

DIMENSIONS OF GIFTEDNESS FOCUS ON PERSONALITY AND BACKGROUND FACTORS

by
SHAKUNTLA S. JAIMAN

Thesis submitted
in fulfilment of the requirements
of the degree of the
DOCTOR OF PHILOSOPHY

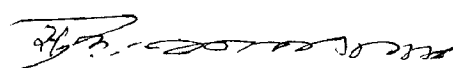


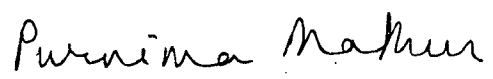
**Department of Humanities and Social Sciences
INDIAN INSTITUTE OF TECHNOLOGY, DELHI
DECEMBER, 1989**

C E R T I F I C A T E

This is to certify that the thesis entitled Dimensions of Giftedness: Focus on Personality and Background Factors being submitted by Mrs. Shakuntla S. Jaiman to the Indian Institute of Technology (Delhi), for the award of the degree of Doctor of Philosophy, is a record of bonafide research work carried out by her. Mrs. Shakuntla S. Jaiman has worked under our guidance & supervision and has fulfilled the requirements for submission of this thesis, which to our knowledge has reached the requisite standard.

The results contained in this thesis have not been submitted in part or in full, to any other University or Institute for the award of any degree or diploma.


(S.C. UPADHYAYA)
Co-Supervisor


(PURNIMA MATHUR)
Supervisor

U.T. LIBRARY DELHI

Acknowledgements

I express my sincere gratitude to my revered guide Dr.(Mrs.) Purnima Mathur, Professor, Department of Humanities & Social Sciences, IIT Delhi for her friendly encouragement and able guidance. Her serious interest helped me tide over my problems quickly and complete my work successfully.

I am thankful to my co-guide Mr. S.C.Upadhya, Lecturer, Department of Humanities & Social Services, IIT Delhi for his constant enthusiastic support.

My thanks to Dr.(Mrs.)Amulya Khurana for her constructive suggestions and help. I must also acknowledge the kind help given to me by Mr. B.S.Nagi of Council for Social Development for efficient and accurate analysis of the data. I am grateful to Prof. M.K.Raina and Prof. J.S.Gaur of National Council for Educational Research and Training for their benevolent guidance. I also thank Dr. M.C.Jain of National Testing Laboratory, NCERT for prompt help. I extend my thanks to the staff and students of the schools wherefrom I collected the data for their kind cooperation.

I thank all my friends and colleagues at IIT and the Complex where I am working. Also, many other well wishers who helped me with resource materials, clarification of ideas etc.

I must mention here the important contribution of my father (Col.Satsangi) who has been a constant source of inspiration through my educational career, my husband (Dr. R. Jaiman) who provided me endearing moral support constantly, my brother (Pankaj) who gave creative ideas and my father-in-law and mother-in-law for their enthusing support. Not to forget my little son Saurabh who bore my preoccupation with the work sportingly.

I have always felt the affectionate presence of the guiding spirit of my mother to whose fond remembrance I dedicate this work.

SHAKUNTLA S. JAIMAN

ABSTRACT

The present study was conducted to explore the dimensions of giftedness and their relationships with personality and background variables.

The sample consisted of respondents from three types of schools, that is, government, public and kendriya vidyalaya (central school). Research questions were formulated to review the researches pertaining to the variables studied. The hypotheses were developed for determining relationship between the dimensions of giftedness such as IQ, learning, motivation, creativity, leadership and personality variables namely affectothymia (outgoing), higher scholastic mental capacity, higher ego strength (emotionally stable), excitability, dominance, surgency (happy go lucky), stronger superego strength (conscientious), parmia (venturesome), premsia (tender-minded) coasthenia (individualistic), galls proneness (apprehensive), self-sufficiency, high self-concept control, high ergic tension (tense). Creativity as measured by Torrance's tests of creative thinking was also considered as a personality variable. An attempt was also made to identify whether background variables like age, sex, school achievement, type of school, father's qualification and occupation, mother's qualification and occupation, family income, order of birth of the respondents were related to giftedness.

Univariate, bivariate and multivariate statistical techniques were applied to test the hypotheses. The results revealed that giftedness was significantly correlated with affectothymia (outgoing), excitability, stronger superego strength (conscientious) high ergic tension (tense), higher scholastic mental capacity, surgency (happy go lucky), coasthenia (individualistic), age, sex, school achievement, type of school, father's qualification, and family income. The findings of multiple regression analysis exhibited predictive efficiency of variables like affectothymia (outgoing), excitability, coasthenia (individualistic), galls proneness (apprehension), higher scholastic mental capacity, age, sex, school achievement and family income for the dimensions of giftedness.

Factor analytic findings yielded two important factors namely, giftedness factor and intellectual-personality factor contributing to the major portion of common variance.

The educational implications, limitations of the study and scope for future research were stated based on the findings of the study.

C O N T E N T S

	Page
List of Tables	
List of Illustrations	
Certificate	i
Acknowledgements	ii-iii
Abstract	iv-v
Chapter I INTRODUCTION	1-4
II GIFTEDNESS IN RETROSPECT	5-25
Section I Giftedness: A historical perspective	5-16
Section II Review of Indian Researches	17-25
III GIFTEDNESS: A CONCEPTUAL FRAMEWORK	26-35
Section I Definitions of Giftedness	26-30
Section II Dimensions of giftedness	31-35
IV THEORETICAL APPROACHES TO THE STUDY OF THE GIFTED	36-75
V REVIEW OF RESEARCHES AND DEVELOPMENT OF HYPOTHESES	76-119
VI METHODOLOGY	120-145
Section I Sampling Procedure	120-123
Section II Instruments utilized	124-139
Section III Pilot Study	140-142
Section IV Statistical techniques	143-145
VII RESULTS DISCUSSION	146-195
Section I Findings of the study	146-172
Section II Discussion	173-191
Section III Summary of the Results	192-195
VIII EDUCATIONAL IMPLICATIONS, LIMITATIONS OF THE STUDY AND SCOPE FOR FUTURE RESEARCH	196-203
BIBLIOGRAPHY	204-218
APPENDIX	vi-xxxii