

Influence of Parents, Peers and Teachers on Career Decision Making of Gifted Students: A Qualitative Study

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Abstract: It is believed that intellectually gifted students are very confident in choosing the career and their career decision making is smooth, but review of literature discard this notion and demonstrated that gifted students face lots of hurdles during their career decision making process. Researches revealed that career decision making process among gifted students is influenced by various social and emotional complexities they possess (Gysbers, 2013). This research will focus on the influence of parents, peers and teachers on the career decision making process of gifted students by employing qualitative research. The investigator has utilized semi-structured interview for data collection. In total 11 semi-structured interviews were conducted and analysis were done by using content analysis. Result reveals that parents and teachers play prominent role in choosing the career for gifted students. But on contrary peer's influence is negligible. Career counselling sessions are not much helpful in choosing the career of gifted students as they were not specifically designed for gifted students.

Key words: Gifted students, Parents, Peers and teachers.

Introduction

Gifted students are exceptional students who identified as possessing IQ of 130 or higher (Karatas & Sarıcam, 2016; Peterson, 2015). The world of gifted children encompasses a constellation of factors including people, concerns, beliefs, and activities. The career or vocational counselling issues most discussed in the broader literature relate to gifted and talented individuals is multi-potentiality (Colangelo & Assouline, 2000). Researches revealed that career decision making process among gifted students is influenced by various social and emotional complexities they possess (Gysbers, 2013). Valpied's (2005) demonstrated that on occasion, parents, rather than the schools themselves, pushed for a child's inclusion in a gifted program. Family influence might have both direct and indirect impact on the career choice

intentions of gifted students. The indirect impact on career choice intention was better supported by quantitative data (Cao, Jung, & Smith, 2015).

Parents have a significant and prominent role in choosing a career for their children. Although parents and teachers may be concerned about academic planning for gifted and talented young people, they often assume that career planning will take care of itself. (Ozcan, 2017). Students may have many choices available, due to multiple gifts, or a particular talent, where a career choice in that area seems inevitable. Majority of the gifted students choose the career to fulfil the promise of their parents, to live up to their highest potential, and to become the leaders of tomorrow. To gain approval or hold love, some gifted students may choose to behave according to the expectations of others rather than pursue personal fulfilment. (Stewart, 1999). Counsellors can play a key role in pointing out educational and career possibilities to these students who may have few others to advise them.(Chen and Wong, 2013).

The gifted students are those who have the potential to perform significantly beyond what is expected from their age. A student can be intellectually gifted, creatively gifted or physical gifted. Giftedness is an ability to do above than average. Gifted students tend to be more interested in an open, flexible learning environment which is more conducive to the deep, intense knowledge and ideas that benefits them (Vaingankar, 2010).

Gifted children are, by definition, “Children who give evidence of high-performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities”. Pasricha (1964) “Gifted students are those who demonstrates superiority in general intelligence or the one who have special abilities of high order in the various fields”. Marland (1972) “Gifted are those who possess outstanding abilities or potential in the area of general intellectual capacity, specific academic aptitude, creative or productive thinking, leadership ability, visual or performing arts and psycho- motor activity”.

Career decision making is the procedure of make knowledgeable choice relevant to an occupation involved several factors such as inquiry, appealing, in advice seeking-acting in it behaviour, cognitive ability to understand one skill which are help to provide relevant structure for one occupational future. Adolescence period marked by several biology, societal, sensitive & cognitive changes. It reveals that it is a time to enhance power for problem solving and personal decision (Worell& Danner, 1989).

Career decision involves an option with work-related alternative. Which option is select depending leading the career decision maker's first choice for a range of factor or criterion in the basis of which his or her compare and evaluate the feasible alternative? The great quantity of alternative offered to the decision maker, the indecision relating to opportunity preference and the complication involved in combine individual and work-related information advise that an enhanced understanding of the conduct in which career decisions are made and the process fundamental thus concrete with useful meaning (Gati, Shenhav& Peterson, Givon, 1993).

Crites (1974), Super (1983) and Savickas (2000) defined that career decision making as the process of persons build career and educational decisions run that it is the major project mission of career analysis. It examines the individual create career decisions (decision mission of career analysis. It examines the individual create career decisions (decision making style); the precursor that can pressure or slow down career choice (career indecision) and individual's beliefs that they can effectively achieve behaviours that force direct to preferred result (Decision making self-efficacy beliefs).

Mostly gifted students choose their career in those areas which fulfil their parent's expectations. Gifted students feel pressure because they have many choices, so parents and teachers help them to choose their career option. (Cao, Jung and Smith, 2017; Chen and Wong, 2016; Jung, 2013; Miller and Cummings, 2009). Career counselling is very important for gifted students. But many gifted students are not interested for counselling, because the counsellors are not aware about the special needs of the gifted students. The counsellors must possess the knowledge of needs of gifted students & mould this strategy accordingly, (Grace, 2017; Belknap, 2001; Stewart, 1999; Schenk, and Anctil, Smith and Dahir; 2012; Greene; 2005; Ghani and Faisall, 2015; Web and Bleske-Rechek, 2006). It is very important to understand the differences among gifted students, in terms of their personality. For this there should be special provision of guidance and counselling for gifted students. (Mu-ratori& Smith, 2015). Gifted students are habitually ignored by parents, teachers and counsellors who are aware about the obvious capabilities and interests of the gifted students. (Achter, Lubinski, & Benbow, 1997). Gifted students did not perceive any pressure from their peers in choosing their career, and there is no contribution of peers to make them perfect (Neumeister,2004)

Research questions

1. What is the role of parents on the career decision making of gifted students?

2. What is the role of teachers and peers on the career decision making of gifted students?
3. What is the role of career counselling sessions in the school on the career decision making of gifted students?

Methodology

This research was qualitative in nature, utilizing in depth semi structured interviews applied on eleven gifted students.

Sample

The sample of the present study constitute of 11 gifted students of senior secondary schools which were selected by employing purposive sampling. In qualitative research the sample size is usually small and probability sampling would lead to a large sampling error. (Crouch & Mckenzie, 2006).

Analysis of the transcripts

Investigator by employing content analysis, explored these codes and themes emerged out of the transcripts and on the basis of that done the analysis.

Finding 1: Role of Parents in choosing the career

Analysis of the transcripts also depicts that parents have a significant and prominent role in choosing a career for their children. This parental influence can be divided into three sub categories. In the first category, students choose those careers which their parents want them to follow even though they are not willing to choose that. Students choose those careers just to fulfil the dream of their parents.

T 6: Mam mera sab to jayda interest singing vich a. But mere papa da te brother da dream aaki me ekk officer bane, oh mainu ekk officer di chair te batha dekhna chondeaa. Mam me papa da interest ta pura krnaaa, apna interest v pura karna, but pehla ohna da. Te singing me aapne shonk laia apni tassali lai sikhna chondiaa. But Papa da dream purakrna a.

In the second category of parental influence, gifted students have selected a career because that career is a dream career of their parents and they want to make their parents happy and proud.

T 4: Mam IPS..me IPS hi bnnac hondiaa. Aahi meri dream job aa. Mam first ta eh mere papa da dream aa ..ohna ne hmesha mainu guide kita ...kituci IPS ja IAS bnna a ohna ne hmesha hi maniu guide kitaaa. Teohna ne mainu books v idadia read karan lai liya ke ditiya, jihna to information mildi hove. Ohna ne hmesha manu current issues bare knowledge diti a.

T 5: Mam mere mumma v kehnde a ki mainu aahi teaching line wich jana chieadaa, kyoki oh kehnde a ki oh v teacher bnna chonde c, but ohna nu chance ni milia banan da islai hunohna di beti nu bnna chieadaaa.

The third category of parental influence includes those students where gifted students select a career because all of their siblings are from that career or they have some relatives with that specific career.

T 6: mam jidakeairforce officer aa, mere jihremassi g de larkeaa, oh airforcewichaa, oh mainu motivate krdeaaki airforcewich job krnabhutvdiaaa. Mere papa g te mere massi g de larke v is line cha a is lai oh saremainu motivate krde a. parents v chondeaaki me officer bna... temainu job mile vdia.

There was only one gifted child where the parental influence was negligible. The parents support her and did not pressurize her to choose any career. She had full freedom in choosing any career on any criteria.

T 10: My parents support me the most. They never force me that you need to go there, you need to take medical, you need to become a doctor, you need to take arts, you need to become a Judge or CA, they never tell me. The decision is always mine what I need to do. They can only support me, they give only advise me at where are you good.

Finding 2: Role of teachers

Analysis of the transcripts reveals that teachers play a major role in the life of gifted students while deciding a career. Some students wanted to be teachers because they were highly influenced by their teachers. Teachers were the only point of contact when students face any type of career related problem. Teacher can also develop the interest of students towards a particular career or subject and vice-versa.

T 3: Vahi subject achalgtahaijis subject teacher achahotahai..jiase mere ko maths itnaachanailgtakyoki maths ka teacher itnaachanaihai. jabchotti class meinthi me

chottestandards mein thi, to tab ache se naipdate hogetaechers, tab isliyemujhenafraathogaiho maths se kiachanailgtahai.

T 5: Mam career counselling naiditijandi, meaapne career confusion di gall kissenal v discuss nikiti. Mam me bas Geetanjai mam wall dekhke hi teacher bnn da decision liya.

T 11: Me aapni teachers se hmesha suggestions letihu, and wokbhibhimeri bat komnanaikrtewohmesha ready rehtehai help krnekekiye. Is liyemujhe jab bhi koi bhi problem aatihai to me aapneteachers se bat krtilhu

On the contrary, two private school students revealed that role of teachers in their choice of career was negligible. They further said that teachers just gave advices and did not have any personal contact with them. This lack of personal contact with students can be aftermath of overburdened teachers. These students give preference to parents over their teachers.

T 9: In my opinion teacher did not have any influence on the career selection, as they did not have any idea about by hopes, aspirations, and ambitions.

T 10: Talking about teachers cannot tell us, they only tell us this is good, and in future these-these courses. They can only give us advice. So parents are the more supportive, according to me.

Findings 3: Role of Peers

It was found that peers did not have any influence on the gifted students while choosing a career. These students never alter their career choices due to the peer influence nor do they choose their career as per them. Gifted students feel that they are matured to take their own decision and interaction with peers irritate them because their peers are not able to understand their point of view. Gifted students believe that their peers did not know their hidden potential and were not able to help them in any way.

T 1: Basically..jitney bi mere sathpdtehaiunse me mature hothodasa. ..who mere batteinsamjhnai pate ha.. so koi faltuuthodisi bi bat mujhebol de mujhsebardashtnaihotti. Isliye me sab ko limit meinbulatahu.

T 9: We should not easily get affected by the advice that peers give to us, because they may be not see our potential, or actual potential.

Findings 4: Unfruitful Counselling Sessions

In the interview's students shared that though their school did not have any career counselling cell; they still have the opportunity to have guest lectures and counselling sessions. To explore the impact of these guest lectures on the career decision making of the gifted students, the researcher asked students about the quality of such programmes. Majority of the students said that those sessions were very general and it did not focus on their specific issues. Those guest lecturers or counselling sessions were in no way help these students in clearing their doubts about career nor do they help them in choosing their careers.

T 7: Yeh counseling to jadafaraknaipainda ha. Sariyabacchiyalaeikojehi information hundi ha. Kadikadilagda ha ki he mere waste ha hi nai. Counseling sadi needs and requirements de hisabnal hove ta hi faida ha.

T 9: They are helpful to some extent but they don't provide a clear-cut picture what we will become in the future. They certainly help but up to some extent only. They don't tell us what are the interests and what if the person has many interests.

T 10: I have more than one interest, than these tests cannot work. I think only we can choose; we can decide ourselves, only we know what to choose or what to not or what are our interests.

CONCLUSIONS

On the basis of analysis following conclusions are drawn.

1. Parents play a significant role in choosing the career for their gifted students. Majority of the gifted students choose they career to fulfil their parents dreams.
2. Gifted students are highly influenced by their teachers in choosing their career. But on the other hand, students of private schools have no influenced of teachers.
3. Gifted students have no influence of their peers in choosing their career options.
4. Career counselling sessions are not much helpful in choosing the career of gifted students.

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