CHAPTER VI

SUMMARY
SUMMARY AND CONCLUSIONS

India and Iran are developing countries, both are trying for industrialization and advancement. Therefore, both the countries need to harness their manpower and train the young generation as the future expertise. The intellectually gifted children of both the countries constitute that vital intellectual force which can play a crucial role in the process of national development and prosperity, and solving the critical problems which beset the two countries. Therefore understanding the unique personality and vocational patterns of the gifted and evolving adequate educational and guidance programs for them are very essential.

The present research work was an attempt to identify the intellectually gifted and average male students with the help of multiple criteria, using identification matrix, and to study the cultural and gender differences on psychological variables such as achievement motivation, internal-external locus of control and vocational patterns of intellectually gifted and average students.

Based on the review of literature and situational evidences the following hypotheses were framed:

1. Indian students would be significantly higher on nAch scores than their Iranian counterparts.
2. Males would be higher on nAch scores than their female counterparts.
3. Gifted would be higher on nAch scores than the average students.
4. Males would be higher on Internal locus of control than female counterparts.
5. Gifted would be more internal than average students.
6. Females would prefer more traditional jobs than males.
7. Vocational choices of the gifted would be related to the upper level of vocations and more on science and technology than their average counterparts.

In addition to the above hypotheses the cultural differences on I-E LOC and vocational choices would also be explored.

For the first phase of the present research two thousands of students were taken from both the countries. They were administered APM for intelligence, score. Academic achievement was measured with the help of percentage of marks obtained by the students in the last examination and teacher nomination with teacher rating scale were used. Finally Identification Matrix (Baldwin 1979) was employed to identify the intellectually gifted and average students.

For the second phase total number of students (gifted and average) 188 were taken, viz. 44 intellectually gifted students (21 males and 23 females) and 50 average students (25 males and 25 females) from Iran and 44 gifted (23 males and 21 females) and 50 average students with equal
number of males and females from India. They are administered the following tests:
1. Thematic Appreception Test (TAT) (McClelland et al, 1953).

In order to find the effects of culture and gender on nAch, I-E LOC and vocational choices of gifted and average students, a 2x2x2 (culture x sex x gifted/average) factorial design was applied.

The main findings of the study with regard to the main variables of nAch, LOC and vocational choices are summarised below:

1. ACHIEVEMENT MOTIVATION
   a) Indian students of two groups viz, combined (gifted+average) and gifted are significantly higher on nAch than Iranian counterparts
   b) Gifted students in both the countries obtained significantly higher nAch scores than average.
   c) Male students of combined (gifted+average) and gifted scored significantly higher on nAch than their female counterparts in both the cultures.
   d) Average students emerged as more congruent group on nAch than intellectually gifted students.
   e) Indian highly gifted male students scored significantly higher on nAch than lower academically gifted male students.
2. I-E LOCUS OF CONTROL

a) Iranian students of two groups viz. combined (gifted + average) gifted and average are significantly more internal than Indian counterparts. The trend of internality in Iran of gifted students hold true for four subcategories i.e. Luck-Fate, Personal-Respect, Leadership Success and Academics.

b) In general males and females are not statistically different on I-E locus of control. The trend of insignificant differences stand true for all I-E sub-categories.

c) The trend on non-significant differences on I-E LOC total between male and female students are the same in both cultures.

d) Gifted (in Iran and India) are not significantly different from average (Iran and India) on I-E total and three sub scales i.e. Luck-Fate, Academics and Leadership success.

e) Significant differences (p<.10) emerged between gifted & average on Personal-Respect and Politics but not in the same direction, i.e. on Personal-Respect gifted are more external than average but on Politics average are more external than gifted.

f) In Iran gifted students tend to externality on politics whereas in India average are more external p<.01. On Personal-Respect the direction was vice versa.
3. VOCATIONAL CHOICE

a) Indian students (gifted and average) and gifted scored significantly higher on Organization, Technology and General Culture (all at level I) than Iranian counterparts.

b) Females (gifted and average), gifted obtained significantly higher scores on Social Service, Organization, General Culture and Arts and Entertainments than male counterparts in both the cultures.

c) Gifted students scored significantly higher on Science, Technology and Social Service (all at level I) than average students in both the cultures.

d) Culture affected vocational choice (Organization) of gifted students i.e. differences between the scores of gifted (in favour of Indian students) are more marked than the average students.

The above conclusions leads the following implications:

1. Need for achievement could be helpful as a method for identification of intellectually gifted students of both sexes because of its discriminating potential between intellectually gifted and average of both sexes.
2. The analysis of the findings on I-E LOC revealed that in general there are not much relationship between gifted and average or between both sexes and I-E LOC. It is suggested that in contrast to some earlier research evidences, I-E LOC might not be used as a method for identifying gifted students of both sexes in both the countries because of its non-discriminating potential.

3. Gifted female students are in need of special guidance programmes for several reasons. First, achievement motivation training might be increase their nAch and help them to utilize their talents and capabilities. Second, gifted female students showed uncertainty about their future jobs, thus vocational guidance aimed at this group might be an excellent way of meeting the special needs of talented female students.

LIMITATIONS AND SUGGESTIONS OF THE STUDY

1) The present research work was conducted on high school students age range 14-16. Further study is needed to examine the present psychological variables with different age in high school and colleges.

2) The selection of sample was restricted to two cities in both the countries. Further studies are needed to test the psychological variables in other cities of both the cultures.