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CHAPTER 6
COMPENDIUM

6.0.0 INTRODUCTION

The present study was undertaken with a view to mainly find out the answers for the following questions raised by the present investigator.

1. Where do the talented students stand with reference to scholastic achievement, intellectual ability, creativity, personality traits, S.E.S. and study habits?

2. What is the difference between levels of talented students and that of top students rated high by their teachers with reference to the abovementioned variables?

3. What is the influence of above mentioned variables on the scholastic achievement of the students?

4. How far scholastic achievement is related to the other variables of the students?

Keeping these questions in mind, the objectives were laid down for the study and to make the study more precise, certain hypotheses were also framed, which are discussed at length in Chapter 1.

The study was carried out with a sample of 100 talented students and 100 top students of Gujarat State rated high by their teachers.

The sample was drawn from the list of selected students for national level examination of 1987 and 1988.

The percentage of the aggregate marks obtained at the S.S.C. examination is taken as scholastic achievement. To measure intellectual ability, the General Ability Test (G.A.T.) by Dr. Pallavi Patel was used. To measure creativity, the Creative Ability Test (C.A.T.) prepared by Lilaben Devda was used.
To measure personality traits, H.S.P.Q. adapted by Dr. Thakur was used. To measure S.E.S., the scale by Dr. Bhai1albhai Patel and Dr. Vora was used. To measure study habits, the study habits inventory prepared by Dr. Bhai1albhai Patel was used.

After collecting the data with the help of the above mentioned tools, descriptive as well as inferential statistical techniques were used for analysing the data as follows.

1. Mean and standard deviation to describe the data.

2. 't' test technique: to study the significance between two means.

3. Multiple regression analysis technique

   To study the individual as well as joint contribution of intelligence, creativity, personality traits, S.E.S. and study habits on scholastic achievement of the students.

4. Multiple correlation

   To study the relationship among the various variables.

5. Analysis of Co-variance

   To study the effect of birth order, parent's education and personality traits.

The present chapter deals with the major findings, discussion and general conclusions drawn on the basis of the analysis of data and an attempt is also made to suggest some educational implications and to offer some suggestions to the persons interested in the field of education. Suggestions are also offered with a view to encouraging further investigations in this field. All these are presented in the pages to follow.

6.1.0 MAJOR FINDINGS

The findings are categorized into three broad headings such as 1) contribution of variables, 2) correlational studies, 3) differential studies.
6.1.1 Contribution of Variables

1) The joint contribution of intelligence, originality, fluency, flexibility, creativity, personality traits, S.E.S., study habits in the prediction of scholastic achievement is 39.70%. Of this contribution, 6.04% is of intelligence, 16.59% of creativity, 9.11% is of Factor G, 4.11% is of Factor J. But the contribution of fluency is -11.62%, that is fluency seemed to cause hindrance in the scholastic achievement of the students of Group A. It can be therefore said that creativity Factor G and intelligence can be taken up for the prediction of scholastic achievement of the students of Group A.

2) The joint contribution of intelligence, originality, fluency, flexibility, creativity, personality traits, S.E.S., study habits in the prediction of scholastic achievement is 24.63%. Of this contribution, the maximum contribution is of creativity i.e. 6.83%, followed by intelligence 6.65% and of fluency 3.69% in the prediction of scholastic achievement. From this, it is evident that creativity, intelligence and fluency contributed maximum in the prediction of scholastic achievement. Other variables did not contribute substantially. Therefore, it can be said that creativity and fluency can be taken up for the prediction of scholastic achievement of students of Group B.

6.1.2 Correlational Studies

1) Correlation between intelligence and scholastic achievement \( (r = 0.281) \) is significant at 0.01 level in case of Group A. Therefore, it can be said that intelligence is related to scholastic achievement of the students of Group A.

2) Correlation between originality and scholastic achievement \( (r = 0.072) \) is not significant in case of Group A. The conclusion is that originality is not related to scholastic achievement in case of Group A.
3) Correlation between fluency and scholastic achievement \((r = 0.204)\) is significant at 0.05 level. The conclusion is that fluency is related to scholastic achievement in case of Group A.

4) Correlation between flexibility and scholastic achievement \((r = 0.258)\) is significant at 0.01 level. The results reveal that flexibility is related to scholastic achievement in case of Group A.

5) Correlation between creativity and scholastic achievement \((r = 0.228)\) is significant at 0.05 level. The conclusion is that creativity is related to scholastic achievement in case of Group A.

6) Correlation between personality factor G and scholastic achievement is 0.239, while factor J and scholastic achievement is 0.215. They seem to be low but significant. Hence it can be said that personality factors G and J are related to scholastic achievement in case of Group A.

7) Correlation between S.E.S. and scholastic achievement \((r = 0.197)\) is significant at 0.05 level. The results reveal that S.E.S. is related to scholastic achievement in case of Group A.

8) Correlation between study habits and scholastic achievement \((r = 0.161)\) is not significant at any level. The conclusion is that study habits are not related to scholastic achievement in case of Group A.

9) Correlation between intelligence and scholastic achievement \((r = 0.28)\) is significant at 0.01 level. Therefore, it can be said that intelligence is related to scholastic achievement in case of Group B.

10) Correlation between originality and scholastic achievement \((r = 0.091)\) is not significant at any level. The conclusion is that originality is not related to scholastic achievement in case of Group B.
Correlation between fluency and scholastic achievement \((r = 0.298)\) is significant at 0.01 level. The result reveals that fluency is related to scholastic achievement in case of Group B.

Correlation between flexibility and scholastic achievement \((r = 0.250)\) is significant at 0.05 level. The conclusion is that flexibility is related to scholastic achievement in case of Group B.

Correlation between creativity and scholastic achievement \((r = 0.32)\) is significant at 0.01 level. Therefore, it can be said that creativity is related to scholastic achievement in case of Group B.

Correlations between personality traits and scholastic achievement are not significant. Therefore, it can be inferred that personality traits are not related to scholastic achievement in case of Group B.

Correlation between scholastic achievement and S.E.S. \((r = 0.116)\) is not significant at any level. The results reveal that S.E.S. is not related to scholastic achievement of Group B.

Correlation between study habits and scholastic achievement \((r = 0.171)\) is not significant at any level. Therefore, it can be inferred that study habits are not related to scholastic achievement in case of Group B.

6.1.3 Differential Studies

The adjusted means of scholastic achievement scores of students of Group A belonging to first, second and above second birth order do not differ significantly, when intelligence and creativity are taken as covariates. This may lead one to believe that birth order does not influence the scholastic achievement of the students of Group A.
2) The adjusted means of scholastic achievement scores of students of Group B belonging to first, second and above second birth order do not differ significantly, when intelligence and creativity are taken as covariates. This may lead one to believe that birth order does not influence the scholastic achievement of the students of Group B.

3) The adjusted means of scholastic achievement scores of students of Group A having their father's education up to S.S.C., graduate, post-graduate does not differ significantly, when intelligence and creativity are taken as covariates. It can, therefore, be said that father's education does not influence the scholastic achievement of the students of Group A.

4) The adjusted means of scholastic achievement scores of students of Group B having their father's education up to S.S.C., graduate, post-graduate does not differ significantly, when intelligence and creativity are taken as covariates. It can, therefore, be said that father's education does not influence the scholastic achievement of the students of Group B.

5) The adjusted means of scholastic achievement scores of students of Group A having their mother's education up to S.S.C., graduate, post-graduate does not differ significantly, when intelligence and creativity are taken as covariates. It can, therefore, be said that mother's education does not influence the scholastic achievement of the students of Group A.

6) The adjusted means of scholastic achievement scores of students of Group B having their mother's education up to S.S.C., graduate, post-graduate does not differ significantly, when intelligence and creativity are taken as covariates. It can, therefore, be said that mother's education does not influence the scholastic achievement of the students of Group B.
It is interesting to note that all the factors of personality except factor G do not influence the scholastic achievement of students of Group A. In case of the students of Group B, it is found that all the factors of personality do not influence the scholastic achievement.

The difference between the mean scores of scholastic achievement of students of Group A and that of the students of Group B is highly significant at 0.01 level. It is further found that the scholastic achievement of students of Group A is higher than that of the students of Group B.

The difference between the mean scores of intelligence of students of Group A and that of the students of Group B is significant at 0.01 level. Therefore, contrary to the null hypothesis, it is concluded that there is a significant difference between the scholastic achievement of students of Group A and that of Group B. And intellectual ability of the students of Group B is lower than that of Group A.

The difference between the mean scores of fluency of the students of Group A and that of Group B is significant at 0.01 level. It can be further said that the fluency of students of Group A is more than that of students of Group B.

The difference between the mean scores of flexibility of the students of Group A and that of the students of Group B is significant at 0.01 level. Hence it could be further concluded that the flexibility of the students of Group A is more than that of the students of Group B.

The obtained C.R. between the creativity of students of Group A and that of Group B is 4.617, which is significant at 0.01 level. Hence it could be inferred that creativity of the students of Group A is more than that of the students of Group B.
13) The obtained C.R. between the personality factor B of students of Group A and that of Group B is 4.54, which is significant at 0.01 level. Hence it could be concluded that as regards personality factor B, the mean score of the students of Group B is more than that of the students of Group A.

14) The obtained C.R. between the personality factor G of the students of Group A and that of Group B is 4.57, which is significant at 0.01 level. Hence, it could be concluded that as regards the personality factor G i.e. the mean score of the students of Group A is more than that of the students of Group B.

6.2.0 DISCUSSION

The most of the results of the studies of gifted or talented students as reviewed in chapter three are described below.

There are many studies made on gifted or talented students. But the studies of the students, who have appeared for National Talent Search Scholarship are not found. Here the investigator has studied the students, who are selected at state level for the National Talent Search Scholarship Test. Hence this study differs from other studies of gifted or talented students.

In case of gifted and talented students Joshi (1974), Gnanambai (1982) and Dey B. (1984) found positive and significant correlation between intelligence and creativity. Only Raina (1984) found that there is no significant relationship between General Mental Ability and Creativity. In the present study, the investigator has found positive but low correlation between intelligence and creativity.

Scholastic Achievement and Intellectual Ability

As stated in Chapter three, three studies emphasised positive relationship between intelligence and scholastic achievement. But a few of them recent ones, almost all the studies undertaken in India have yielded positive relationship, but the wide range of their correlation (from 0.1 to 0.9) indicates lack of genuine
relationship between intelligence and scholastic achievement. In the present study, the relationship between intelligence and scholastic achievement is found to be 0.28, which is low. This lack of genuine relationship may be due to common linguistic factor between intelligence and achievement test or due to the factors other than affecting achievement. Hence it may be said that prediction of scholastic achievement cannot be based exclusively on the assessment of intellectual ability.

**Scholastic Achievement and Creativity**

Most of the studies as reviewed in chapter three suggested that there is no significant difference between scholastic achievement and creativity (Jackson, Torrance Yamamoto, Passi, Pathak, Sandu). In the present study, the relationship between scholastic achievement and creativity is found to be 0.228, which is significant but it is low. Hence it can be concluded that creativity does influence the scholastic achievement.

**Scholastic Achievement and Personality Traits**

Though the factors that influence scholastic achievement of a student are varied and many personality traits played vital role in the ultimate scholastic outcome, as mentioned in chapter three, there are studies, which established the relationship between certain personality traits. Here in the present study also, factors B, C, G, J, O, Q₂, Q₃, are positively related with scholastic achievement. It is worth noting that personality factor G i.e. super-ego does influence the scholastic achievement.

**Scholastic Achievement and S.E.S.**

As stated in chapter three Menon, Anand, Khanna (1973, 1973, 1980), found that there was significant and positive correlation between scholastic achievement and S.E.S. of students, whereas Sudame and Reddy (1973) found no significant correlations between two variables. Here in the present study, the relationship between S.E.S. and scholastic achievement is found to be 0.197, which is positive and significant but low. Therefore,
it can be said that S.E.S. has its influence on the scholastic achievement of the students.

**Scholastic Achievement and Study Habits**

From a large number of studies cited in chapter three about the relationship between scholastic achievement and study habits, it can be concluded that good study habits are correlated with high achievement. In the present study also, it is found to be 0.161, which is positive but low. It may be due to the change in the educational environment.

**6.3.0 SUGGESTIONS FOR FURTHER RESEARCH**

In this part of the report, the investigator has indicated promising side problems that have been uncovered and to suggest areas or problems for further investigations.

1) To inquire into the demographic variables of the talented students, who have passed the National level examination of National Talent Search Scheme.

2) To inquire into some physho-socio variables of the Talent Search Scholars.

3) To compare the talented students of Gujarat State with those of Maharashtra State with reference to psycho-socio variables.

4) To analyse the results of the state level and National level examinations taken under the National Talent Search Scheme.

5) To study the gifted students of standard VIII, with reference to some psycho-socio variables.