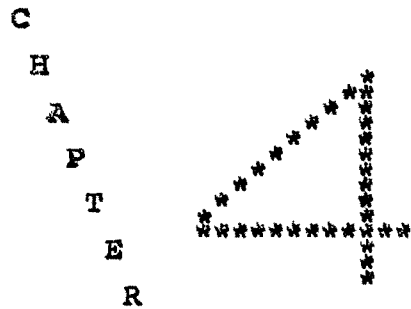


RESULTS OF THE INVESTIGATION AND THEIR INTERPRETATIONS

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RESULTS OF THE INVESTIGATION AND THEIR INTERPRETATIONS

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4.1. Introduction

The present investigation, as reported in the introductory chapter, is mainly concerned with studying identification patterns, motivation and school achievement of talented subjects. Three levels of talentedness were identified on the basis of Intelligence test, Behaviour Check-list, Teachers' nomination and Non-academic performance. The three groups of subjects were designated as talented, average and below average in accordance with the degree of talentedness they possessed. Both boys and girls were selected with a view to study the sex difference,

if any, among the main variables. It is assumed that the groups thus formed would differ from one another in respect of motivation for school achievement, behaviour orientation identification with various models and achievement values attributed to the models. The various results that are reported in this chapter are pertaining to the following issues :

- (1) Do talented subjects show greater identification with adult models than relatively average and below average subjects ?
- (2) Is there any sex difference in identification with various adult models ?
- (3) Do talented subjects show higher motivation for school achievement than relatively average and below average subjects ?
- (4) Do boys differ from girls in respect of motivation for school achievement ?
- (5) Do parents and teachers of talented subjects hold higher values for school achievement than do parents and teachers of average and below average subjects ?
- (6) Does sex difference influence value attribution to the models in any way ?
- (7) Is there any pronounced tendency on the part of below average subjects to identify more with the peer group and accept its values ?

- (8) What kind of relationship is there between values held by the models and the values held by the subjects themselves ?
- (9) Is there any relation between identification and values held by the subjects ?
- (10) Is there any relation between value attribution and identification ?
- (11) What is the contribution of achievement values held by the models to actual achievement ?
- (12) How are identification and achievement values of the models are related to subject's own motivation ?
- (13) What is the relation between non-conformity and academic achievement ?
- (14) What is the relation between peer-affiliation and academic achievement ?
- (15) Do talented subjects show relatively greater independence in academic achievements ?
- (16) Do urban subjects differ from rural subjects in respect of identification, motivation and value attribution ?

These issues are dealt with extensively in this chapter by analyzing and interpreting the relevant data. In the literature it is reported that high achievers tend to identify more with parents, authority figures, and with cultural norms, and they employ socially desirable behaviour. They are also more motivated to achieve in school and gain satisfaction from activities related to school achievement. They are

independent in their activities and maintain peer-relations without being dependent on peer group support. Low achievers in contrast, are found to be rejecting parental values, resenting authority, employ less socially-valued behaviours, and are leaning on the support of the peer-group. In the present study the groups were not formed on the basis of academic achievement but the results indicated that they differ substantially from one another in academic achievement. For this reason the above findings may be relevant for groups differing in talented performance. It should also be noted that the present study does not assume generalized motive to achieve. It is considered that behaviour related to school achievement is associated with values possessed by models. The strength of this association will vary depending upon the degree of talentedness.

First, the three main groups - talented, average and below average subjects - will be compared with respect to achievement, motivation, identification with models, self achievement values, models' achievement values attributed by subjects and behaviour orientation. Following this, the correlations between self achievement values and achievement values held by the models will be examined. The correlations

between self-achievement values and identification will then be interpreted and discussed. The relationship of identification and achievement values with motivation and actual achievement will be examined for different groups of subjects. Finally, the relationships among peer-affiliation, non-conformity and independence with motivation, academic achievement and self-achievement value will be discussed.

4.2. Comparison Between Boys and Girls (Table 4.1)

The mean academic achievement scores of talented, average and below average boys as seen from the Table 4.1, are 65.25, 46.25 and 27.20 respectively. These mean scores differ significantly from one another. Thus, the more talented boys tend to possess higher academic achievement than the less talented boys. Similarly the mean academic achievement scores of talented, average and below average girls are 63.65, 45.42 and 25.22 respectively. These mean scores also differ significantly from one another. Thus, the more talented girls are higher in academic achievement than the less talented girls. Talented boys and girls as well as below average boys and girls differ significantly from each other in academic achievement. Average boys and girls do not differ in academic achievement. Boys have a

TABLE 4.1 SHOWING MEANS & STANDARD DEVIATION (S.D.) TOGETHER WITH \bar{t} VALUES FOR BOYS AND GIRLS 181

BOYS										GIRLS										BOYS & GIRLS								
S. NO.	VARIABLES	TALENTED			AVERAGE			BELOW AVERAGE			t' VALUE			TALENTED			AVERAGE			BELOW AVERAGE			t' VALUE			TALENTED BOYS AND GIRLS	AVERAGE BOYS AND GIRLS	t' VALUE
		MEAN	S.D.	S.D.	MEAN	S.D.	S.D.	MEAN	S.D.	S.D.	MEAN	S.D.	S.D.	MEAN	S.D.	S.D.	MEAN	S.D.	S.D.	MEAN	S.D.	S.D.	MEAN	S.D.	S.D.			
1	ACADEMICS	55.25	6.6	46.5	5.58	27.20	6.10	26.9	30.0	68.3	3.55	5.71	45.42	6.0	25.22	7.01	43.1	27.5	53.4	2.5	2.5	1.1	2.7					
2	MOTIVATION	114.57	12.05	102.76	12.1	101.62	15.20	9.0	74	8.98	112.7	14.3	107.49	14.0	98.69	15.95	2.9	5.2	8.2	1.5	2.2	1.6						
3	MOTHER IDENTIFICATION	74.12	12.25	71.76	13.45	70.82	9.95	2.0	0.3	2.7	81.62	9.61	78.14	9.65	75.65	9.6	2.9	2.6	5.6	6.1	5.7	4.5						
4	FATHER IDENTIFICATION	83.17	8.05	78.52	9.8	10.91	10.91	4.4	4.2	9.3	80.02	9.45	77.29	9.75	71.73	12.32	2.5	5.0	7.2	3.2	1.3	1.6						
5	TEACHER IDENTIFICATION	64.56	12.52	65.22	12.75	63.32	12.33	0.41	2.1	0.9	61.32	14.22	61.17	12.32	59.51	11.65	0.7	1.2	1.3	2.2	3.2	3.0						
6	PEER IDENTIFICATION	50.22	13.35	43.62	11.56	48.45	13.33	1.2	0.2	1.2	51.82	12.35	47.17	13.12	42.33	12.22	3.3	4.0	6.9	1.2	1.1	4.3						
7	SELF ACHIEVEMENT VALUE	64.99	4.95	61.17	6.89	54.8	8.43	5.7	7.4	14.2	65.42	4.35	57.9	8.75	55.09	8.65	9.86	2.9	13.4	0.8	3.8	0.26						
8	MOTHER ACHIEVEMENT VALUE	52.51	11.13	51.09	11.15	46.99	9.87	1.1	4.4	4.7	56.64	8.91	52.65	9.65	49.52	8.72	3.8	3.0	7.3	3.6	1.3	2.4						
9	FATHER ACHIEVEMENT VALUE	63.54	6.44	59.24	7.65	55.84	8.47	5.4	4.9	8.8	61.31	7.11	56.60	9.50	54.12	8.70	5.4	2.4	8.1	3.0	2.8	1.8						
10	TEACHER ACHIEVEMENT VALUE	59.24	6.93	56.37	9.37	52.24	8.95	3.1	4.0	7.8	57.22	8.19	52.15	9.65	47.84	8.38	5.06	5.2	10.1	2.4	4.0	4.5						
11	PEER ACHIEVEMENT VALUE	42.15	11.39	35.22	11.85	35.79	10.63	2.1	1.7	5.2	39.51	10.49	36.11	10.45	30.91	9.23	2.9	2.9	7.7	2.2	3.3	4.6						
12	ACADEMIC ACHIEVEMENT ORIENTATION	39.66	4.01	35.37	4.38	31.15	4.59	8.9	8.4	17.7	38.66	3.57	35.02	4.52	31.01	5.38	8.1	7.3	15.0	0.25	0.55	0.03						
13	PEER AFFILIATION ORIENTATION	32.83	5.61	32.61	5.29	31.19	5.63	2.0	2.3	4.2	33.29	5.45	33.21	5.53	30.67	6.63	0.8	3.8	3.9	0.9	0.7	0.7						
14	NON-CONFORMITY ORIENTATION	18.81	4.75	20.08	5.17	22.19	4.63	2.3	3.8	6.5	18.10	4.17	20.15	4.8	22.69	5.18	4.1	4.6	8.8	0.8	0.23	0.9						
15	INDEPENDENCE ORIENTATION	33.70	4.93	31.38	5.54	29.97	6.38	3.0	2.1	5.9	33.39	4.8	31.32	4.98	28.34	5.61	3.8	5.0	8.7	0.52	0.01	2.4						

* \bar{t} AT 05 LEVEL = 1.98
 ** \bar{t} AT 01 LEVEL = 2.61
 D.F. = 158

slightly higher mean score in comparison to that of girls.

The mean motivation score of talented boys differ significantly from the mean motivation score of average as well as below average boys; although the mean motivation score of average boys does not differ significantly from that of the below average boys. In the case of girls the mean motivation scores of talented, average and below average subjects differ significantly from one another. In both boys and girls the more talented subjects have higher mean scores than the less talented subjects. The talented boys and girls as well as below average boys and girls do not differ significantly in respect of motivation whereas the average groups do differ significantly. Average girls have a higher mean score than average boys.

The mean mother identification scores of talented, average and below average boys are 74.12, 71.26 and 70.82 respectively and the corresponding scores of girls are 81.62, 78.44 and 75.65 respectively. The talented boys differ significantly from average as well as below average boys whereas the average boys in this respect do not differ significantly from below average boys. In the case of girls the three mean scores of mother identification differ significantly from one another. In both boys and girls the

more talented subjects have a higher mean score than the less talented subjects. Boys differ significantly from girls in mother identification at all the three levels of talentedness. Girls have a higher mean score in this respect than boys at each of the three levels of talentedness. From this, it could be said that the more talented subjects identify more strongly with their mothers than the less talented subjects, and girls identify more strongly with their mothers than boys.

The mean father identification scores of talented, average and below average boys are 83.17, 78.62 and 73.74 respectively and those of girls are 80.02, 77.29 and 71.73 respectively. The three groups of boys differ significantly from one another and the three groups of girls also differ significantly from one another. The more talented subjects have a higher father identification scores than the less talented subjects. Talented boys and girls differ significantly in respect of father identification. The mean father identification of talented boys is 83.17 and that of girls is 80.02. Thus, the talented boys identify more strongly with their fathers than the talented girls.

The mean scores of teacher identification in the case of talented, average and below average groups of boys are

64.56, 65.22 and 63.32 respectively and those in the case of talented, average and below average girls are 61.32, 61.17 and 59.51 respectively. The talented boys do not differ significantly from the average as well as below average boys whereas the average boys differ significantly from the below average boys. The mean teacher identification score of average and below average boys are 65.22 and 63.32 respectively. In the case of girls the three groups do not differ significantly from one another in respect of teacher identification. The mean teacher identification scores of talented, average and below average boys differ significantly from the respective mean teacher identification scores of talented, average and below average girls. Boys have a higher mean scores than girls at all the three levels of talentedness.

The mean peer identification scores of talented, average and below average boys are 50.22, 48.62 and 48.45 respectively and the mean peer identification scores of talented, average and below average girls are 51.82, 47.17 and 42.33 respectively. In the case of boys the talented, average and below average groups do not differ significantly from one another whereas in case of girls

the three groups differ significantly from one another. The more talented girls have a higher mean score than the less talented girls. The talented boys as well as average boys do not differ from girls in respect of peer identification but below average boys differ significantly from below average girls. The mean peer identification scores of below average boys and girls are 48.45 and 42.33 respectively. Thus, below average boys have a higher peer identification scores than girls.

On the whole it appears that for boys mean father identification scores are higher than mean mother identification scores whereas for girls mean mother identification scores are higher than mean father identification scores. The results also indicate that girls identify more strongly with their mothers than boys, but in case of father identification only talented boys identify more strongly with their fathers than talented girls. The average boys and girls as well as the below average boys and girls do not differ significantly in respect of father identification. Thus, it is true that girls identify more strongly with their mothers than boys, it is not true to say that boys in general identify more strongly with their fathers than girls.

Compared to mother and father identification teacher identification is less strong. Here, boys in general have a higher teacher identification score than girls. Peer identification is much less stronger in comparison with identification with mother, father and teacher. Also as discussed above the three groups of boys do not differ significantly from one another whereas the three groups of girls do differ significantly from one another in respect of peer identification, the more talented girls being more strongly identified with peers than the less talented girls.

So far as the self achievement value is concerned the three groups of boys as well as the three groups of girls differ significantly from one another. It is seen from the results that the more talented subjects have a higher achievement value than the less talented subjects. As regards sex difference in achievement value, it is seen that talented boys and girls as well as below average boys and girls do not differ significantly in self achievement value whereas average boys differ significantly from average girls. The mean self achievement value scores of average boys and girls are 61.17 and 57.9 respectively. Thus, average boys have a higher mean score than average girls.

The mean mother achievement value scores of talented, average and below average boys are 52.51, 54.09 and 46.99 respectively and the mean mother achievement value scores of talented, average and below average girls are 56.64, 52.65 and 49.52 respectively. The talented boys differ in this respect significantly from the below average boys but they do not differ significantly from the average boys. The average boys, however, differ significantly from the below average boys. The talented, average and below average girls differ significantly from one another in respect of mother achievement value. The more talented girls have a higher mean score than the less talented girls. The talented boys and girls as well as below average boys and girls differ significantly in this respect from each other, but average boys and girls do not differ significantly. Girls have a higher mean mother achievement value score than boys at these three levels of talentedness. Thus, talented average and below average boys hold less mother achievement value than talented, average and below average girls respectively.

The talented, average and below average boys as well as girls differ significantly from one another in respect of father achievement value. The mean scores of boys and girls indicate that the more talented subjects have a higher mean

score than the less talented subjects. Talented boys and girls as well as average boys and girls differ in this respect significantly from each other but below average boys and girls do not differ significantly from each other. The mean father achievement value scores of talented boys is 63.54 and the mean father achievement value scores of talented girls is 61.31. Similarly, the mean father achievement score of average boys is 59.24 which is significantly different from the mean score of 56.6 of average girls. Thus, the talented and average boys hold a higher father achievement value than talented and average girls.

The mean teacher achievement value scores of talented, average and below average boys are 59.24, 56.37 and 52.24 respectively and those of talented, average and below average girls are 57.22, 52.15 and 47.84 respectively. The three groups of boys as well as the three groups of girls differ significantly from one another in respect of teacher achievement value. The more talented subjects have a higher teacher achievement value score than the less talented subjects. It is also seen from the results that boys differ significantly from girls at each of the three levels of talentedness. Boys have a higher mean score than girls. Thus, boys in general

hold a higher teacher achievement value than girls.

As regards peer achievement value the talented boys differ significantly from average and below average boys but the average boys do not differ significantly from below average boys. In the case of girls, the three groups differ significantly from one another in respect of peer achievement value. The mean peer achievement value scores of the talented, average and below average girls are 39.51, 36.11 and 30.91 respectively. It is also seen from the results that boys differ significantly from girls at each of the three levels of talentedness in this respect. The mean peer achievement ^{value} score of 42.15 in the case of talented boys differs significantly from the mean peer achievement value score of 39.51 in the case of talented girls. Similarly the mean of 39.92 in the case of average boys differ significantly from the mean of 36.11 in the case of average girls. The mean peer achievement value in the case of below average boys is 35.79 which differs significantly from the mean peer ^{value} achievement of 30.91 in the case of below average girls. Thus, it is observed that boys have a higher mean score than girls at each of the three levels of talentedness in respect of peer achievement value.

Considering now the achievement value of the subjects as well as the models, it is seen that boys have a higher self-achievement value than the achievement value attributed to the models. Father achievement value is closer to self achievement value in the case of boys. Teacher achievement value is higher than mother achievement value. Peer achievement value is quite low. In case of girls self achievement value is higher than that attributed to the models. Father achievement value is closer to self achievement value. Teacher achievement value is more or less the same as mother achievement value in the case of talented and average subjects. The teacher achievement value is, however, lower than mother achievement value at the low level of talentedness. Peer achievement value is lower than achievement value of any model. The talented, average and below average boys differ significantly from one another in respect of self-achievement value, father achievement value and teacher achievement value. In case of mother achievement value the talented boys do not differ significantly from the average boys. In case of peer achievement value the average boys do not differ significantly from the below average boys. In case of girls, the talented, average and below average subjects differ

significantly from one another in respect of self achievement value, father achievement value, mother achievement value, teacher achievement value and peer achievement value. In general the more talented subjects hold higher achievement value for themselves and also achievement value attributed to the models than the less talented subjects. Father and teacher achievement value seem to be closer to self achievement value in the case of boys, father achievement value being slightly higher than teacher achievement value.

So far as academic achievement orientation is concerned, the talented, average and below average boys as well as girls differ significantly from one another. The more talented subjects have a higher academic achievement orientation score than the less talented subjects. The mean scores of talented, average and below average boys are 39.66, 35.37 and 31.19 respectively and the mean scores of talented, average and below average girls are 38.66, 35.02 and 31.01 respectively. Boys do not differ significantly from girls at each of the three levels of talentedness.

The mean scores for peer affiliation orientation in the case of talented, average and below average boys are

33.83, 32.61 and 31.19 respectively. These three mean scores differ significantly from one another. Thus, the more talented boys have a higher peer affiliation score than the less talented boys. The mean peer affiliation scores of talented average and below average girls are 33.29, 33.21 and 30.67 respectively. The talented girls differ significantly from below average girls but they do not differ significantly from average girls. The average girls also differ significantly from the below average girls in respect of peer affiliation. Boys do not differ significantly from girls at any of the three levels of talentedness in this respect. From the result it is evident that the more talented subjects seem to be affiliated with peers to a greater degree than are the less talented subjects. Moreover, boys are as strongly affiliated as are girls at each of the three levels of talentedness.

The three groups of boys differ significantly from one another in respect of non-conformity orientation. The mean non-conformity scores of talented, average and below average boys are 18.81, 20.08 and 22.19 respectively. Thus, the more talented boys tend to be less non-conformist than the less talented boys. The mean

non-conformity scores of talented, average and below average girls are 18.10, 20.15 and 22.69 respectively. These mean scores also differ significantly from one another. The results thus show that less talented girls are more non-conformist than more talented girls. Boys and girls do not differ significantly at any of the three levels of talentedness in respect of non-conformity.

So far as independence orientation is concerned, the talented, average and below average boys differ significantly from one another. The mean independence scores of talented, average and below average boys are 33.70, 31.38 and 29.97 respectively. Thus, the more talented boys seem to be more independence oriented than the less talented boys. In the case of girls, the mean independence scores of talented, average and below average subjects are 33.39, 31.32 and 28.34 respectively. These three mean scores also differ significantly from one another. The more talented girls thus tend to be more independence oriented than the less talented girls. The talented boys and girls as well as average boys and girls do not differ significantly from each other in respect independence but below average boys differ significantly from below average girls.

Considering now the behaviour orientations of the subjects, the talented, average and below average boys differ significantly from one another in all the four dimension of behaviour orientations - academic achievement orientation, peer affiliation orientation, non-conformity orientation and independence orientation. The talented, average and below average girls differ significantly from one another in respect of academic achievement orientation, non-conformity orientation and independence orientation. The talented as well as average girls differ significantly from below average girls in respect of peer affiliation orientation but the talented girls do not differ significantly from average girls in this respect. Boys and girls do not differ significantly at any of the three levels of talentedness in respect of academic achievement orientation, peer affiliation orientation and non-conformity orientation. In case of independence orientation, talented boys and girls as well as average boys and girls do not differ significantly from each other but below average boys and girls differ significantly from each other in this respect. The more talented boys and girls tend to be more independence oriented and less non-conformist than less talented subjects.

4.3. Comparison Between Urban and Rural Subjects (Table 4.2)

The place of residence may partly account for the difference, if any, between rural and urban subjects in respect of motivation, identification, behaviour orientation and achievement value. The talented, average and below average subjects might also differ from one another in respect of these variables. In order to study these differences the 't' test was used. The table 4.2 shows the results. The mean academic achievement score of talented, average and below average urban subjects, as seen from the Table 4.2 are 63.79, 46.16 and 26.16 respectively. These mean scores differ significantly from one another. Thus, the more talented urban subjects tend to possess higher academic achievement than the less talented urban subjects. Similarly the mean academic achievement scores of talented, average and below average rural subjects are 65.12, 45.56 and 26.25 respectively. Thus, the more talented rural subjects are higher in academic achievement than the less talented rural subjects.

Talented subjects of urban residence differ significantly from talented subjects of rural residence in respect of achievement. The rural subjects have a higher achievement score than the urban subjects. At the average and below average levels of talentedness, however, rural subjects do not differ

TABLE 4-2 SHOWING MEANS & STANDARD DEVIATION(S.D.) TOGETHER WITH \bar{x} VALUES FOR RURAL AND URBAN SUBJECTS 196

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* \bar{x} AT .05 LEVEL = 1.98

* \bar{x} AT .01 LEVEL = 2.61

DF = 158

significantly from urban subjects.

The mean motivation score of talented, average and below average subjects of urban residence as well as rural residence differ significantly from one another. In both urban and rural residence the more talented subjects have a higher mean score than the less talented subjects. Urban subjects do not differ significantly from rural subjects at each of the three levels of talentedness.

The mean mother identification scores of talented, average and below average subjects of urban residence are 80.2, 75.42 and 73.53 respectively and those in the case of talented, average and below average subjects of rural residence are 75.53, 74.29 and 72.91 respectively. So far as mother identification is concerned urban talented subjects differ significantly from both urban average and below average subjects but the average subjects do not differ significantly from below average subjects in this respect. It is also seen from the table that urban talented subjects identify more strongly with their mother than both average and below average subjects. In the rural area the talented subjects differ significantly from below average subjects and not from average subjects in respect of mother

identification. The more talented subjects identify more strongly with the mother than the less talented subjects. Only talented subjects of urban residence differ significantly from talented subjects of rural residence in respect of mother identification.

The mean father identification scores of talented, average and below average subjects of urban residence are 82.5, 78.55 and 73.27 respectively and those of rural residence are 80.69, 77.35 and 71.95 respectively. As regards father identification the talented, average and below average subjects of urban as well as rural area differ significantly from one another. It is also seen from the table that subjects of urban residence do not differ significantly from the subjects of rural residence at each of the three levels of talentedness.

The mean teacher identification scores of talented, average and below average subjects of urban residence are 59.72, 61.42 and 59.92 respectively and those of rural residence are 66.17, 65.22 and 62.92 respectively. The talented, average and below average subjects of urban residence do not differ significantly from one another,

indicating that the subjects in each group identify equally strongly with their teachers. In case of rural subjects, the talented subjects differ significantly from below average subjects and not from average subjects. In case of rural subjects the mean teacher identification score is higher than in case of urban subjects. Urban subjects differ significantly from rural subjects at each of the three levels of talentedness.

So far as peer identification is concerned, both talented and average subjects of urban residence differ significantly from below average subjects but the talented subjects do not differ significantly from average subjects. In the case of rural residence mean peer identification score of talented subjects differs significantly from that of average as well as below average subjects, but the mean peer identification score of average subjects does not differ from that of the below average subjects. Talented as well as average subjects of urban residence differ significantly from talented as well as average subjects of rural residence in peer identification

Considering identification with different models, it is observed that mean mother identification and mean father

identification scores for talented, average and below average subjects of rural and urban residence are higher compared to mean scores for teacher identification as well as peer identification. The mean father identification scores of talented and average subjects of both rural and urban residence are slightly higher than mean mother identification scores of these subjects. The mean father and mother identification scores of rural as well as urban subjects are approximately the same at the below average level of talentedness. Also, compared to peer identification, teacher identification is greater in talented, average and below average subjects of rural and urban residence.

In the case of mother identification, rural subjects differ significantly from urban subjects only at the high level of talentedness and not at average and below average levels. Urban talented subjects have a higher level of mother identification score than rural subjects. So far as teacher identification is concerned urban and rural subjects differ significantly from each other at all the three levels of talentedness. It is also seen that rural subjects identify more strongly with the teachers than urban subjects. In the case of father identification rural and urban subjects do not differ significantly from each other at talented, average

and below average levels of talentedness. It is also seen that urban subjects are more strongly identified with their fathers than rural subjects. Also, rural and urban subjects differ significantly at talented and average levels of talentedness and not at below average level in respect of peer identification. Urban subjects have a higher peer identification score than rural subjects at talented and average levels of talentedness.

Thus, urban and rural subjects differ significantly in respect of mother identification only at high level of talentedness, they do not differ at any level of talentedness in respect of father identification, they do differ significantly at all the three levels of talentedness in respect of teacher identification and they differ significantly at talented and average levels in respect of peer identification. Wherever urban subjects differ significantly from rural subjects, the former tend to have a higher mean score than the later for mother identification, father identification and peer identification. In case of teacher identification rural subjects have a higher mean score than urban subjects.

So far as the self achievement value is concerned the talented, average and below average subjects of urban and

rural residence differ significantly from one another. Urban subjects do not differ significantly from rural subjects at each of the three levels of talentedness.

The talented, average and below average subjects of urban residence differ significantly from one another in respect of mother achievement value. In the case of rural subjects the talented and average subjects differ significantly from below average subjects but talented subjects do not differ significantly from average subjects. The mean mother achievement value score of more talented subjects is higher than that of less talented subjects. The talented urban and rural subjects as well as average urban and rural subjects differ significantly from each other in this respect but below average urban and rural subjects do not differ significantly from each other. The urban subjects have a higher mean mother achievement value score than the rural subjects.

So far as father achievement value is concerned, the talented, average and below average subjects of urban as well as rural area differ significantly from one another in this respect. The urban subjects have a higher mean father achievement value score than the rural subjects. The urban

and rural subjects do not differ significantly at any level of talentedness in respect of father achievement value. The mean father achievement scores of urban and rural subjects indicate that the more talented subjects have a higher mean score than the less talented subjects.

As regards teacher achievement value the talented and average subjects of urban residence differ significantly from below average subjects but the talented subjects do not differ significantly from average subjects. In case of rural subjects, the talented, average and below average subjects differ significantly from one another in respect of teacher achievement value. Only talented subjects of urban residence differ significantly from rural talented subjects in this respect. The mean teacher achievement score of talented subjects of rural residence is higher than that of talented subjects of urban residence.

The talented, average and below average subjects of urban residence differ significantly from one another in respect of peer achievement value. In case of rural residence the talented as well as average subjects differ significantly from below average subjects but the talented subjects do not differ significantly from average subjects in respect of peer achievement value. The mean peer achievement value score

of the more talented subjects is higher than that of less talented subjects. Only the talented subjects of urban residence differ significantly from the talented subjects of rural residence in this respect.

Considering now the achievement value of models including self achievement value; it is seen from the table that self achievement value is considerably higher than mother achievement value at all the three levels of talentedness and in both rural and urban subjects. Father achievement value appears to be higher than the achievement values of mother, teacher and peers. Also, teacher achievement value appears to be higher than peer achievement value. Value attribution to father in comparison to other models seems to be closer to self achievement value.

Thus, rural and urban subjects do not differ significantly at any level of talentedness in respect of self achievement value as well as father achievement value, they differ significantly in mother achievement value at talented and average levels and they also differ in teacher as well as peer achievement value at talented level. Except in the case of teacher achievement value, urban subjects have a higher mean score than rural subjects when they differ significantly. The talented, average and below average

subjects of urban residence differ significantly from one another in respect of self achievement value, mother achievement value, father achievement value and peer achievement value. In case of teacher achievement value talented subjects do not differ significantly from the average subjects. In case of rural area, the talented, average and below average subjects differ significantly from one another in respect of self achievement value, father achievement value and teacher achievement value. The talented as well as average subjects of rural residence differ significantly from below average subjects in respect of both mother achievement value and peer achievement value but the talented subjects do not differ significantly from average subjects in respect of these two variables.

So far as academic achievement orientation is concerned the talented, average and below average subjects of rural as well as urban residence differ significantly from one another. Urban talented subjects differ significantly from the rural talented subjects in this respect. But urban subjects do not differ from rural subjects at average and below average levels of talentedness. The more talented subjects tend to be more academic achievement oriented than less talented subjects.

As regards peer affiliation orientation, the talented and average subjects of urban residence differ significantly from below average subjects but the talented subjects do not differ significantly from average subjects. In case of rural area, the talented subjects differ significantly from below average subjects and not from average subjects. Also the average subjects, do not differ significantly from below average subjects. Talented as well as average subjects of urban residence differ significantly from subjects of rural residence in respect of peer affiliation orientation.

The talented, average and below average subjects of urban as well as rural residence differ significantly from one another in respect of non-conformity orientation. Urban subjects do not differ significantly from rural subjects at any of the three levels of talentedness. The more talented subjects are less inclined to display behaviour characteristic of non-conformists.

So far as independence is concerned, the talented, average and below average subjects of urban as well as rural residence differ significantly from one another in this respect. Urban subjects do not differ significantly from rural subjects at each of the three levels of talentedness. The more talented subjects are more independent in comparison to less talented subjects.

Considering now the behaviour orientation of the subjects, the talented, average and below average subjects of urban as well as rural residence differ significantly from one another in respect of academic achievement orientation, non-conformity and independence orientation. In case of peer affiliation orientation, talented subjects differ significantly from below average subjects of both urban and rural area whereas only average subjects of urban residence differ significantly from the below average subjects in this respect. The urban subjects do not differ significantly from rural subjects at any level of talentedness in respect of non-conformity and independence orientation. The talented subjects of urban residence differ significantly from the rural talented subjects in respect of academic achievement orientation and peer affiliation orientation whereas average subjects of urban residence differ significantly from average subjects of rural residence in respect of peer affiliation orientation only. The more talented subjects tend to be more academic achievement oriented, are less inclined to display behaviour characteristic of non-conformists and are more independent in comparison to less talented subjects.

In the section to follow the various correlations of self-achievement value, academic achievement and motivation

with identification and achievement value of the models are examined separately for boys and girls as well as urban and rural subjects at each of the three levels of talent. Self-achievement value according to social learning theory is influenced by achievement values as well as identification of the models. These variables in turn are assumed to be correlated with the academic achievement of the subjects. In the present investigation the posulated relationships are examined at each of the three levels of talent. Moreover, these relationships are examined separately for boys and girls as well as rural and urban subjects.

4.4. Relationships of Self-Achievement Value, Academic Achievement and Motivation with Identification and Achievement Values of the Models in case of Boys and Girls

It is quite reasonable to assume that one's own academic achievement values are influenced by the achievement values of the models. Identification with parental and other models and self achievement values may be correlated. In order to study the relationships between

self-achievement value and achievement values of the models the correlations were computed. The following table shows these correlations.

Table 4.3. Showing Correlations Between Self-Achievement Value and Achievement Value attributed to the Models

Self Achievement Value	Talented Boys:Girls		Average Boys : Girls		Below-Average Boys : Girls	
Mother Achievement Value	.29**	.16*	.30**	-.02	.03	.13
Father Achievement Value	.11	.07	.14	.03	-.05	.12
Teacher Achievement Value	.28**	.05	.19*	.05	.04	.20*
Peer Achievement Value	.17*	.19*	.08	.07	-.04	.03
=====						

df = 158

* Sig. at .05 level = .16

** Sig. at .01 level = .20

As can be seen from the above Table 4.3 self achievement value of talented boys is significantly correlated with mother achievement value, teacher achievement value and peer achievement value. Self achievement value, however, does not correlate significantly with father achievement value. The

correlations of .29 and .28 in comparison to the correlation of .17 indicate that self achievement value is more strongly correlated with mother and teacher achievement value than with peer achievement value. In the case of average boys self achievement value correlates significantly with mother and teacher achievement value to the extent of .30 and .19 respectively. Self achievement value of this group does not correlate significantly with either father or peer achievement value. In case of below average boys self achievement value is not correlated significantly with the achievement value of any of the four models. Thus, mother, teacher and peer achievement values are closely associated with self achievement value in the case of talented boys and mother as well as teacher achievement values are closely associated with self achievement value in case of average boys. The achievement value of any of the models does not seem to influence self achievement value of below average boys.

In case of talented girls mother achievement value correlates with self achievement value to the extent of .16 which is barely significant. The correlation between self achievement value and peer achievement value in this group is .19 which is significant. The achievement value

of father and teacher is not significantly correlated with self achievement value of talented girls. In case of average girls there is no relation between self achievement value and the achievement value of any of the models. As far as below average girls are concerned the correlations between achievement value of mother, father and peers with self achievement value are not significant. Thus, in the case of talented girls mother and peer achievement value is significantly correlated with self achievement value, in the average group there is no relation between self achievement value and achievement value of any of the models and in the case of below average group only teacher achievement value correlates significantly with self achievement value.

Mother achievement value is less strongly correlated with self achievement value of talented girls than with self achievement value of talented boys. Peer achievement value correlates to the extent of .17 with self achievement value of talented boys and to the extent of .19 in the case of talented girls. Teacher achievement value is not at all correlated with self achievement value of talented girls but it is highly correlated with self achievement value of talented boys. Father achievement value is not correlated significantly with self achievement value of both talented boys and girls.

So far as the average boys and girls are concerned, mother achievement value does not seem to play any part in self achievement value of girls but it does play a significant role in the self achievement value of boys. Father as well as teacher achievement value fails to correlate significantly with self achievement value of girls but father achievement value correlates positively with self achievement value of boys to the extent of .14. Teacher achievement value correlates with self achievement value of boys to the extent of .19 which is significant. Peer achievement value is not correlated significantly with self achievement value of both boys and girls.

In case of below average boys and girls except the correlation of .20 between teacher achievement value and self achievement value in the case of girls all other correlations are either very low or insignificant, correlations of .13 and .12 in the case of girls though insignificant are positive.

In general mother as well as teacher achievement value is significantly correlated with self achievement value of talented and average boys. Father achievement value may also be considered to be slightly positively

correlated with self achievement value of these subjects, the low correlations being indicative of positive relationship. Mother achievement value seems to be positively and significantly correlated with self achievement value of talented girls although the relationship is not as high as it is in the case of both talented and average boys. Peer achievement value is closely associated with self achievement value of talented girls only and teacher achievement value is significantly correlated with self achievement value of below average girls. Perhaps the most striking thing in the result reported in the above table is that father achievement value is not significantly related to self achievement value of any group of subjects. Mother achievement value is however, related significantly to self achievement value of talented boys and girls and to self achievement value of average boys. Peer achievement value appears to contribute to self achievement value of talented boys and girls only. Teacher achievement value is correlated significantly with self achievement value of talented as well as average boys and below average girls.

In the following Table 4.4 are reported the correlations between identification and achievement value. These correlations will be interpreted and then the relative contributions of identification and

achievement value of the models to self achievement value will be examined.

Table 4.4. Showing Correlations Between Identification and Self Achievement Value

Self Achievement Value	Talented		Average		Below-Average	
	Boys	Girls	Boys	Girls	Boys	Girls
Mother Identification	.13	.04	.29**	.16*	.12	-.04
Father Identification	.27**	.09	.23**	.06	.11	.02
Teacher Identification	.16*	-.03	.17*	-.06	.03	-.07
Peer Identification	.0	.07	-.04	-.08	-.02	-.04

Df = 158 * Sig. at .05 level = .16

 ** Sig. at .01 level = .20

As can be seen from the above table, mother identification is not significantly correlated with self achievement value of both talented boys and girls, although the correlation of .13 in the case of boys is indicative of positive relationship. Mother identification is significantly correlated with self-achievement value of both boys and girls with average talent. The correlation of .29 in the case of boys is higher than that in the case of girls. Mother

identification is not significantly correlated with self achievement value of boys and girls with below average talent.

Father identification, as seen from the table, is significantly correlated with self achievement value of talented and average boys. Father identification fails to correlate with self achievement value in the case of girls. It is also not related to self achievement value of below average boys, although the correlation of .11 is positive and hence indicates some relationship between the two.

Teacher identification is significantly correlated with self achievement value of talented and average boys. Other correlations are insignificant and very low. Peer identification is not at all correlated with self achievement value of any group. In general both mother and father identification in talented, average and below average boys and teacher identification in talented and average boys seem to be positively correlated with self achievement value of these subjects. In the case of girls except the correlation of .16 between mother identification and self achievement value of average girls, all other correlations are insignificant. Peer identification does not play any part in self achievement value of any group.

Considering now the correlations of identification and achievement value of models with self achievement value, it is seen that mother achievement value in the case of talented boys is more strongly correlated with self-achievement value than mother identification. In the case of average boys both mother achievement value and mother identification correlate with self achievement value to about the same degree. Neither mother achievement value nor mother identification is significantly correlated with self achievement value in the case of below average boys, although the correlation of .12 between mother identification and self achievement value does indicate positive relationship.

Father identification rather than father achievement value is more strongly correlated with self achievement value of talented and average boys. The correlation of .11 between father identification and self achievement value of below average boys though insignificant is higher than that between father achievement value and self achievement value. In general father identification seems to be more strongly correlated with self achievement value in all the three groups of boys. Self achievement value also seems to be more strongly correlated with teacher achievement value than with teacher identification in the case of talented boys. It

correlates with both teacher identification and teacher achievement value to about the same degree in the case of average boys. The correlations of teacher identification and teacher achievement value with self achievement value of below average boys are insignificant. Peer achievement value in comparison to peer identification is more strongly correlated with self achievement value of talented boys. In other groups neither peer identification nor peer achievement value is significantly correlated with self achievement value. Thus, it could be seen that the achievement value of talented boys is more strongly correlated with mother achievement value, teacher achievement value and peer achievement value than with identification of these models. It is more strongly correlated with father identification than with father achievement value. For talented boys it is the achievement value of mother, teacher and peers and father identification that are more important for self achievement value. For average boys both achievement value of, and identification with, mother and teacher are equally important for self achievement value, with mother achievement value and mother identification playing a greater role in it than teacher achievement value and teacher identification. It is the father identification rather than father

achievement value that plays a greater role in self achievement value of average boys. Neither peer achievement value nor peer identification seems to be important for self achievement value of average subject. For below average boys both achievement value of and identification with models do not seem to be significantly related to self achievement value.

In the case of talented girls mother achievement value rather than mother identification is more strongly correlated with self achievement value whereas in the case of average girls mother identification rather than mother achievement value is more strongly correlated with self achievement value. In the group of below average girls neither mother achievement value nor mother identification is significantly correlated with self-achievement value, although the correlation of .13 between mother achievement value and self achievement value does indicate positive relationship. In the case of girls of talented, average and below average groups neither father achievement value nor father identification is significantly correlated with self achievement value. The correlation of .12 in the below average group between father achievement value and self achievement value,

however, indicates some positive relationship between the two. Teacher achievement value and not teacher identification in the below average girls is significantly correlated with self achievement value. Other correlations of achievement value and identification are not significant. Only peer achievement value seems to be strongly correlated with self achievement value of talented girls. All other correlations are very low and insignificant. In general, mother and peer achievement value rather than identification with them is significantly correlated with self-achievement value of talented girls. For the average girls neither achievement value of models nor identification with them is significantly correlated with self-achievement value. For the below average girls except the correlation between teacher achievement value and self achievement value, all other correlations are insignificant. Mother, father and teacher value rather than identification with them plays a greater role for self achievement value in below average girls. On the whole it appears that mother and peer achievement value in the talented girls, teacher achievement value in below average girls and mother identification in the average girls are significantly correlated with self achievement value. All other correlations are either low or insignificant.

Considering the correlations of achievement value and identification with self achievement value of both boys and girls, it can be seen that mother, father and teacher values are more strongly correlated with self achievement value of talented boys than with self achievement value of talented girls. Peer achievement value seems to be correlated with self achievement value to about the same degree in both talented boys and girls. The achievement value of models is more strongly correlated with self achievement value in the case of average boys than in the case of average girls. Mother, father and teacher achievement value seems to be more closely related with self achievement value in the case of below average girls than in the case of below average boys. Thus, except in the case of below average girls, the relationship between achievement value of the models and self achievement value is stronger in the case of boys than in the case of girls.

As regards identification, mother, father and teacher identification is more strongly correlated with self achievement value in the case of talented and average boys than in the case of girls. Also mother and father identification is more closely related with self achievement value in below average boys than in below average girls. On the whole it

appears that the relationship of identification and achievement value with self achievement value seems to be closer in boys than in girls. Thus the relationship of identification and achievement value with self achievement value not only differs according to the level of talentedness but it also differs according to sex.

Before any comments are offered about social learning theory as applied to groups differing in degree of talentedness, it would be more appropriate to examine the correlations of identification and achievement value of models with actual academic achievement and also the correlation between academic achievement and ^{self} achievement value. The following Table 4.5 shows correlations between identification and academic achievement.

Table 4.5 Showing the Relationship of Identification with Academic Achievement

Academic Achievement	Talented		Average		Below Average	
	Boys : Girls		Boys : Girls		Boys : Girls	
Mother Identification	.11	-.06	-.01	-.02	.09	-.15
Father Identification	.05	.05	.03	.04	.09	.06
Teacher Identification	-.01	-.10	-.06	-.10	-.04	-.14
Peer Identification	-.13	.15	-.10	-.10	-.09	-.09

df = 158

As can be seen from the above table the identification with mother, father, teacher and peers is not significantly correlated with academic achievement. Most of the correlations in the above table are quite low and insignificant. Only the correlation between peer identification and academic achievement is barely significant and positive in the case of talented girls. Thus, in general it could be said that there is no relationship between identification and academic achievement.

In the following Table 4.6 are shown the correlations between academic achievement and achievement value of the models.

Table 4.6. Showing the Correlations between Models' Achievement Values and Academic Achievement

Academic Achievement	Talented		Average		Below Average	
	Boys	Girls	Boys	Girls	Boys	Girls
Mother Achievement Value	.07	-.06	-.06	-.10	.02	.07
Father Achievement Value	.04	.04	.01	-.08	.04	.10
Teacher Achievement Value	.13	.11	.00	-.01	.04	.15
Peer Achievement Value	.00	.16*	.06	-.07	.01	.04

df = 158	* Sig. at .05 level = .16					

As can be seen from the above Table 4.6 the correlations of .13 and .11 between teacher achievement value of talented boys and girls respectively are positive but insignificant. Academic achievement is significantly correlated with peer achievement value in the case of talented girls. Thus, in this group peer achievement value and peer identification are positively correlated with academic achievement. Also, the correlation of .15 in the case of below average girls is barely significant. Thus, except some stray correlations which are barely significant all other correlations are quite low or negative. No systematic trend concerning the relationship of identification and achievement values of the models with academic achievement of subjects emerges from the data reported in the above two tables.

The following Table 4.7 shows the correlations between identification with models and motivation.

Table 4.7. Showing Correlations between Motivation and Identification with Models

Motivation	Talented		Average		Below Average	
	Boys	Girls	Boys	Girls	Boys	Girls
Mother Identification	.17*	-.10	-.01	.03	-.04	-.13
Father Identification	.05	.06	.01	-.02	-.07	.02
Teacher Identification	.06	-.04	-.11	-.12	.06	-.11
Peer Identification	-.12	.06	-.20**	-.03	-.12	-.04

df = 158

* Sig. at .05 level = .16

** Sig. at .01 level = .20

As can be seen from the above Table 4.7, except the correlation between mother identification and motivation in the case of talented boys all other correlations are very low or negative. In general parental, teacher and peer identification does not seem to be correlated with motivation.

In the following Table 4.8 are shown the correlations of achievement values of models with motivation.

Table 4.8. Showing the Relationship of Motivation with Models' Achievement Values

Motivation	Talented		Average		Below Average	
	Boys : Girls		Boys : Girls		Boys : Girls	
Mother Achievement Value	.03	-.06	.06	.14	-.05	.02
Father Achievement Value	.01	.12	-.03	-.04	-.03	.05
Teacher Achievement Value	.16*	.12	.00	-.02	.10	.18*
Peer Achievement Value	.01	.06	.01	-.01	.06	-.02

df = 158

* Sig. at .05 level = .16

As regards achievement value and its relation to motivation it can be seen from the above Table 4.8 that only the correlations of .16 between teacher achievement value and motivation in the case of talented boys and of .18 between

teacher achievement value and motivation in the case of below average girls are significant. All other correlations are insignificant. In general mother, father, teacher and peer values do not seem to be correlated with motivation. Thus neither academic achievement nor motivation seems to be correlated with parental, teacher and peer value as well as identification.

Thus far the correlations of parental, teacher and peer identification as well as achievement value attributed to them with self achievement value, academic achievement and motivation of subjects have been examined. The results have indicated that the self achievement value of talented boys is more strongly correlated with the achievement value of mother, teacher and peers. Father identification rather than father achievement value seems to be of greater importance for self achievement value of this group. In the case of average boys with identification and achievement value of mother and teacher are equally important for self achievement value. Father identification rather than father achievement value seems to be of greater importance for self achievement value of this group. Neither identification nor achievement value of peers seems

to be related to self achievement value of below average boys.

Mother and peer achievement value in the talented girls, mother identification in the average girls and teacher achievement value in the below average girls are significantly correlated with self achievement value of the respective groups. Other correlations are insignificant.

Regarding the relative strength of correlations between achievement value of the models and self achievement value of boys and girls, it has been observed that except in the case of below average girls, the correlations are higher for boys than for girls. The relationship of identification and attributed achievement value with self achievement value was also found to be closer in boys than in girls. Besides, identification with various models was found to be uncorrelated with academic achievement of boys and girls differing in the degree of talentedness. Regarding the relationship of achievement value of models with academic achievement it was noticed that except some stray correlations which are barely significant all other correlations are insignificant. It was also observed that there is no relationship between achievement value as well

as identification of models and motivation of the subjects.

In the following Table 4.9 are shown the correlations of motivation, academic achievement and academic achievement orientation with self achievement value.

Table 4.9. Showing the Relationships of Motivation, Academic Achievement and Academic Achievement Orientation with Self Achievement Value

Self Achievement Value	Talented		Average		Below Average	
	Boys : Girls		Boys : Girls		Boys : Girls	
Motivation	.32**	.37**	.29**	.64**	.57**	.76**
Academic Achievement	.42**	.32**	.47**	.73**	.66**	.81**
Academic Achievement Orientation	.38**	.45**	.42**	.44**	.51**	.68**

df = 158

** Sig. at .01 level = .20

As can be seen from the above table, motivation is significantly correlated with self achievement value of all the groups of boys and girls. In the case of boys motivation

correlates with self achievement value to the extent of .32 in the talented group and to the extent of .29 in the average group. In the below average group of boys it correlates to the extent of .57. Thus, the relationship of motivation with self achievement value is higher in the case of below average boys than in the case of talented as well as average boys. In the case of girls the correlations increase as a function of decrease in the level of talentedness. Motivation correlates with self achievement value to the extent of .64 in the case of average girls and to the extent of .76 in the case of below average girls. These correlations are quite high and positive. Moreover, the correlations of motivation with self achievement value are higher in girls than in boys.

As regards the correlations between academic achievement and self achievement value it is seen that all the correlations are significant and sufficiently high. The relationship is stronger in the below average subjects than in the average or talented subjects. Moreover the relationship is higher in the average subjects than in the talented subjects. Academic achievement is more strongly correlated with self achievement value of average and below average

girls than with average and below average boys. In the talented subjects the relationship is slightly higher in boys than in girls. It is also seen from the above table that academic achievement orientation correlates significantly with self achievement value of all groups of boys and girls. Here also academic achievement orientation is more strongly correlated in the below average subjects than in the talented subjects. Moreover the relationship is stronger in girls than in boys. One thing which is very clear from the above results is that motivation, academic achievement and academic achievement orientation are positively and significantly correlated with self achievement value. Earlier it was seen that identification and achievement value of the models were differentially correlated with self achievement value of the subjects to some extent but their correlations with academic achievement as well as motivation were either low, negative or insignificant. Thus, self achievement value is more strongly correlated with motivation, academic achievement and academic achievement orientation. Motivation and academic achievement are also closely related. From this it could be said that academic achievement neither depends on identification nor on achievement value of the models but it does depend on motivation, self achievement value and academic achievement orientation. This observation

needs discussion. But before that another problem should also be pointed out. It has been noticed in the above table that self achievement value correlates more strongly with motivation, academic achievement and academic achievement orientation in the below average subjects than in the talented subjects. The problem is why should self achievement value be correlated more strongly in the less talented subjects than in the more talented subjects. Moreover, why is it that the correlations are higher in the case of girls than in the case of boys ? These problems will now be taken up for discussion. Although the answers to these questions are difficult, attempt is made here to offer some explanations.

As reported earlier, it is the achievement value of mother, teachers and peers rather than identification that is more closely related to achievement value of talented boys. Also, father identification rather than father achievement value is found to be more closely related to self achievement value of talented boys. So far as average boys are concerned, achievement value and identification of mother as well as teacher are found to be closely related to self achievement value. It is the father identification rather than father achievement value that

seems to be closely related to self achievement value of average boys. Neither peer identification nor peer achievement value is seen to be significantly related to self achievement value of average boys. For the below average boys both identification and achievement value of the models do not seem to contribute to the self achievement value of the subjects.

For girls, mother and peer achievement value in the talented group, mother identification in the average group and teacher achievement value in the below average group are found to be significantly correlated with self achievement value. Other correlations are insignificant.

Academic achievement is measured in this investigation in terms of examination marks obtained by the students at two tests held during the year. Identification is a measure representing the extent to which the behaviour patterns of the models are imitated by the subjects. Achievement value on the one hand represents the measure of the extent to which the achievement values are attributed to models and on the other the extent to which they are possessed by the students themselves. Academic

achievement, as reported above, is positively and significantly correlated with self achievement value. It is not correlated with parental, teacher and peer achievement value as well as identification. The failure of academic achievement of subjects to correlate significantly with parental as well as teacher identification and achievement value may be partly accounted for in terms of the academic behaviour of parents and teachers. In our society most of the parents and teachers always insist that the children should always keep themselves busy with their academic work. The general complaint of many parents and teachers that the children do not study and spend much of their time in extra academic activities is an instance of the insistence on academic activities on the part of parents and teachers. The students, when asked to indicate the extent to which their parents and teachers value educational achievement, might, therefore, be revealing what their parents and teachers say about it. The extent to which students themselves value academic achievement might, therefore, be more important for determining their academic achievement. The investigator of the present study being a teacher is sufficiently well aware of the fact that most of the parents and teachers are positively inclined to

get their sons and daughters well educated. This inclination is repeatedly expressed in the form of telling them to work hard and to make use of the time in reading. Some parents seem to be so much fascinated with the idea of educating their sons and daughters that they do not grant them any freedom for chextra academic work. Since this is a general tendency on the part of parents and to some extent on the part of teachers, there is no surprise if both high as well as low achievers believe that their parents and teachers value academic achievement to a high degree. This observation may partly account for the lack of relationship between parental as well as teacher achievement value and academic achievement of the subjects.

The lack of relationship of parental and teacher identification with academic achievement of the subjects may be due to the fact that the subjects are imitating the external mode of behaviour of the models and this has nothing to do with academic achievement. It is the self achievement value that is closely related to one's own academic achievement. It may be that the subject's own valuation of academic achievement is more realistic from the point of view of academic achievement.

The second problem is regarding the size of correlations in relation to the degree of talentedness. As regards the correlation between self achievement value and academic achievement, self achievement value correlates with academic achievement to the extent of .41 in the talented boys, .47 in the average boys and .66 in the below average boys. The correlations in the talented, average and below average girls are .32, .73 and .81 respectively. The correlation of .32 in the case of talented girls is slightly lower than that in the case of talented boys. In the average and below average girls the correlations are higher than in the case of average and below average boys. In both cases the correlations increase as the degree of talentedness decreases. This increasing trend may be justified on the ground that the more talented subjects are having more varied interests than the less talented subjects. In view of the fact that the more talented subjects think about accomplishment in several other fields, their interests are diversified and this may be one of the reasons for the low correlation. It may be that the academic achievement is not as much appealing to the talented individuals as it is to the relatively less talented individuals. The fact that more talented individuals have a

greater variety of interests in comparison to less talented individuals is substantiated by a number of researches. The higher magnitudes of correlations in the case of girls may be explained in a similar manner. Girls in our society have relatively less freedom and consequently their efforts are more directed towards academic achievement. Their objectives are also different from those of boys. Most of the boys are more vocationally oriented than most of the girls. Moreover, the sphere of influence in the case of girls is narrower than that in the case of boys. This may partly account for the higher correlations in the case of girls than in case of boys.

Now, the intercorrelations of identification with various models are examined to see any variation in the pattern of identification for different groups of subjects.

Table 4.10. Showing Intercorrelations of Identification with the Models

Inter Correlation of Identification	Subjects					
	Talented		Average		Below Average	
	Boys : Girls	Boys : Girls	Boys : Girls	Boys : Girls	Boys : Girls	Boys : Girls
Mother and Father Identification	.29**	.41**	.49**	.36**	.42**	.56**
Mother and Teachers Identification	.10	.26**	.26**	.25**	.34**	.40**
Mother and Peers Identification	.08	-.01	.18*	.03	.08	.10
Father and Teachers Identification	.30**	.39**	.30**	.37**	.55**	.43**
Father and Peers Identification	.16*	.14	.07	.04	.36**	.10
Teachers and Peers Identification	.33**	.36**	.40**	.23**	.59**	.28**

df = 158

* Sig. at .05 level = .16

** Sig. at .01 level = .20

As can be seen from the above table mother and father identification are closely related in all the groups of boys and girls. The correlations are positive and significant. Except in the case of talented boys mother identification is positively and significantly correlated with teacher identification. The correlation of .18 between mother identification and peer identification in the case of average boys is positive and significant. Other correlations are insignificant. Father identification and teacher identification are also closely related in all the groups. All the correlations are positive and significant. The correlations between father identification and peer identification of .16 in case of talented boys and .36 in the case of below average boys are significant and positive. Other correlations are insignificant. The correlations between teacher identification and peer identification are positive and significant in all groups of boys and girls. In general it could be said that boys and girls do identify with adult models. Also as can be seen from the table mother identification and teacher identification are more strongly related in the case of talented girls than in the case of talented boys. Father identification and mother identifications are more closely related in the case of average boys than in the case of

average girls. The relationship between mother identification and father identification is stronger in case of below average girls than in case of below average boys. In the group of talented subjects mother identification fails to correlate with teacher identification in the case of boys but it correlates to the extent of .26 in the case of girls. In the group of average subjects mother identification correlates with teacher identification to the extent of .26 in the case of boys and to the extent of .25 in the case of girls.

The correlations between mother identification and teacher identification in the case of below average boys and girls are .34 and .40 respectively. Mother identification fails to correlate with peer identification in all other groups except in the case of average boys. The relationship of father and teacher identification is slightly higher in the case of talented and average girls. Father identification correlates with teacher identification to the extent of .55 in the case of below average boys and to the extent of .43 in the case of below average girls. The correlation between father identification and peer identification in the case of talented boys is barely significant. Father identification correlates with peer identification to

the extent of .36 in the case of below average boys. Teacher identification correlates with peer identification to the extent of .33 and .36 in the case of talented boys and girls respectively. The relationship is stronger in the case of average boys than girls and in case of less talented boys than less talented girls.

Below are given the correlations between identification and achievement value of the models.

Table 4.11. Showing Correlations between Identification and Achievement Value of the Models

Identification and Achievement Values of Models	Talented Boys : Girls		Average Boys : Girls		Below Average Boys : Girls	
Mother Identification and Mother Achievement Value	.44**	.49**	.46**	.58**	.24**	.21**
Father Identification and Father Achievement Value	.38**	.35**	.44**	.53**	.46**	.46**
Teacher Identification and Teacher Achievement Value	.44**	.34**	.44**	.34**	.42**	.31**
Peer Identification and Peer Achievement Value	.51**	.58**	.31**	.53**	.50**	.40**

df = 158

** Sig. at .01 level = .20

It is seen from the above table that identification with the models correlated positively and significantly with the achievement value attributed to the models. The correlations between mother identification and mother achievement value for the various groups of subjects range from .21 to .58. The correlations of .24 and .21 in the case of below average boys and girls respectively are lower compared to correlations in the case of average and talented boys and girls. The correlations between father identification and father achievement value for the various groups range from .35 to .53 and all the correlations are significant and positive. The range of correlations between teacher identification and teacher achievement value is from .31 to .44. These correlations are significant and positive. Peer identification correlates with peer achievement value to the extent of .51 in the case of talented boys and .58 in the case of talented girls. These correlations are higher than those between identification and achievement value of the models. The correlations between peer identification and peer achievement value for the average boys and girls are .31 and .53 respectively and for the below average boys and girls are .50 and .40 respectively. From these various correlations it could be inferred that identification and achievement value of the models are closely

related in all the groups of subjects.

Below are shown intercorrelations of achievement value attributed to models by the subjects.

Table 4.12. Showing Intercorrelations of Achievement Values held by the Models

Achievement Values of	Talented		Average		Below Average	
	Boys : Girls	Boys : Girls	Boys : Girls	Boys : Girls	Boys : Girls	Boys : Girls
Mother Value and Father Value	.45**	.36**	.42**	.42**	.13	.33**
Mother Value and Teacher Value	.25**	.14	.16*	.23**	-.01	.21**
Mother Value and Peer Value	.23**	.19*	.12	.28**	.09	.21**
Father Value and Teacher Value	.21**	.23**	.43**	.45**	.53**	.42**
Father Value and Peer Value	.18*	-.01	.10	.32**	.28**	.13
Teacher Value and Peer Value	.30**	.44**	.47**	.51**	.36**	.15

df = 158

* Sig. at .05 level = .16

** Sig. at .01 level = .20

Mother achievement value correlates significantly with father achievement value, as seen from the above table, for all groups except for the group of below average boys.

Mother achievement value correlates with teacher achievement

value to the extent of .25 in the case of talented boys and to the extent of .14 in the case of talented girls. The correlation of .14 is insignificant. For the average boys and girls the correlations between mother achievement value and teacher achievement value are .16 and .23 respectively. The correlation of .16 is barely significant. Mother achievement value fails to correlate with teacher achievement value in the case of below average boys but it correlates significantly in the case of below average girls. Mother achievement value fails to correlate with peer achievement value in the case of average boys and below average boys. It correlates significantly with peer achievement value in all other groups. Father achievement value and teacher achievement value are positively and significantly correlated for all the groups of boys and girls, the correlations in the groups of average and below average boys and girls being higher than those in the groups of talented boys and girls. Father achievement value is significantly and positively correlated with peer achievement value in the case of talented boys, average girls and below average boys. It does not correlate significantly with peer achievement value in the case of talented girls, average boys and below average girls. Teacher achievement value is significantly and positively correlated with peer achievement value in all

groups except in the group of below average girls.

In general it is seen that mother achievement value correlates more strongly with father achievement value than it does with teacher as well as peer achievement value. Father achievement value is more closely associated with teacher achievement value than with mother achievement value in case of average and below average subjects. However, father achievement value is more closely associated with mother achievement value than with teacher achievement value in case of talented subjects. Peer achievement value is more closely associated with teacher achievement value than with mother as well as father achievement value. Another important observation is that mother achievement value fails to correlate with father achievement value as well as teacher and peer achievement value in the case of below average boys. Father achievement value correlates significantly with teacher as well as peer achievement value, and teacher achievement value correlates significantly with peer achievement value in the case of below average boys.

Now the correlations of peer-affiliation, independence and non-conformity orientation with self achievement value, academic achievement and motivation will be examined in turn.

Table 4.13. Showing the Correlations of Peer-affiliation Orientation, Independence Orientation and Non-Conformity Orientation with Self Achievement Value

	Subjects					
	Talented		Average		Below Average	
	Boys : Girls		Boys : Girls		Boys : Girls	
Self Achievement Value and Peer Affiliation Orientation	.00	-.02	.20**	-.05	.04	.22**
Self Achievement Value and Independence Orientation	.15	.13	.16*	.23**	.08	.23**
Self Achievement Value and Non-Conformity Orientation	.07	.05	-.04	-.17*	-.17*	-.19*

df = 158

Sig. at .05 level = .16

Sig. at .01 level = .20

Peer affiliation orientation as seen from the above table fails to correlate with self achievement value in case of talented boys and girls, average girls and below average boys. It correlates significantly with self achievement value in the case of average boys and below average girls. Self achievement value is not significantly correlated with independence orientation in the case of talented boys and girls, although the correlations of .15

and .13 are positive. Self achievement value correlates significantly with independence orientation in the case of average boys and girls and in the case of below average girls. It is not correlated significantly in the case of below average boys. Self achievement value fails to correlate with non-conformity in the case of talented boys and girls and average boys. It correlates significantly with non-conformity in the case of average girls and in the case of below average boys and girls. The negative correlations indicate positive relationship. It means that self achievement value is associated with conformity. Thus, it is seen that self achievement value is closely related to conformity in the case of average talented girls and below average boys and girls.

In the following Table 4.14 are shown the correlations of peer affiliation, non-conformity and independence with academic achievement

As can be seen from the Table 4.14, academic achievement is negatively and significantly correlated with peer affiliation in the case of talented boys and girls. It fails to correlate with peer affiliation in the case of average boys and girls. In the case of below

Table 4.14. Showing Correlations of Peer-Affiliation Orientation, Non-Conformity Orientation and Independence Orientation with Academic Achievement

	Subjects					
	Talented		Average		Below Average	
	Boys : Girls	Boys : Girls	Boys : Girls	Boys : Girls	Boys : Girls	Boys : Girls
Academic Achievement and Peer Affiliation Orientation	-.24**	-.18*	.03	-.08	.01	.22**
Academic Achievement and Non-Conformity Orientation	.03	.12	.09	-.27**	-.25**	-.20**
Academic Achievement and Independence Orientation	.13	.24**	.15	.20**	.09	.22**

df = 158

* Sig. at .05 level = .16

** Sig. at .01 level = .20

average boys academic achievement is not correlated with peer affiliation but in the case of below average girls it does correlate significantly with peer affiliation. Thus, higher academic achievement is accompanied by lesser degree of peer affiliation in the case of talented boys and girls. The academic achievement of average groups is independent of peer affiliation. In the case of below average girls academic achievement is closely associated with peer affiliation, whereas in the case of boys it is not correlated.

Academic achievement fails to correlate with non-conformity in the case of talented boys and girls and average boys. Academic achievement correlated significantly with non-conformity in the case of average girls and below average boys and girls. The negative correlations indicate positive relationship. It means that those whose academic achievement is higher tend to be conformists.

The correlations of .13 and .15 between academic achievement and independence orientation in the case of talented and average boys though positive are insignificant. In the case of talented, average and below average girls academic achievement is significantly and positively correlated with independence-orientation. Thus, academic achievement and independence orientation are closely associated in girls and not in boys.

In the following Table 4.15 are shown the correlations of peer-affiliation, non-conformity and independence orientation with motivation.

Table 4.15. Showing Correlations of Peer Affiliation, Non-conformity and Independence Orientation with Motivation

	Subjects					
	Talented		Average		Below Average	
	Boys : Girls		Boys : Girls		Boys:Girls	
Motivation and Peer Affiliation Orientation	-.12	-.25**	-.03	-.13	.01	.19*
Motivation and Non-Conformity Orientation	.02	.02	-.09	-.06	-.20**	-.14
Motivation and Independence Orientation	.10	.12	.16*	.14	.04	.20**

df = 158

* Sig. at .05 level = .16

** Sig. at .01 level = .20

Motivation as can be seen from the above table correlated with peer affiliation to the extent of -.12 and -.25 in the case of talented boys and girls respectively. The correlation of -.12 is not significant. Motivation is not correlated significantly with peer affiliation in the case of average boys and girls. Peer affiliation is not correlated with motivation in the case of below average boys but it is significantly correlated in the case of below average girls. Motivation is also not correlated with non-conformity in the case of talented boys and girls. It is significantly and negatively correlated in the case of below average boys. The correlations of motivation and independence though positive

are insignificant in the case of talented boys and girls. Motivation and independence are positively correlated in the case of average boys and girls but the correlation of .14 in the case of average girls is not significant. Motivation fails to correlate with independence in the case of below average boys it correlates significantly with independence in the case of below average girls. It was reported earlier that motivation, self achievement value and academic achievement are positively and significantly intercorrelated. It would, therefore, be more revealing if the correlations of peer affiliation, non-conformity and independence orientation with self achievement value, academic achievement and motivation are examined. The following table shows these correlations. (Table 4.16 on the next page).

Peer affiliation is negatively and significantly correlated with academic achievement of talented subjects but its correlations with self achievement value in the case of talented boys and girls are of negligible value. It also correlated negatively with motivation in case of talented boys and girls but the correlation of $-.12$

Table 4.16. Showing Correlations of Peer-Affiliation, Non-conformity and Independence Orientation with Self Achievement Value, Academic Achievement and Motivation

	Subjects			
	Talented	Average		Below Average
	Boys : Girls	Boys : Girls	Boys : Girls	Boys : Girls
Peer affiliation and academic achievement	** -.24	* -.18	.03 -.08	.01 ** .22
Peer affiliation and self achievement value	.00	-.02	** .20 -.05	.04 ** .22
Peer affiliation and Motivation	-.12	** -.25	-.03 -.13	.01 ** .19
Non conformity and academic achievement	.03	.12	.09 ** -.27	** -.25 -.20
Non conformity and self achievement value	.07	-.05	-.04 * -.17	* -.17 -.19
Non conformity and Motivation	.02	.02	-.09 -.06	** -.20 -.14
Independence and academic achievement	.13	** .24	.15 ** .20	.09 ** .22
Independence and self achievement value	.15	.13	* .16 ** .23	.08 ** .23
Independence and Motivation	.10	.12	* .16 .14	.04 ** .20

df = 158

* Sig. at .05 level = .16
** Sig. at .01 level = .20

is insignificant. In general both academic achievement and motivation are negatively correlated with peer affiliation but peer affiliation fails to correlate with self achievement value of talented subjects.

Peer affiliation fails to correlate with academic achievement and motivation in case of average boys and girls, but it correlates significantly with self achievement value of boys. So far as the below average boys are concerned peer affiliation fails to correlate with academic achievement, self achievement value and motivation. In the case of below average girls, all the three variables are positively and significantly correlated with peer affiliation. Thus from the academic achievement and motivational stand point, peer affiliation is negatively correlated with academic achievement and motivation in the case of talented boys and girls, it fails to correlate with academic achievement and motivation in the average boys and girls as well as below average boys and it significantly and positively correlates with academic achievement and motivation in the case of below average girls.

Non-conformity is not significantly correlated with academic achievement, self achievement value and motivation

in the case of talented boys and girls and average boys. Non-conformity is significantly correlated with academic achievement and self achievement value in the case of average girls. It correlates significantly with academic achievement, and self achievement value in the case of below average boys and girls. Its correlation with motivation is significant in case of below average boys. It fails to correlate significantly with motivation in case of below average girls.

The correlations of academic achievement, self achievement value and motivation with independence orientation in the case of talented boys and girls, although not sufficiently high are all positive. The correlation of .24 in the case of talented girls is significant whereas the correlation of .15 in the case of talented boys is barely significant. In the case of average group of boys and girls except the correlations of .14 which is just below the level of significance, all other correlations are positive and significant. Independence orientation fails to correlate with academic achievement, achievement value and motivation in the case of below average boys but it correlates positively and significantly with these variables in the case of below average girls. From these results certain definite inferences could be drawn.

Academic achievement and peer affiliation are negatively correlated in case of talented boys and girls, not correlated in case of average boys and girls as well as below average boys and are positively correlated in case of below average girls.

Academic achievement and non-conformity are not significantly correlated in case of talented boys and girls as well as average boys and are negatively and significantly correlated in case of average girls and below average boys and girls. Negative correlations indicate that high academic achievers tend to be conformists.

Academic achievement and independence are positively correlated in case of talented as well as average boys and girls. The correlation of .13 in the case of talented boys is insignificant but positive. Academic achievement fails to correlate with independence in case of below average boys but it correlates significantly in case of below average girls. In general academic achievement is positively correlated with independence in all other groups of talentedness except in the group of below average boys.

Peer affiliation correlates significantly with self achievement value in the case of average boys and below average

girls. It fails to correlate with peer affiliation in other groups.

Non-conformity fails to correlate significantly with self achievement value in the case of talented boys and girls as well as average boys. Its correlation with self achievement value is significant in the case of average girls and below average boys and girls.

The correlation of independence with self achievement value though positive is insignificant in the case of talented boys and girls and in the case of below average boys. It is significantly correlated with self achievement value in the case of average boys and girls and in the case of below average girls.

Peer affiliation fails to correlate with motivation in the case of talented boys but its correlation with motivation is significantly and negative in the case of talented girls. The correlation of motivation and peer affiliation is not significant in the case of average boys and girls as well as below average boys. Motivation correlates significantly and positively with peer affiliation in the case of below average girls.

Non conformity is negatively and significantly correlated with motivation only in the case of below average boys. Other correlations are quite low and insignificant.

Motivation and independence are significantly correlated in the case of below average girls and in the case of average boys. The correlation of motivation with independence is quite low and insignificant in the case of below average boys. In general more motivated individuals tend to be relatively independent.

It has been often reported in the literature that the tendency to affiliate with peers is less pronounced in the case of talented individuals than in the case of below average individuals. The results reported in the above table indicate that both motivation and academic achievement are negatively correlated with peer affiliation in the case of talented boys and girls. Self achievement value however, fails to correlate with peer affiliation in these groups. The results also indicate that academic achievement, self achievement value and motivation are positively and significantly correlated with peer affiliation in the case of below average girls and not in the case of below average boys as well as ^{average} / girls. Thus, the idea that the more highly talented individuals are less inclined to seek peer affiliation than the less talented individuals has been partly supported.

It also can be assumed that more talented individuals are more or less non-conformists whereas the low talented individuals are more or less conformists. It should be noted here that non-conformity was a kind of measure reflecting rebellious tendencies on the part of the subjects. Higher score on this test indicate more rebellious tendency. The results reported in the above table indicate that academic achievement, self achievement value and motivation fail to correlate significantly with non-conformity in the case of talented boys and girls as well as average boys. In the case of below average boys and girls non-conformity correlates negatively with academic achievement, and self achievement value. Thus, in the case of more talented subjects there is no tendency for rebellious behaviour and average talented girls as well as average boys and girls tend to be more or less conformists.

It has been reported in the literature that more talented subjects are relatively more independent than the less talented subjects. The results indicate that independence is positively and significantly correlated with academic achievement in the case of talented girls and not in the case of talented boys. Similarly self achievement value correlates barely significantly with independence in the case of

talented boys but not in the case of talented girls. Motivation and independence are not significantly correlated in the case of talented boys and girls. In general, more talented persons with higher academic achievement, self achievement value and motivation do possess a tendency for independent behaviour. In the case of below average girls independence is positively and significantly correlated with academic achievement, achievement value and motivation but the correlations in the case of below average boys are insignificant.

From the above discussion, it is seen that there are certain important differences between boys and girls. The various correlations discussed thus far are summarized in the following section to point out the differences between boys and girls in the pattern of correlations.

As regards the relationship of self achievement value and mother achievement value, it is observed in Table 4.3 that the relationship is stronger in the case of boys than in the case of girls at the talented and average levels. In case of below average level although the correlation of .13 in the case of girls is positive, it is insignificant. Thus, at this level there is no significant relationship between

self achievement value and mother achievement value. Father achievement value is not at all significantly correlated with own achievement value in case of boys and girls at all the three levels of talentedness. The results of the relationship between teacher achievement value and self achievement value are similar to those of the relationship between mother achievement value and self achievement value. Thus, teacher achievement value is more strongly related to self achievement value in case of boys than in case of girls at both talented and average levels of talentedness. In case of below average level, however, this relationship is significant.

Peer achievement value is significantly correlated with self achievement value in case of both talented boys and girls. At other levels this relationship is not significant.

Parental and teacher identification is positively correlated with self achievement value in case of talented as well as average boys whereas in case of girls none of the correlations except one between mother identification and self achievement value at the average level of talentedness is significant. At below average level of talentedness the relationship of identification with different models

and self achievement value is insignificant in both boys and girls. Thus, the achievement value as well as identification with mother, father and teacher is more strongly correlated with self achievement value in case of boys than in case of girls at both talented and average levels of talentedness.

Looking to the results of the relationship between academic achievement and identification as well as achievement value of models it is observed that academic achievement fails to correlate significantly with achievement value and identification of models in boys and girls at all the three levels of talentedness.

The results pertaining to the relationship of subjects motivation and identification as well as achievement value of models indicate that subjects' motivation is not significantly correlated in both boys and girls with identification as well as achievement value of models. In this case there is only one correlation between motivation of talented boys and mother identification which is significant.

The correlations of self achievement value with motivation and academic achievement do not differ much in

case of talented boys and girls but they differ substantially at average and below average levels of talentedness. Self achievement value correlates more strongly with motivation as well as academic achievement in case of average and below average girls than in case of average and below average boys. Moreover, the correlations in case of below average boys and girls are higher than those in case of average boys and girls. Although the correlations of self-achievement value and academic achievement orientations in case of talented as well as average boys and girls are nearly the same, they do differ substantially at the below average level of talent. This relationship is stronger in case of below average girls than in case of below average boys.

In general while parental and teacher identification and achievement values are not correlated significantly with academic achievement of both boys and girls, they are correlated positively with the achievement value of talented and average boys rather than of girls. Academic achievement is, however, positively and significantly correlated with subjects' own achievement value as well as motivation to learn in schools, both academic achievement and motivation being more highly related to achievement value, of average and below average girls than of average and below average boys.

4.5. Relationships of Self Achievement Value, Academic Achievement and Motivation with Identification and Achievement Values of the Models in case of Rural and Urban Subjects

In the section to follow, various correlations between self achievement value; achievement value attributed to parents, teachers and peers; academic achievement and motivation are examined among subjects of rural and urban residence. In the following Table 4.17 are reported the correlations between self achievement value and the achievement values attributed to the models.

Table 4.17. Showing Correlations between Self Achievement Value and Achievement Value attributed to the Models

Own Achievement Value	Subjects					
	Talented		Average		Below Average	
	Urban : Rural		Urban : Rural		Urban:Rural	
Mother Achievement Value	.17*	.28**	.06	.24*	.18*	-.02
Father Achievement Value	.06	.11	-.01	.18*	.13	.04
Teacher Achievement Value	.05	.28**	.04	.20**	.14	.10
Peer Achievement Value	.17*	.19*	.06	.12	.05	-.07

df = 158	* Sig. at .05 level = .16					
	** Sig. at .01 level = .20					

As can be seen from the above table, mother as well as peer achievement value is significantly correlated with self achievement value of urban talented subjects but father as well as teacher achievement value is not correlated with it. Similarly, self achievement value of rural talented subjects correlates positively with the achievement value of mother, father, teacher and peers. In this case except the correlation of $.11$ between self achievement value and father achievement value, all other correlations are significant.

In the case of average subjects the self achievement value of urban subjects fails to correlate with the achievement value of the models whereas the self achievement value of rural subjects correlates positively and significantly with mother, father and teacher achievement value to the extent of $.24$, $.18$ and $.20$ respectively. The correlation of $.12$ between self achievement value of rural subjects and peer achievement value, though positive, is insignificant.

In the case of urban below average subjects mother achievement value correlates significantly with self achievement value to the extent of $.18$. Self achievement value of urban subjects does not correlate significantly with father, teacher and peers achievement value. In the

case of rural subjects none of the correlations is significant.

Thus, it is observed that in the case of urban talented subjects there is a close relationship between self achievement value and mother as well as peer achievement value, and in the case of rural talented subjects self achievement value correlates positively and significantly with the achievement value of mother, teacher and peers. Father achievement value does not seem to play a significant role in one's own achievement value so far as rural and urban talented subjects are concerned. The self achievement value of urban average subjects is not significantly correlated with the achievement value of any of the models. In the case of rural average subjects self achievement value is closely associated with the achievement value of mother, father and teachers. In the case of urban below average subjects self achievement value is positively and significantly correlated with the mother achievement value but it is not significantly correlated with father, teacher and peer achievement value. The achievement value of any of the models does not influence one's own achievement value in the case of rural subjects with below average talent.

In the following Table 4.18 are shown the various correlations between self achievement value and identification with the models.

Table 4.18. Showing Correlations Between Identification and Self Achievement Value

Self Achievement Value	Subjects					
	Talented		Average		Below Average	
	Urban	Rural	Urban	Rural	Urban	Rural
Mother Identification	.13	.09	.19*	.13	.07	.11
Father Identification	.22**	.14	.11	.25**	.20**	-.08
Teacher Identification	.06	.10	.06	.04	.04	-.08
Peer Identification	.08	-.01	-.13	.01	-.04	-.09

df = 158	* Sig. at .05 level = .16					
	** Sig. at .01 level = .20					

As can be seen from the above table the correlation of father identification with the self achievement value of urban talented subjects is significant. The correlation of .13 in the case of mother identification though low is indicative of positive relationship. Other correlations are quite low and insignificant. In the case of rural talented subjects the self achievement value fails to correlate significantly with identification.

Mother identification correlates with the self achievement value of urban and rural subjects with average

talent to the extent of .19 and .13 respectively and father identification correlates to the extent of .11 and .25 respectively. Father identification correlates with the achievement value of urban subjects with below average talent to the extent of .20 and it fails to correlate with achievement value of rural subjects. Neither teacher identification nor peer identification seems to be significantly correlated with the achievement value of both urban and rural subjects. Father identification correlates positively and significantly with the achievement value of urban talented subjects, with the achievement value of rural average subjects and with the achievement value of urban below average subjects. Mother identification seems to be positively and significantly correlated with the achievement value of urban average subjects.

Considering now the correlations of identification as well as achievement value attributed to the models with self achievement value it is observed that mother achievement value rather than mother identification is more strongly correlated with the self achievement value of both urban and rural talented subjects. It is also observed that father identification rather than father

achievement value is more strongly correlated with the self achievement value of both urban and rural talented subjects. Teacher achievement value and not teacher identification that seems to be positively and significantly correlated with self achievement value of rural talented subjects. In case of urban talented subjects neither teacher achievement value nor teacher identification that is significantly correlated with the self achievement value of the subjects. So far as the peer group is concerned, the achievement value of the peer group rather than peer identification is positively and significantly correlated with the self achievement value of both urban and rural talented subjects. In general self achievement value of talented subjects is more strongly influenced by the achievement value rather than identification of mother, teacher and peers. It is the father identification rather than father achievement value that contributes to the self achievement value of urban talented subjects.

So far as average subjects are concerned, father identification rather than father achievement value that is more strongly related to the self achievement value of both rural and urban subjects. In the case of rural average subjects mother achievement value rather than mother

identification and in the case of urban average subjects mother identification rather than mother achievement value that are more strongly related to the self achievement value of the subjects. Teacher achievement value rather than teacher identification is more strongly related to the self achievement value of rural average subjects. Neither peer achievement value nor peer identification that is significantly related to the self achievement value of both rural and urban subjects with average talent.

In the case of below average subjects, it is the mother achievement value rather than mother identification that seems to be positively and significantly correlated with the achievement value of urban subjects. Mother identification, however, correlated with self achievement value of rural subjects to the extent of .11. Father identification rather than father achievement value is significantly correlated with self achievement value of urban subjects with below average talent. Neither father identification nor father achievement value that seems to be significantly correlated with the self achievement value of rural subjects with below average talent. Similarly neither teacher identification nor teacher

achievement value that seems to contribute to the self achievement value of both urban and rural subjects with below average talent. Peer achievement value as well as peer identification is not correlated significantly with the self achievement value of both rural and urban subjects with below average talent.

Thus, in the case of urban talented subjects the self achievement value correlates significantly and more strongly with mother achievement value, father identification and peer achievement value, neither teacher value nor teacher identification playing any part in it. In the case of rural talented subjects self achievement value correlates significantly and more strongly with mother achievement value, teacher achievement value and peer achievement value. The correlation of .14 between father identification and self achievement value of rural talented subjects though insignificant indicates positive relationship. In general self achievement value of subjects is more strongly related to father identification rather than to father achievement value. So far as other models are concerned, subjects' own achievement value are more strongly related to the achievement value of these models rather than to identification with them. More over, the

the achievement value of mother and teacher correlates more strongly with the achievement value of rural subjects than with the achievement value of urban subjects. Similarly, father identification correlates more strongly with the achievement value of urban subjects than with the achievement value of rural subjects.

In case of average subjects self achievement value of urban subjects is positively and significantly correlated with mother identification and not with mother achievement value. Neither identification nor achievement value of father, teacher and peer seems to be significantly correlated with achievement value of urban subjects with average talent. In case of rural average subjects mother achievement value, father identification and teacher achievement value are more strongly associated with the self achievement value of these subjects. Both father achievement value and father identification seem to be positively and significantly correlated with self achievement value of rural subjects with average talent but the correlation of father identification is higher than that of father achievement value.

So far as urban below average subjects are concerned, mother achievement value and father identification are

more strongly correlated with the self achievement value of these subjects. Neither identification nor achievement value of the teacher and peers seems to be significantly correlated with self achievement value of urban below average subjects. In case of rural below average subjects neither identification nor achievement value of the models seems to be significantly correlated with self achievement value of the subjects.

In the table below are presented the correlations of self achievement value with motivation, academic achievement, academic achievement orientation, peer affiliation, independence and non-conformity orientation.

Table 4.19. Showing Correlations of Self Achievement Value with Academic Achievement, Motivation, Academic Achievement Orientation, Peer Affiliation, Non-Conformity and Independence Orientation

Self Achievement Value	Subjects					
	Talented		Average		Below Average	
	Urban	Rural	Urban	Rural	Urban	Rural
Achievement	.34**	.30**	.56**	.67**	.76**	.74**
Motivation	.34**	.37**	.34**	.61**	.70**	.66**
Academic Achievement Orientation	.43**	.41**	.34**	.52**	.64**	.56**
Peer Affiliation Orientation	.00	-.04	.09	.06	.04	.13
Non-Conformity Orientation	.04	-.02	.05	-.21**	-.22**	-.14
Independence Orientation	.16*	.12	.21**	.18*	.15	.16*

df = 158

* Sig. at .05 level = .16
 ** Sig. at .01 level = .20

Self achievement value, as seen from the table, is positively and significantly correlated with academic achievement of both urban and rural subjects at all the three levels of talentedness. The correlations are increasingly higher in the direction of below average talent. Academic achievement correlates more strongly with self achievement value of rural subjects than of urban subjects with average talent.

Motivation, as seen from the above table, correlates positively and significantly with self achievement value of both urban and rural subjects at talented, average and below average levels of talentedness. The correlations of self achievement value and motivation are relatively higher in the case of rural and urban subjects with average as well as below average talent than in case of urban and rural subjects with superior talent.

Academic achievement orientation is also positively and significantly correlated with the achievement value of rural as well as urban subjects at all the three levels of talentedness. The correlations are higher in the case of rural average subjects and in the case of rural as well as urban subjects with below average talent.

Peer affiliation orientation as seen from the table, fails to correlate with achievement value of any group of subjects. Similarly, non-conformity fails to correlate significantly with achievement value of rural as well as urban talented subjects and urban subjects with average talent. Its correlations with achievement value of rural average subjects and rural as well as urban below average subjects are negative. These negative correlations indicate that the subjects with higher achievement value tend to be conforming. The correlation of $-.14$ in the case of rural subjects with below average talent is insignificant.

Independence orientation is moderately and positively correlated with self achievement value of rural and urban subjects at all the three levels of talentedness. The correlation of $.12$ in the case of rural talented subjects is insignificant. The correlation of $.15$ in the case of urban subjects with below average talent is barely significant. All other correlations are significant.

Thus far the various correlations of self achievement value of rural and urban subjects of high, average and below average talent, with identification as well as achievement value of models and with motivation, academic achievement,

behaviour orientation etc. are examined and interpreted. The results seem to be comparable to those obtained in the case of boys and girls. Now, the correlations of academic achievement with identification, achievement value and behaviour orientations are examined in turn.

Table 4.20. Showing Correlations of Academic Achievement and Achievement Value of the Models in Case of Rural and Urban Subjects

Achievement	Subjects					
	Talented		Average		Below-Average	
	Urban : Rural		Urban : Rural		Urban : Rural	
Mother Achievement Value	.04	.02	-.20**	.05	.14	-.07
Father Achievement Value	.12	-.05	-.10	.02	.06	.09
Teacher Achievement Value	.08	.16*	.04	.04	.08	.14
Peer Achievement Value	.01	.15	.05	.07	.01	.01

df =	158		* Sig. at .05 level = .16			
			** Sig. at .01 level = .20			

The correlation of .16 as seen from the above table between academic achievement and teacher achievement value in the case of rural talented subjects is positive and significant. Also the correlation of .15 between academic achievement and peer achievement value in the case of rural

talented subjects is barely significant. In the case of urban subjects with average talent, the correlation of $-.20$ between academic achievement and mother achievement value is negative and significant. Except these correlations all other correlations between academic achievement and achievement value of the models are insignificant.

In general, the correlations of academic achievement and achievement value of models except for a few stray correlations are insignificant or negative. Thus, the achievement value of the models do not contribute to the academic achievement of the subjects. In the following Table 4.21 are shown the correlations of academic achievement and identification.

Table 4.21. Showing Correlations between Academic Achievement and Identification with Models
Subjects

Academic Achievement	Talented		Average		Below Average	
	Urban	Rural	Urban	Rural	Urban	Rural
Mother Identification	.03	.02	-.15	.13	.11	-.18*
Father Identification	.09	.01	-.09	.08	.16*	-.01
Teacher Identification	-.08	-.03	-.08	-.09	-.02	-.09
Peer Identification	-.06	.07	-.08	-.11	-.08	-.10

df = 158

* Sig. at .05 level = .16

Here also as in the case of achievement value of the models the correlations between academic achievement and identification with various models; except for only one correlation in the case of urban subjects with below average talent are insignificant or negative. Thus, academic achievement in general fails to correlate with identification. The table below shows the correlations academic achievement with behaviour orientation and motivation.

Table 4.22. Showing Correlations of Academic Achievement with Academic Achievement Orientation, Peer Affiliation Orientation, Non-Conformity Orientation, Independence Orientation and Motivation

Academic Achievement	Subjects					
	Talented		Average		Below-Average	
	Urban : Rural		Urban : Rural		Urban : Rural	
Academic Achievement Orientation	.50**	.51**	.45**	.62**	.73**	.73**
Peer Affiliation Orientation	-.27**	-.20**	-.12	.07	.10	.13
Non-Conformity Orientation	.20**	-.05	-.09	-.27**	-.28**	-.12
Independence Orientation	.22**	.17**	.19**	.15	.14	.18*
Motivation	.71**	.79**	.76**	.85**	.88**	.90*

df = 158

* Sig. at .05 level = .16

** Sig. at .01 level = .20

Academic achievement orientation correlates positively and significantly with achievement in all the group. In the below average groups the correlations are higher than in the case of average and talented groups. The correlation of .62 in the case of rural average subjects is higher than the correlation of .45 in the case of urban average students. These results are in agreement with those in connection with self achievement value. Peer affiliation correlates negatively and significantly with academic achievement in case of both rural and urban talented subjects. This indicates that subjects with higher achievement are less inclined to seek peer affiliation. In case of urban and rural subjects with average as well as below average talent, peer affiliation does not correlate significantly with academic achievement.

Surprisingly, the correlation of .20 between non-conformity orientation and academic achievement in case of urban talented subjects is positive and significant. This indicates that the more highly talented subjects with higher achievement tend to be non-conforming. The two significant negative correlations in the case of rural average subjects and in the case of urban below average subjects with higher

achievement indicate an attitude of conformity on their part. The other correlations are insignificant.

Academic achievement also correlates positively with independence orientation in all the main groups as well as sub-groups although the correlation of .14 between academic achievement and independence orientation in case of urban subjects with below average talent is slightly below the level of significance. The correlation of .15 in case of rural average subjects is barely significant. All other correlations are positive and significant. Thus, in general, subjects with higher achievement tend to be more or less independent in their behaviour. Finally the correlations of academic achievement with motivation are highly significant, in all the groups. The correlations in the below average group are slightly higher than in the average or talented group.

From the results presented thus far certain generalized inferences could be made. So far as the relationship of self achievement value with identification and achievement value of the models is concerned, achievement value of mother, teacher and peers rather than identification with these models seems to be closely associated with self achievement

value of the subjects. Father identification rather than father achievement value is closely associated with self achievement value of the subjects. Identification with teacher as well as peers does not seem to be correlated with self achievement value. The achievement value of mother, father, teacher and peers seems to be more closely associated with self achievement value of rural talented and average subjects. Parental and teacher achievement value is also positively correlated with self achievement value of urban subjects with below average talent.

Self achievement value of rural and urban subjects with superior, average and below average talent is positively and significantly correlated with motivation, academic achievement and academic achievement orientation, the relationship being stronger among subjects with lesser talent than among subjects with higher talent. The relationship of self achievement value of rural average subjects and motivation, academic achievement and academic achievement orientation is stronger than it is in the case of urban average subjects. Peer affiliation fails to correlate with self achievement value in all the groups. The negative correlations in

in the case of rural average subjects and in the case of rural and urban subjects with below average talent indicate that higher achievement value is accompanied by conforming attitude on the part of the subjects. There appears to be lack of relationship between self achievement value of urban and rural talented subjects as well as urban average subjects and non-conformity. Independence orientation is positively correlated with the self achievement value of all the groups. Except in the case of rural talented subjects all other correlations of independence with self achievement value are significant, the correlation of .15 in the case of urban subjects with below average talent being barely significant.

Except for a few stray correlations neither achievement value nor identification of models seems to be correlated with academic achievement. Self achievement value is positively and significantly correlated with academic achievement. The strength of this relationship is greater among relatively less talented subjects. Similar results are obtained in the case of academic achievement orientation.

Peer-affiliation is negatively correlated in some groups and not correlated in other groups. The

correlations of non-conformity with academic achievement are either low or negative with one exception in the case of urban talented subjects. Independence is also positively and significantly correlated with academic achievement in all other groups except in case of urban below average subjects.

Considering now the overall results, certain specific issues emerge :

- (1) Self achievement value, motivation, academic achievement orientation and academic achievement are positively and significantly intercorrelated with one another.
- (2) Intercorrelations tend to be increasingly higher among subjects with relatively less talent.
- (3) The achievement value of mother, teacher and peers rather than identification with them is more strongly correlated with subjects' self achievement value.
- (4) Neither identification nor achievement value of the models is correlated significantly with academic achievement of the subjects.
- (5) Peer affiliation is either negatively correlated or not correlated with achievement value as well as academic achievement.
- (6) Neither father achievement value nor father identification is correlated with academic achievement but father identification rather than father achievement value is correlated positively and significantly with subjects self achievement value.

- (7) The inter correlations of self achievement value, academic achievement, motivation and academic achievement orientation are higher among girls than among boys.

According to social learning theory, it is expected that parental, teacher and peer identification, as well as achievement value are positively correlated with subjects' own achievement value as well as actual academic achievement. This expectation is not borne out in the present investigation. The results have indicated that parental and teacher achievement value and father identification are to some extent correlated with subjects' self achievement value. The results have also shown that subjects own achievement value is correlated significantly to both motivation to learn and academic achievement. These correlations tend to increase in the direction of low talent. In general subjects' academic achievement is strongly influenced by own achievement value and motivation, parents and other models playing no part in it. Another thing of great interest for us is the fact that the obtained relationship between subjects' own achievement value and academic achievement as well as motivation is much stronger among below average subjects. While nothing factual could

be said about this at present but certain observations could be reported which might serve as explanations.

It should be recalled here that the talented groups were formed in terms of four criteria : teachers' ratings, performance on an intelligence test, performance on behaviour check-list and performance in extra curricular activities. This indicates that the groups were formed by considering both intellectual and non-intellectual performance. Number of studies reviewed in the second chapter have clearly stressed the fact that the talented subjects are more extrovert and are interested in a wide variety of situations. Thus, their interests are more diversified in comparison to those of average and below average subjects. This might account for the lower correlation between subjects' own achievement value and academic achievement. Performance in schools is just one situation in which the talented subjects exercise their talent. In a sense schools provide opportunities for the development of talent but it may be that schools and academic courses are not challenging enough to stimulate these subjects for valuing academic achievement in accordance with their abilities. Besides, for talented subjects getting through the examination or obtaining a

second class is all that they wish whereas for the less talented subjects getting through the examination becomes a very important goal. Most of the less talented individuals have emphasized the fact that they are studying in order to get some job. This has rarely been the objective in case of talented subjects.

Another evidence supporting the above arguments comes from the correlation between self achievement value or academic achievement and non-conformity. It should be noted here that non-conformity measure reflects a tendency on the part of a subject to break the existing traditions and to do something else. The results have shown that while non conformity is not at all correlated with subjects' self achievement value as well as academic achievement in case of talented subjects, it is negatively correlated in case of less talented subjects. Thus, less talented subjects are marked by the tendency to conform rather than to rebel against the existing structure. Looking to the family and economic background of the subjects it was noticed in chapter three that most of the less talented subjects come from poor family background. Their parents are not highly educated, their income is much less and their father occupations are not higher in the hierarchy of

occupations. Under the prevailing intellectually impoverished environment in general, there is no surprise if most of the less talented subjects stress getting through the examination by hard work in order to get some job as an all important goal.

As regards peer achievement value peer identification and peer affiliation, it is noticed that they are not correlated with academic achievement of the subjects. Peer achievement value and peer identification have been found to be correlate with subjects' self achievement value to some extent in case of talented subjects. The contention expressed in a number of studies that less talented subjects have greater tendency to affiliate with peers is not supported in the present investigation.

The fact that the intercorrelations among self achievement value, motivation, academic achievement orientation and academic achievement are higher among girls than among boys may be explained on certain grounds. The results have indicated that these intercorrelations are increasingly higher among girls at each level of talentedness. The increasing magnitudes of correlations towards lower level of talent have been explained above. The difference

in the size of correlations between boys and girls at each of the three levels of talent could, however, be explained by taking into account certain social facts. There has been an increasing number of girls studying in schools over the past one or two decades. It is also frequently reported by educators and others that most of the girls work hard and get good grades and that they are in no way lagging behind in comparison to boys. In our present day society studying in schools for girls has become a must for several reasons. Although most of the girls particularly less talented girls are not career oriented they attend schools and work hard to get through the examination for social reasons. To day in some social groups no girl is accepted in marriage unless she is educated. This may be a strong motivating force operating among girls at a lower level of talent. At higher level, since girls are more talented they might be much more confident in making their way through by showing their superior talent in several fields of accomplishments. Moreover at low level of talent the interests of girls are limited to a very few areas whereas in case of more talented girls it is not so. For most of the girls at a relatively lower level obtaining S.S.C. Examination Certificate or graduate degree becomes a very important goal. It is probably for some such reasons that they are more strongly concerned for educational accomplishments. It should not be understood that the actual

achievement of relatively low talented girls is higher than those with superior talent. It, does, however, mean that self achievement value or motivation are more strongly associated with academic achievement in the case of girls with less talent.

At this stage it would be more revealing if the relationships of identification achievement values of the models and behaviour orientation with self achievement value and academic achievement of the subjects are examined at each of the three levels of talent, disregarding differences due to sex and rural-urban residence. The various correlations are shown in the tables to follow.

Table 4.23. Showing Correlations of Self-Achievement Value with Identification of the Models Subjects

Self Achievement Value	Talented	Average	Below Average
Mother Identification	.11*	.14**	.05
Father Identification	.16**	.14**	.08
Teacher Identification	.02	.07	-.01
Peer Identification	.03	-.02	-.04

df = 318

* Sig. at .05 level = .11
 ** Sig. at .01 level = .13

The results in the above table indicate that mother identification and father identification correlate significantly with self achievement value of talented as well as average subjects. Teacher identification as well as peer identification fails to correlate with self achievement at any level of talentedness. It is also seen from the table that the correlation between self achievement value and identification with any of the four models is not significant in case of below average talent. In the following table are reported the correlation between self achievement value and achievement value attributed to models.

Table 4.24. Showing the Correlations between Self-Achievement Value and Achievement Value attributed to Models.

Self Achievement Value	Subjects		
	Talented	Average	Below Average
Mother Achievement Value	.24**	.12*	.09
Father Achievement Value	.06	.14**	.07
Teacher Achievement Value	.13**	.20**	.10
Peer Achievement	.20**	.11*	-.02

df = 318

* Sig. at .05 level = .11

** Sig. at .01 level = .13

As can be seen from the above table self achievement value of talented students is significantly correlated with mother achievement value, teacher achievement value

and peer achievement value but it fails to correlate with father achievement value. The correlations of .24 and .20 in comparison to the correlation of .13 indicate that self achievement value of talented subjects is more strongly correlated with mother and peer achievement value than teacher achievement value.

In the case of average subjects self achievement value correlates significantly with the achievement value of all the models. The correlation of .20 in case of teacher achievement value with self achievement value indicate that self achievement value of average subjects is more strongly correlated with teacher achievement value than with the value of other models. In the case of below average subjects all the correlations of self achievement value with models achievement value are insignificant. Thus, in the talented subjects mother, teacher and peer achievement values and in the case of average subjects mother, teacher, father and peer achievement values are significantly correlated with subjects' own achievement values.

Mother achievement value is closely associated with self achievement value of talented and average subjects but

it does not correlate with self achievement value of below average subjects. Father achievement value correlates significantly with self achievement value at only average level of talentedness. Teacher achievement value is closely associated with achievement value of talented and average subjects but its correlation at below average level is not significant. Peer achievement value correlates significantly with self achievement value at talented and average levels but it fails to correlate at below average level.

Thus, mother achievement value, teacher achievement value and peer achievement value correlate significantly with self achievement value in case of talented as well as average subjects. Father achievement value correlates significantly with self achievement value in case of average subjects but it fails to correlate in case of talented and below average subjects. In case of below average subjects all correlations of self achievement value with models' achievement values are insignificant.

Considering now the correlations of identification and achievement value of models, it is seen that mother identification as well as mother achievement value is significantly correlated with self achievement value of

of talented as well as average subjects. Mother achievement value in the case of talented subjects is more strongly correlated with self achievement value than mother identification. In case of average subjects both mother achievement value and mother identification correlate with self achievement value to about the same degree. Neither mother achievement value nor mother identification is significantly correlated with self achievement in the case of below average subjects.

Father identification rather than father achievement value is significantly correlated with self achievement value of talented subjects. In case of average subjects both father identification and father achievement value correlate significantly with self achievement value to about the same degree. Neither father identification nor father achievement value is significantly correlated with self achievement value of below average subjects.

Teacher achievement value rather than teacher identification is positively correlated with self achievement value of subjects at all the three levels of talentedness. Peer achievement value rather than peer identification is significantly correlated with self achievement value in the

case of talented as well as average subjects. Peer identification fails to correlate with self achievement value at all the three levels of talentedness. In the following table 4.25 are shown the correlations between academic achievement and identification with models.

Table 4.25 . Showing Correlations between Academic Achievement and Identification with Models

Academic Achievement	Subjects		
	Talented	Average	Below Average
Mother Identification	-.04	-.02	-.06
Father Identification	.05	-.01	.11*
Teacher Identification	.02	-.09	-.001
Peer Identification	-.01	-.06	-.05

df = 318	* Sig. at .05 level = .11		

Looking to the correlations of subjects' academic achievement with identification of models in the above table, it is observed that all correlations except in one case of below average subjects with father identification are insignificant. Thus, in the case of talented as well as average subjects identification with models do not play a part in academic achievement. In case of below average subjects, father identification is significantly correlated

with academic achievement but identification with mother, teacher and peers fails to correlate significantly with academic achievement.

In the following Table 4.26 are shown correlations of self achievement value and models' achievement values with academic achievement.

Table 4.26. Showing Relationships of Self Achievement Value and Models' Achievement Value with Academic Achievement

Academic Achievement	Subjects		
	Talented	Average	Below Average
Self Achievement Value	.28**	.62**	.73**
Mother Achievement Value	-.05	-.06	.04
Father Achievement Value	.04	-.01	.09
Teacher Achievement Value	.14**	.05	.15**
Peer Achievement Value	.08	.04	.04

df = 318

** Sig. at .01 level = .13

As can be seen from the above table subjects' own achievement value correlates with academic achievement to the extent of .28 in the talented group, to the extent of .62 in the average group and to the extent of .73 in the below

average group. Thus, lower the level of talent, higher is the correlation between subjects' self achievement value and academic achievement.

Mother achievement value, father achievement and peer achievement value fail to correlate with academic achievement of subjects at any level of talentedness. Teacher achievement value plays a significant part in academic achievement of talented as well as below average subjects but it fails to correlate at average level of talent. Thus, neither identification nor achievement value of mother and peers seems to be associated with academic achievement. Teacher achievement value rather than identification in case of talented and below average subjects is significantly correlated with academic achievement. Father identification is positively and significantly correlated with academic achievement of below average subjects. In the following tables are shown the correlations of self achievement value with behaviour orientations and motivation.

Table 4.27. Showing Correlations of Self Achievement Value with Academic Achievement Orientation, Peer-Affiliation, Non-Conformity, Independence Orientation and Motivation

Self Achievement Value	Subjects		
	Talented	Average	Below Average
Academic Achievement Orientation	.38**	.45**	.60**
Peer-Affiliation Orientation	.02	.08	.08
Non-Conformity Orientation	.01	-.11*	-.18**
Independence Orientation	.14**	.20**	.15**
Motivation	.38**	.45**	.66**

df = 318

* Sig. at .05 level = .11

** Sig. at .01 level = .13

As can be seen from the above table, the correlations of academic achievement orientation as well as motivation with subjects' self achievement value are significant and increasingly higher toward the lower levels of talent. The correlations between self achievement value and peer-affiliation are not significant at any level of talentedness. The correlations between non-conformity and self achievement value of average as well as below average

subjects are negative and significant. The negative correlations indicate that average and below average subjects with greater self achievement value tend to conform to norms. The correlations between independence orientation and self achievement value are positive and significant at all the three levels of talentedness. In the following table are presented correlations of academic achievement with behaviour orientations and motivation.

Table 4.28. Showing Correlation of Academic Achievement with Academic Achievement Orientation, Peer Affiliation Orientation, Non-Conformity Orientation, Independence Orientation and Motivation

Academic Achievement	Subjects		
	Talented	Average	Below Average
Motivation	.73**	.78**	.89**
Academic Achievement Orientation	.46**	.53**	.71**
Peer-Affiliation Orientation	-.17**	-.01	.11*
Non-Conformity Orientation	.06	-.18**	-.20**
Independence Orientation	.19**	.17**	.18**

df = 318

* Sig. at .05 level = .11

** Sig. at .01 level = .13

As can be seen from the above table, academic achievement correlates with motivation to the extent of .89 in the below average group to the extent of .78 in the average group and to the extent of .73 in the talented group. Thus, academic achievement and motivation are slightly more closely associated among subjects with relatively less talent than among subjects with relatively high talent.

The correlations of academic achievement with academic achievement orientation are positive and significant at all the three levels of talentedness. The correlation of academic achievement with peer affiliation in case of talented subjects is negative and significant and in case of below average subjects it is positive and significant. Non-conformity is not significantly correlated with academic achievement in case of talented subjects whereas its correlations in case of average and below average subjects are negative, indicating conforming behaviour on their part. Independence orientation is positively and significantly correlated with academic achievement at all the three levels of talentedness.

The various correlations of academic achievement orientation with subjects' own achievement value as well as

academic achievement are all positive, significant and are increasingly higher toward lower level of talent. The correlations of peer affiliation are either negative, low or insignificant. Non-Conformity is not significantly correlated with subjects' own achievement value as well as academic achievement in case of talented subjects whereas its correlations in case of average and below average subjects are negative, indicating lack of rebellious or negative tendencies on the part of these subjects. Independence is positively correlated with both academic achievement and achievement values of subjects at all the three levels of talentedness.

Considering now the overall results, it is seen that self-achievement value of both talented and average subjects is positively and significantly associated with identification as well as achievement value of mother. Father identification is closely associated with self-achievement value of talented and average subjects and father achievement value is significantly correlated with self achievement value of average subjects. It is also observed that the achievement value rather than identification of teachers and peers is positively and significantly correlated with the self achievement value of talented as well as average subjects. Neither identification nor

achievement value of models is significantly correlated with self achievement value of below average subjects. Academic achievement does not seem to be significantly correlated with identification with various models. Only father identification correlates significantly at below average level. Except the correlations of teacher achievement value with academic achievement of talented and below average subjects, all other correlations are insignificant. Self achievement value, however correlates positively and significantly with academic achievement in all the groups. The correlations tend to increase towards the below average level. Self achievement value also correlates significantly with academic achievement orientation in all the groups. Academic Achievement orientation also correlates significantly with actual academic achievement in all the three groups. Peer affiliation fails to correlate with self achievement value of the three levels of subjects but its correlatives negatively with academic achievement in case of talented subjects and positively in case of below average subjects. Non-conformity correlates negatively and significantly with both self achievement value and academic achievement of average and below average subjects. Independence is also

positively and significantly correlated with both self achievement value and academic achievement of the subjects.
