, the creative and the gifted boys and the girls. No major differences were visible for boys and girls of the three categories on different dimensions of family and peer group influence. Only the creative boys showed influence of their families in the selection of courses of study and in the determination of their goals. The best possible explanation for it may be that the creative adolescents, due to
their special ability, cannot select the course of study from a very limited list of subjects at the school level. Their parents being experienced and educated are well aware of the abilities of their children and can guide them properly in the selection of their course of study. The gifted boys showed the influence of their own self as far as supply of information was concerned. The reason may be that due to their intelligence and extra potentialities they had all information about their future vocation. These findings are supported by the findings of Beals and Simmon (1962) who found that a majority of gifted adolescents seem to have made their vocational decisions on the basis of their personal interests and aptitude without parental pressure. He also found that the parents seem to have supplied primary information and incentive to these gifted adolescents. The findings are also in line with the findings of Chewla (1969).

**Socio-Economic Status**

Socio-economic status is taken as an independent variable to see its influence on the vocational interest of the intelligent, the creative and the gifted adolescents.

Table 3.3.1, 3.3.5 and 3.3.9 exhibit high interest of the intelligent, the creative and the gifted adolescents. It is evident from the tables that a majority of the intelligent adolescents came from the middle class families. Only 5% each
came from the upper class who showed interest in the artistic, executive and scientific areas. And 5½% came from the lower class and they showed interest in the scientific area. Majority of the creative adolescents come from the upper middle class. A majority of the gifted showing high interest in different vocational areas, come from the upper middle class, followed by the upper upper class. Only 1.64% of the gifted come from the lower lower strata.

Tables 3.3.2, 3.3.6 and 3.3.10 show 'above average' interest of three groups in eight vocational areas. It is clear from the tables that a large number of the intelligent adolescents come from the middle class families. Very few came from the upper upper strata and the lower lower strata.

The creative who showed 'above average' interest in different vocational interest areas a majority of them came from the upper middle class and a majority of the creative adolescents, showing 'average' interest in the agricultural, artistic, commercial, executive, household, literary, scientific and social areas came from the upper middle class. A few came from the middle middle class. Only 1½ who showed interest in the commercial and the executive areas came from lower middle class and 1½ each who showed interest in the artistic, household, scientific and social areas came from the lower lower strata. Quite a large number of the gifted
adolescents, who had 'average' interest in eight vocational areas belonged to the upper middle class. A few of them belonged to the upper upper and the middle middle classes. Only 1.6% each in agricultural literary, scientific and social areas came from the lower lower level of socio-economic status.

Tables 3.3.4, 3.3.8 and 3.3.12 depict 'below average' interest of the intelligent, the creative and the gifted in eight different vocational areas. It is evident that a greater number of the intelligent adolescents having 'below average' interest in eight vocational areas came from the middle class families. A few intelligent adolescents came from the upper upper and the lower lower families. The creative adolescents, who showed 'below average' interest in the agricultural, artistic, executive, household, literary and social areas, belonged to the upper middle class. Some of them showing 'below average' interest in the agricultural, commerce, household, literary and social areas had middle middle socio-economic status. Only 1% each from the lower middle and the lower lower strata showed interest in the Agricultural and the literary areas. The gifted, who showed 'below average' interest in the agricultural, artistic, household, literary and social areas belonged to the middle class families. Only a few adolescents came from the upper upper strata who showed 'below average' interest in the agricultural, executive, literary and social areas.
Significant mean difference between the creative and the gifted and the intelligent on socio-economic status reveals that socio-economic status exert more influence on the gifted than the creative and the intelligent groups.

Tables 3.6.2, 3.6.5, 3.6.8 show coefficient of correlation between socio-economic status and vocational interests areas. Coefficient of correlation between socio-economic status and literary area was found to be significant in the intelligent group. In the gifted group the coefficient of correlation between socio-economic status and the artistic area was found to be significant, showing that socio-economic status exert influence for the artistic area only. This is the only area which is very expensive and that is why it is affected by the socio-economic status. This shows the socio-economic status influence a few areas of vocational interests of these gifted adolescents.

Though the intelligent, the creative and the gifted adolescents having different vocational interests came from all strata of the society, yet the general trend in this investigation was that a majority of the adolescents belonged to the middle class, particularly from the upper middle and the middle middle strata. The possible explanation of this may be that the middle classes might be taking more interest in their children. These middle class families believe
in social and occupational mobility. That is why, they wanted to give the best education to their children for their better future. The parents, having middle socio-economic status seem to be more conscious of satisfying the needs of their children, further education and future vocation on which their future depends. The majority of parents of the adolescents of these three categories were educated. They were either graduate or post-graduate. The majority of parents were working on high posts (i.e. Doctors, Engineers, Advocates, Professors, Army officers etc.). Their family income was also very high. These parents devoted maximum time for their children's education and for their better development.

It was also found that the intelligent, the creative and the gifted adolescents who came from the lower lower strata had many special problems like getting money for their education, unsympathetic attitude of their parents and neighbours towards their education, lack of opportunities for joining better schools and difficulty in getting admission to the institutions of higher learning. But, it is interesting to note that even those who came from the upper class families also faced the problems of indifferent and unsympathetic attitude of their parents towards their education. The parents of these adolescents perhaps had no time to look after their wards. They had money for their children but not much will or opportunity
for understanding them. According to Ruth Strang (1953) "Gifted children who come from low socio-economic group had especial problems in realizing their potentialities. Their families and neighbours are often unsympathetical to their aspirations, they may have difficulty in financing the kind of education they should, in getting into the vocations for which they have prepared". In the present investigation Strang's views are more or less confirmed. The findings here are further supported by the result of the studies by Galton (1869), Hollingworth (1926), Whipple (1951), Martinson (1960), Cellenger (1960), Hildreth (1966) and Shanker (1976).

Parental Aspirations

Table 3.4.1 shows that parents of the intelligent, the creative and the gifted adolescents had very high aspirations regarding education, job, social status, marriage and roles and participation of their adolescents in society. 't' values (vide table 3.5.4) were found significant for the type of school between the intelligent and the gifted groups which shows that parental aspirations of the gifted group with regards to the type of school differed from the parents of the intelligent group. The parental aspirations of the intelligent group. These findings were supported by Deo (1978) who found that the vocational aspirations of the parents of the
gifted were providing higher education, higher jobs and higher aspirations for their children's future vocations. The possible reason may be due to the fact that social awakening and high sense of social obligations on account of better educational background leads to the high social expectations and higher aspirations at the parental level. The parents of these adolescents prefer better equipped schools at any cost for better future of their wards, where they can get more opportunities for more exposure of their exceptional abilities. It was also observed by the investigator that being well educated the parents of these adolescents provide more reading material and more toys of intellectual nature at homes for the development of their intellectual and other capabilities. Deo (1978) also expressed similar ideas. Due to very high aspirations, the parents of these adolescents seemed to take more interest in their children. Walter and Norman (1963) reported that the importance of parental attitude towards essentials of a career choice for their children has received limited attention. It is well accepted that interest in vocation among children very often develop in their homes where certain vocations are treated better than others.

Discussion on the Basis of Coefficient of Correlation and Multiple $R$ (Whole Sample)

It can be seen from the table 3.6.9 that the family relationship was found to be significant in the agricultural, artistic, commercial, executive and household areas. It shows
that family of the gifted adolescents influence these areas
directly or indirectly. Peer, self and any other were found
to be significantly correlated with the commercial, agricultural,
scientific, commercial and household areas (r being significant),
showing that these variables affect these areas.

Socio-economic status influence the artistic, executive
and literary areas (r being significant, vide Table 3.6.10).
The type of school, income and life partner variables of the
parental aspirations were found to be important for the
artistic, executive, and household areas (r being significant
vide table 3.6.11). It shows that higher the aspirations
of parents for better schools, higher is the influence on
these vocational interest areas. Higher the parental aspirations
for higher income of their children, higher is the influence
on these vocational interest areas. Higher the parental
aspirations for highly qualified life partner of their children,
higher is the influence on these vocational interest areas.
All these findings are also supported by the multiple R
showing conjoint effect of all independent variables on the
criterion variables (Vide Tables 3.8.1 to 3.8.8). The artistic,
executive, household literary and scientific areas were found
to be more influenced by the family, peer group, socio-economic
status and parental aspirations (F being significant). Variable
family was found significant in the agricultural, artistic,
commercial and household areas showing close relationship of the
family with these vocational interest areas. In the executive
and scientific areas variable family was tending to reach the
significant level, showing that the family exerts comparatively
lesser influence than the above-mentioned areas.

The type of school was found influencing the artistic,
executive and household areas. These are those areas which
involve creative and special skills and which are considered
very costly in our country as they are not easily available in
every school in every city. Only a few schools are providing
facilities for these areas. The parents of higher socio-economic
status only develop the interest of their adolescents in these
areas and they have always higher aspirations for better facilities
in schools which can help in the development of their creative
skills.

In the executive area, level of education was found to
be significant. This is in accordance with the general
expectations for an executive job. Socio-economic status was
found significant for the artistic and the literary areas.
Both the fields are very expensive, so only those adolescents
can aspire for these vocations who have higher socio-economic
status. This confirms that the family and peer group, socio-
economic status and parental aspirations affect different
vocational interests of the gifted adolescents inspire of their
special talents because in India social set-up where the
children’s attitudes and interests are aroused by their
families from the very beginning. Thus our hypotheses 2,3,4,5
are confirmed partially by the findings of this study.