

CHAPTER VICONCLUSIONS

Viewed in retrospect, not many scientific researches are wholly satisfactory. This is especially true when the investigator is working in a relatively uncharted field of an immature Science. Even in the more exact sciences new techniques are continually being developed, and new problems emerge that could not have been foreseen a decade in advance. Psychology, in which the present investigation chiefly falls, is also evolving rapidly. In the light of what is now known it will be obvious that this study of Superior children may have imperfections. The plan of the study as formulated and the methods employed at each of its later stages can be fairly evaluated only with reference to the insights possible and the techniques available.

Despite the limitations of the study, many facts have more or less firmly established, some of them in line with the results of earlier investigations, some of them in direct contradiction to the traditional beliefs of both laymen and educators.

Here, an humble attempt is made to draw the conclusions. These conclusions are recorded sectionwise in the following pages :

1. General Information Blank:

(1) Almost all pupils either superior or average enjoy the protection, supervision and care of their parents.

(2) Superior pupils tend to come in higher percentages from families where the fathers have received university education, compared to average pupils. The educational levels of fathers and the superiority of the children are interrelated. The percentage of superior pupils goes on increasing with the increase in the level of education of fathers but the case is reversed for the group of average boys.

This conclusion is quite in confirmity with that of the study of Terman. Which reads as follows :

"There is a reliable relationship between the amount of education of the gifted subjects and that of their parents."

(3) Superior boys as well as average boys generally come from the families where mothers are illiterate, elementary educated or secondary educated. But there is an evidence of small percentage of mothers in the group of superior boys. Superior girls come from all the levels of educationn of the mother, while average girls come only from the families where mothers are illiterate or elementary educated. The superior girls come from the families where mothers are with secondary or university education but the level of education of the mother and the superiority of the child are found to be independent.

(4) Superior children come in higher percentage from the fathers having high income compared to that of the average children. This means that high income of the father has a positive effect on the superiority of the child. The income of the father and the superiority of the child are interrelated.

(5) Superior children tend to come in higher percentage from the fathers having higher professional levels, compared to that of the average pupils. Hence superiority and the occupational level of the father are interrelated. This result is in accordance with that of Terman's study which reads as follows :

"The occupational status of the fathers is very superior compared to the generality for fathers of all gifted subjects it is approximately six times that of the generality."(Page 182,Vol.IV)

In the past, superior pupils did not come from the fathers having low occupations, while, at present, superior pupils come from fathers having lower occupational groups, though the percentage is much less.

(6) Superiority of the child and the participation of the parents in different activities are not significantly related to each other but there is an evidence that the parents of superior pupils take part in the social activities, in larger percentage than that of the average pupils.

(7) Casteism has taken deeper roots in this country and hence it is seen that superiority and caste are

interrelated. Superior pupils come in higher percentages from the high castes of the community compared to average pupils. This result is quite in contradiction to that of the Terman's study. It seems that the representation of superior children is much less from the backward class, because of the handicap of language, environment and educational opportunities. It is worthwhile to note that in the past most of the superior pupils came from the higher strata of the community and now, superior pupils come from all castes except backward class.

(8) Neither superior nor average pupils are Significantly influenced by religion, book or philosophy.

(9) Superior children are affected in larger percentages by the instances of progress, compared to average pupils. Hence the conclusion that can be drawn is that the instances of progress and superiority of the child are interrelated.

(10) Instances of hindrance and the superiority of the child are independent. Hence the instances of hindrance do not hinder the achievement of either superior or average pupils; but the percentage of superior pupils is much more than the average pupils.

(11) Superior as well as average pupils are affected by the defects in personality but these defects do not make a remarkable hindrance in their achievements.

2. Home Information Blank :

(a) Superior boys come in higher percentages from the joint families where as the average boys come in higher percentages from the divided families, but the family system and the superiority of the boy are independent.

In the case of girls, it is concluded that the superior girls come in higher percentages from the joint families whereas the average girls come in higher percentages from the divided families and the family system and superiority of the girl are interrelated. This means that the family system of the girls affect the superiority of them.

The superior boys come in higher percentages from the joint families whereas the superior girls come in higher percentages from the divided families.

The superior adults came in higher percentages from the divided families. Whereas the superior boys of to-day come in higher percentages from the joint families.

(b) Size of the family and superiority of the child are independent hence the size of the family does not affect the superior ability of the child.

(c) Marital status and superiority of the individual are independent. This leads to the conclusion that the married life of the individual does not affect the superior ability of a boy or girl. Most of the superior boys and girls are unmarried during the period of their studies.

(d) There is an evidence in this study that the superior boys and girls borrow money for their studies in higher percentages compared to that of the average boys and girls. But the condition does not affect adversely on the superior ability of the pupil. Most of the superior pupils study without borrowing money.

(e) The percentage of superior boys, earning freestudentships, is more than that of the average pupils while the percentage of superior girls earning freestudentships is less than that of the average girls. In both the cases the percentages of earning freestudentships are much less than those of the non-earning pupils but the earning of the freestudentship and superior ability of the child are found independent.

(f) Superior boys come in large percentages from the families where the number of brothers is less than five and the average boys come in less percentage from such families.

Superior girls come in larger percentage from the families where the number of brothers is less than five and the average girls come in less percentage from such families.

In The number of brothers does not affect the superiority of the child.

(g) Superior as well as average boys tend to come in large percentages from the families having less than five sisters. In case of girls it is found that they come in larger

percentage from the families having less than five sisters compared to average girls. This is significant trend found in the groups of girls.

In the case of boys the number of sisters do not affect the superiority of a boy but in the case of girls the number of sisters do affect the superior ability of a girl.

In the case of boys the percentage of superior boys to average boys goes on increasing with the increase in the number of sisters. This tendency is marked upto the number four but then the tendency is reversed.

A similar tendency is seen in the case of girls upto the number two then it is reversed.

(h) Pursuing a professional of a near relative and the superiority of the pupil are independent of each other but there is an evidence that superior pupils tend to pursue professions of near relative in larger percentages compared to that of the average pupils.

(i) Superior boys stay, in larger percentage, away from parents at the places of their studies and the average boys stay in larger percentage with parents at the places of their studies. This reverse picture of each group is significant in drawing a conclusion that the superiority of the boys and the residential arrangement at the places of studies are inter-related.

Most of the girls either superior or average stay with parents and the superiority and the residential arrangement at the place of their studies are independent.

Hence a conclusion can be drawn that the residential arrangement do not affect the superiority of the pupil.

(j) The percentages of superior as well as average pupils who receive economic help from parents are larger than those of the pupils who do not receive such help from parents but it should be noted that the superiority of the pupil and the economic help received from parents are independent of each other. Hence the receiving of economic help from parents does not always affect positively the progress in the studies.

The economic conditions of the parents of either superior or average girls is quite satisfactory. The girls who come for education belong to the families having good economic conditions.

(k) Superior as well as average pupils tend to come in higher percentages from the families having above-normal social status in the community compared to these of the normal status, but the percentage of superior pupils coming from above-normal status is larger than that of the average pupils. This conclusion is in tune with that of Terman's study which reads as follows :

"More gifted children come from the homes where the social and economic level is above average".
(Terman, et al 1925).

(l) The percentage of superior pupils is more than that of the average pupils coming from the families where the occurrence of intercaste marriages.

(m) Superior as well as average pupils come from the families having average number of 5 children. The average order of the superior as well as average pupil is between two and three. As the number of children increases the order of the superior pupil decreases and the correlation between the size and the order is negative. The order and the size of the family do not affect the superiority of the child.

3. Scholastic Information Blank :

(a) The pupils, offering diversified courses, are much less in percentage compared to those not offering them. Whosoever offers the diversified courses, offers generally from the following :

(i) Commerce; (ii) Technical; & (iii) Home Science.

The selection of the diversified courses and superiority of the child are independent.

(b) Superior boys suffer less by any sickness compared to the average boys. Most of the superior boys do not suffer any sickness.

The superiority of the pupil and the sickness are found to be independent of each other.

Most of the superior girls do not suffer any sickness.

(c) Superior pupils prefer mathematics in larger percentages compared to the average pupils and average pupils prefer languages in larger percentages compared to the superior pupils. The preferences of superior pupils are fixed and limited whereas the preferences of average boys are vivid and unlimited.

(d) Superior pupils dislike the subject of social studies in a larger percentage compared to average pupils. Both the groups of boys dislike the six subjects but the gradation of dislike is different. The gradation for superior boys is as follows :

(i) Social Studies; (ii) Sanskrit; (iii) Mathematics; (iv) Science; (v) Drawing, (vi) Languages.

While that of average boys is as follows :

(i) Social Studies; (ii) Sanskrit; (iii) Mathematics; (iv) Drawing; (v) English & (vi) Commerce.

The dislikes of superior girls are as follows :

(i) Social Studies; (ii) Sanskrit; (iii) Mathematics; (iv) Drawing & (v) Music. In the case of average girls the gradation is as follows :

(i) Music, (ii) Social Studies, (iii) Mathematics, (iv) Science, (v) Sanskrit & (vi) English.

(e) Superior pupils passed their S.S.C. Examination at much younger age (14+) than that of the average pupils (17+).

(f) Superior as well as average pupils appear in different external examinations and they pass these examinations during the period of their regular school studies. But superior girls appeared and pass the external examinations in the subjects of science, music and drawing while the average girls do not appear for such examinations.

(g) Superior as well as average boys take part in similar extracurricular activities. There is not much difference between the two groups of boys in number and types of activities participated. The gradation of activities participated by superior and average boys is as follows :

(i) Sports, (2) Debate, (3) Music & (4) Dramatics.

The activities participated by superior girls are more varied and more vivid than those of the average girls. The gradation of activities in the case of superior girls is as follows :

(i) Sports, (ii) Debates, (iii) Rashes, (iv) Music &

the gradation in the case of average girls is as follows :

(i) Sports, (ii) Tashes, (iii) Music.

(h) Superior pupils participate in much larger percentages than those of the average pupils in Scouting and/or N.C.C.

(i) Reading preferences of superior pupils are many and varied whereas preferences of average pupils are few and limited. Eight preferences of superior pupils are as follows :

(1) Historical social novels, (2) Autobiography, (3) Short stories, (4) Fiction, classics & current, (5) Detective novels, (6) Drama, (7) Poetry & (8) Humour & Satire.

Four preferences of average boys are as follows :

(1) Historical social novels, (2) Short stories, (3) Autobiographies, & (4) Drama.

Six preferences of superior girls :

(1) Historical Social Novel, (2) Autobiographies, (3) Detective novels, (iv) Short stories, (v) Fiction, classics or Current (vi) Drama.

Four preferences of average girls :

(1) Historical social Novel, (2) Autobiographies, (3) Short stories, (4) Fiction, Classics & Current.

(j) Superior pupils contribute articles in magazines in larger percentages compared to average pupils.

(k) The quality of leadership and superiority of the child are found to be independent.

(l) Superior as well as average pupils select the field of Science for their studies. Arts and Commerce are rated low by both the group of pupils.

(m) The preferences of vocational interests of superior boys are fixed and limited. The interests are generally to the vocations of engineering, medicine and commerce.

The preferences of average boys are many and varied. They also preferred to be Engineers, Chemists, Doctors.

The preferences of superior girls are also many and varied whereas that of average girls are fixed and limited. Superior girls preferred to be doctors and college teachers whereas the average girls preferred to be college teachers and social workers.

ANTHROPOMETRIC DATA BLANK

(a) The average height of superior pupils is more than the average height of average pupils.

(b) The boys in the superior group are not higher in weight than the boys in the average group but the superior girls are more in weight than the average girls.

(c) Superior boys have a wider chest girth compared to that of the average boys, but the same conclusion is not true in the case of girls.

(d) Medical examination results show that superior boys have more number of disabilities compared to average boys while that is not in the case of girls. The percentage of some sufference in the case of superior pupils is more than that of the average. The superiority and physical disability are inter-related.

(e) Most of the pupils do not have any physical defect.

(f) Occurrence of surgical operation and superiority are

independent. This does not hinder the progress of the pupils. The pupils who are operated surgically are much less than those who are not operated surgically.

(g) Most of the pupils possess right handedness and no student is found to possess unusual number of fingers.

INTEREST BLANK:

The group of superior pupils rated high in the mean interest in specific fields.

The superior pupils rated themselves high in the fields of Science, Literature reading, Sports and Travel.

Whereas the average pupils rated themselves high in the fields of Travel, Science, Literature reading, Social life and Sports.

EXCLUSIVELY FOR SUPERIOR ADULTS GROUP

1. Most of the superior adults possess ancestral property
2. " " " " " visited foreign lands or received awards
3. Very few superior adults published publications
4. Average number of children to the family of superior adult is 2.8
5. Most of the superior adults have their partners lower in the level of education
6. Very few superior adults have partners who have received awards
7. Most of the superior adults have normally healthy partners
8. Very few superior adults are planning for future progress
9. No superior adult used the method of cramming during their studies.
10. Most of the superior adults are healthy.
11. Superior adults selected the profession with the self-direction
12. Superior adults earn an average income of Rs.14000. This income is considered high compared to the normality.