SUMMARY AND CONCLUSIONS

The study has two distinct phases. The first phase
is concerned with the effect of school environment on fluid
and crystallized intelligence. 906 subjects participated
in this study. Of these one group of 307 subjects was drawn
from the Model Schools designated as the Stimulating
Environment Group (SEG) and two samples of 397 and 202
subjects were drawn from "Gurukulas" designated as the
Non-Stimulating Environment Group (NSEG). The subjects
were administered tests of fluid (Gf) and crystallized (Gc)
intelligence and 13 personality traits. The mean scores
on the tests of intelligence and personality were compared
for the SEG and its counterpart from the NSEG. The inter­
correlations, for the variables used in the study, were
also obtained separately for the three groups. The data
were processed by the principal component method of factor
analysis. In each case 8 second order factors were
extracted and interpreted after varimax rotation.

The main findings were:

1. The stimulating environment group scored signifi­
cantly higher, both, on Gf and Gc tests.

2. The mean scores on the personality variables of
factors A, C, G, E and Q were higher for the Stimulating
Environment Group, whereas the Non-Stimulating Environment
group scored higher on factors L, E, I, C, and F.

3. The differentiation of Cf and Cc abilities was delayed under the non-stimulating environment conditions.

4. The structure of the second order factor of Neuroticism seems to have been influenced by the environmental conditions but its influence was much less in the case of the factors of Anxiety and Extraversion.

The second phase of the study is concerned with the effect of age on the growth of fluid and crystallized intelligence. Here 566 subjects were drawn from the ordinary schools of Kerala. Both teachers and students were included in the samples. Their age ranged between 14 to 54 years. They were grouped into eight samples with age range 14 to 15, 16 to 17, 18 to 19, 20 to 21, 22 to 23, 24 to 29, 30 to 39, 40 to 54 years. All the subjects were administered tests of fluid and crystallized intelligence. The growth curves for Cf and Cc and their subtests were prepared from the group means for the various age groups.

The results indicated:

1. The fluid abilities have a different pattern of association with age than crystallized abilities.

2. The fluid abilities reach full development at 21 to 22 years of age but a steady decline begins thereafter.

3. The crystallized abilities improve up to the age of
30 to 39 years and after that it starts declining.

4. The rate of growth or decline among the subtests of uf as well as Gc differs somewhat.