CHAPTER V

SUMMARY CONCLUSION AND SUGGESTIONS FOR FURTHER STUDY
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The present investigation was planned to study the vocational interests of the gifted adolescents. The influence of family and peer group, socio-economic status of the family and parental aspirations on the vocational interests of the gifted adolescents were examined in this study.

The investigator first of all identified the gifted adolescents from a population of 10,000 taken from the government, recognized, central and public schools (2500 students from each type of school). These students were identified with the help of the standardized intelligence test and the test of verbal creative thinking. Only those students were taken, who scored above 95th percentile on both the tests and 95th percentile on one test and in between 95th percentile and 75th percentile on the other test. Similarly 95th percentile on the one and between 95th and 75th on the other. Three categories were made by following this method of identification i.e. the intelligent, the creative and the gifted. The final data was collected from the selected 281 intelligent, creative and the gifted adolescents through vocational interest record, family and peer group influence scale, socio-economic scale and parental aspiration scale. The data was classified and analysed category-wise on the basis of their 'high', 'above average', 'average' and 'below average' vocational interests.
The following conclusions were drawn on the basis of interpretation of the data in chapter III.

CONCLUSIONS

In the present chapter, conclusions and suggestions are given on the basis of analysis, interpretations and discussions on the data.

Conclusions on the basis of Categorywise Analysis of Vocational Interests

1. The intelligent adolescents showed 'high' interest in the scientific area, 'above average' in the artistic area, 'average' in the social area and 'below average' in the agricultural area.

2. The creative adolescents showed 'high' interest in the scientific area, 'above average' in the artistic and the executive areas, 'average' in the household and the social areas and 'below average' in the agricultural area.

3. The gifted adolescents showed 'high' interest in the scientific area, 'above average' in the artistic area, 'average' in the commercial area and 'below average' in the agricultural area. Thus the most preferred area for these three categories was the scientific and the artistic and the least preferred was the agricultural area.
Sexwise Analysis of Vocational Interests of the Intelligent, the Creative and the Gifted Adolescents

1. The intelligent boys showed 'high' interest in the artistic and the executive areas, 'above average' in the social area and 'below average' in the agricultural area. Whereas the intelligent girls showed 'high' interest in the scientific area, 'above average' the artistic area, 'average' in the commercial and 'below average' in the agricultural area.

2. The creative boys showed 'high' interest in the artistic and the executive areas, 'above average' in the executive area, 'average' in the social area, 'below average' in the agricultural area. The creative girls showed 'high' interest in the scientific area, 'above average' in the artistic, 'average' in the commercial and the household areas and 'below average' in the agricultural area.

3. The gifted boys showed 'high' interest in the executive area,'above average' in the commercial area, 'average' in the social area and 'below average' in the agricultural area. The gifted girls showed 'high' interest in the scientific area, 'above average' in the artistic area, 'average' in the commercial area and 'below average' in the agricultural area.
Conclusions on the basis of Family and Peer Group Influence

1. The intelligent adolescents showed that their own self was more influential in the selection of courses of study, motivation, fulfilment of aspirations, interest and a sense of labour. Next came the influence of parents, followed by peers and any other relative. They also showed similar hierarchy of influence as far as selection of vocation and fulfilment of ambition were concerned. But a large number of the intelligent adolescents agreed that their parents supplied them all information about their expressed vocation.

2. The creative adolescents showed influence of their own self in the selection of course of study, motivation, fulfilment of aspirations, interest in the study and a sense of labour. Next came the parents, peers and any other relative. The hierarchy of influence in the selection of vocation, fulfilment of ambition was in the order of self influence, family, peer and any other relative's influence. They parents of the creative adolescents supplied them all the information about their expressed vocation.

3. The gifted adolescents showed influence of self in the selection of courses of study, motivation, fulfilment of aspirations, interest in the study, a sense of labour, selection of vocation, fulfilment of ambition and the supply
of information. Next came the influence of parents, peers and any other member of the family in all the above-mentioned aspects.

Conclusion on the basis of Socio-economic Status

1. A majority of adolescents in the intelligent group, who showed 'high', 'above average', 'average' and 'below average' interests in different vocational areas came from the middle, middle strata of society.

2. The creative adolescents who showed 'high' and 'above average' interests in different vocational areas came from the upper middle strata of society. Quite a large number of those who showed 'average' and 'below average' interest in different vocational areas belonged to the upper middle and middle strata of society.

3. Greater number of the gifted adolescents who showed 'high' and 'average' interests in different vocational interests areas had upper upper and upper middle socio-economic status in society and those who showed 'above average' and 'below average' interests in these vocational interest areas belonged to the upper middle and middle middle levels of socio-economic status.

Conclusions on the basis of Parental Aspirations

1. A majority of parents of the intelligent adolescents had very high aspirations regarding education, job, income and social status, marriage and social roles and
participation. Very few parents had 'high', 'average', 'low' and 'poor' aspirations for their intelligent adolescents.

2. Maximum number of parents of the creative adolescents had 'very high' aspirations for education, job, income, social status, marriage and social roles and participation.

3. 98.33% of the parents of the gifted adolescents had 'very high' aspirations, for the education, job, income and social status, marriage and social roles and participation.

Because of 'very high' parental aspirations, the parents of the intelligent, the creative and the gifted adolescents exerted influence for the future vocational interests of their wards.

EDUCATIONAL IMPLICATIONS

The findings of the study have very wide implications for the vocational and educational guidance of the gifted adolescents. It has been found that the intelligent, the creative and the gifted show minor differences as far as the 'above average' and 'average' interests are concerned. The findings of this study may help the parents, teachers and guidance workers to prepare themselves to meet the vocational needs of these adolescents.

Identification should be done at the earliest stage by the parents, teachers and guidance workers. For this, teachers and parents should be acquainted with modern psychological tests,
which they can use for identifying their own children.

Keeping in view the findings that influence of own is more on the gifted adolescents, an attempt should be made to develop adequate self concept of the gifted adolescents so that they can contribute something worthwhile to society. Though the gifted adolescents are influenced by their own self yet it has been found that all the information about their expressed vocational interests was supplied by their parents. So the parents should be given more information relating to different fields so that they can give adequate information to their wards. They should also be guided by the guidance workers about the exact time of giving vocational guidance to these adolescents. Guidance workers should also give information relating to the scientific and the artistic areas. Sexwise difference should also be created and guidance programme should also be organized for them.

It has also been found that the gifted adolescents show their liking for those subjects which can meet the challenge of their intellectual abilities. Curriculum designers should pay special attention towards the framing of the curriculum for the gifted adolescents in keeping with their special abilities. Special provisions should be made for the teachers of the gifted adolescents in each school.

It has been found that the gifted adolescents come from all strata of society but a majority of these adolescents come from the middle and the upper classes because the parents of these strata are
devoting more time to their gifted children. Moreover, these adolescents have better exposure of their abilities because they are getting education in schools having better facilities. They have also better facilities in their homes whereas the gifted adolescents from the lower strata have little opportunities for exposure of their abilities due to lack of facilities at home and schools. Therefore, more facilities should be provided in the schools for the children from the lower strata of the society.

SUGGESTIONS FOR THE FURTHER STUDY

1. The present study was conducted on the gifted adolescents in the age group of 14 to 16. Studies on different age groups of the gifted adolescents can be conducted.

2. The present study was limited to the gifted adolescents from the Panjab State only. Studies can be conducted on the gifted adolescents in different age groups in other states of India as well.

3. The present study was conducted to find out the vocational interests of the gifted adolescents only. A comparative study can be conducted on the vocational interests of the gifted and the non-gifted adolescents.

4. In the present study, influences of the family factors and peer group only are examined. A study can be conducted to see the influences of school environment, cultural stereotypes,
sex appropriateness and social environment on vocational interests of the gifted adolescents.

5. A longitudinal study can also be carried out in this field of the gifted adolescents.

6. The present study deals with the vocational interests only of the gifted adolescents. A study can be conducted to examine the needs and other interests also.