

**SELF-CONCEPT AND ACADEMIC PERFORMANCE OF
UNDERPRIVILEGED GIFTED CHILDREN IN PUNE DISTRICT**

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Undertaking

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ABSTRACT

The term gifted connotes innate potential for outstanding performance or an exceptional ability in a general or specific area. Gifted individuals can become a valuable human resource if nurtured for a developing country like India (Roy, 2017; Sharma, 2012). Low socio-economic status affects ability levels, intelligence, self-esteem, academic achievement, and the level of exposure and opportunities available for talent development of gifted children.

Self-concept is an important intrapersonal factor and is related to gifted potential and performance (Heller & Schofield, 2008). Furthermore, the development of a positive self-concept is highly valued as a desirable outcome and as a mediator for enhanced achievement or performance in educational settings and improved educational and career aspirations (Craven, Marsh, and Burnett, 2004). The proposed study is a preliminary attempt in the field of gifted education in India to examine the self-concept and academic performance of gifted children from underprivileged backgrounds. This study used a survey design and consisted of two parts. The first was a descriptive survey exploring relationships between self-concept, academic performance, age, gender, level of giftedness, and socio-economic status. The second part was a comparative survey which assessed the difference in self-concept and academic performance of gifted children who had knowledge they were gifted and those who did not. Participants in this study were intellectually gifted having scored 95 Percentile Rank and above on a non-verbal intelligence test.

A total of $N= 263$ children with a mean age of 12 years, from four government aided, state board schools (6 to 8 standard) participated in the study. The Dubey and Nigam's socio-economic status- rural scale was chosen to measure the socio-economic status of the participants. Self-concept was assessed using the Children's Self-Concept Scale by Ahluwalia and Singh (2005). Scores on all six dimensions of self-concept namely, intellectual, behavioral, popularity, freedom from anxiety, happiness and satisfaction and physical appearance and attributes were analyzed. Both scales were translated in the local language Marathi using the back translation method and pilot tested

of $n= 60$ children. Academic performance was a composite score of marks obtained in five subjects (English, Marathi, Mathematics, Science, and Social Science) in the final term examinations.

For the second part of the study 140 children were selected from the total sample. Matched pairs were created using the caliper method on variables like gender, school, standard, level of giftedness and socio-economic status to reduce preexisting differences between the two groups. One from each pair had the knowledge of being gifted while the other did not. Null hypotheses were postulated to examine the effect of knowledge of being gifted on self-concept, its dimensions and academic performance.

Non-parametric tests were used to analyze the data as it did not meet the assumptions of normality. Correlational analysis revealed that overall self-concept was positively related to academic performance. The results indicate that gifted children who are academic high achievers evaluate themselves as being good with school-work, perceive themselves as having good academic skills (reading and writing), receive positive attention from others (teachers, classmates and friends) for their ideas, and intelligence and rarely worry about being left out from the social groups.

There was no significant relationship between pre-adolescent and adolescent age group on almost all variables. Even so, adolescence exacerbated the experience of anxiety among the intellectually gifted children. Gender based differences revealed that gifted girls had a more positive self-concept as compared to boys. Gifted girls tended to perceive themselves more positively with respect to intellectual abilities, being more responsible and having a feeling of well-being and happiness.

Results also indicated that higher socio-economic status correlated with higher intelligence and higher academic performance. This cautions educators to be vigilant about children especially from disadvantaged backgrounds who might get neglected as they might not perform well on intelligence nor achievement tests.

Hypothesis testing for the data of the comparative survey indicated that there was no significant difference on overall self-concept, its five dimensions and academic

performance between those with the knowledge of being gifted and those who did not have the knowledge of being gifted.

Previous literature suggests that self-knowledge which accompanies labeling helps children to become better adjusted in academic and social areas (Lo, 2014). Although, the findings of the study are not successful in conforming these advantages of identifying and labeling gifted children; future research studies can examine the effect of labeling after the gifted children may have adequate knowledge about the meaning of the term and participate in a gifted program.

The limitations of this study include the need to expand its scope by examining the perception of significant others (parents, teachers, peers) after child is identified as gifted and analyzing the effect of identification on gifted children longitudinally as well as incorporating qualitative data. The implications of this study suggest that for gifted children from underprivileged backgrounds in India who are doubly disadvantaged; might benefit from being recognized for their giftedness, and need access to programs to enhance their self-concept and academic skills.

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Chapter 1

Introduction

1.1 Overview

The introduction chapter lays the foundation upon which the current study was designed. The researcher aims to describe the current scenario in education with respect to gifted children. The background of the study begins with an overview of the Indian educational policies, and the status of underprivileged children in India with particular reference to the gifted population. The researcher also outlines the changes in the approaches to education, from *gurukul* to the colonial system of education until the most recent draft of the national education policy. The researcher describes the present status of gifted identification services and gifted education programs by government and private organizations and individuals across India. At this point, it is made clear that there is a need to address the issue of gifted education in India as it empowers a valuable human resource for the country. The researcher establishes the need to look into gifted children especially from underprivileged backgrounds as a way towards development of the country through nurturing these potential leaders. Following this, the main concepts under study namely, gifted, self-concept and academic performance are introduced. A brief overview of the definitions, models and assessment tools of the main concepts mentioned above have been given. The chapter then discusses the relationship between self-concept and academic achievement with reference to other variables. Furthermore, the effect of identification on gifted children's self-concept and academic achievement is also described. After having established the context and current scenario of gifted education and research in India, the purpose of the study is delineated. The chapter then lays out the statement of the problem, the operational definitions of the variables, and research objectives. This is followed by hypotheses, delimitations and limitations of the study.

1.2 Background of the study

Education is an important marker for human development. The Indian Ministry of Human Resource Development emphasizes the role of education to nurture its citizens. Each individual has unique inherent traits and his/her development is affected by the environment and indeed, the type of educational programs needed for them varies. Gifted children are one such group whose distinct characteristics and unique educational needs (Peterson, 2009; Robinson & Clinkenbeard, 1998; Winebrenner, 2000) necessitate special educational services.

Educational programs for the gifted need to be geared towards nurturing their inherent qualities such that their potential is actualized. In fact, several researchers agree that gifted individuals can become a valuable human resource if nurtured for a developing country like India (Roy, 2017; Sharma, 2012). Historically, in ancient India giftedness among children was addressed in the *gurukul* system of education which was dedicated to all round human development namely in physical, intellectual, and spiritual areas. Teaching in the Upanishadic period consisted of personal attention to every student given by the guru (Chand, 2015) enabling identification of gifts and talent. During the colonial era, the British developed an education system only so far as to maintain their imperial administration in India. They trivialized ancient Indian knowledge and qualities thereby, neglecting to nurture the inherent intellectual potential of children (Raina & Srivastava, 2000). Ominously, at the time Indians accepted such a system of education which helped them earn a livelihood in the British administration and conceded to learning English and Western traditions (Chand, 2015). This is perhaps the stage where the education system started to ignore individual gifts and talents among children. Post-independence the newly formed government revived education and importance was given to developing talent at the higher secondary level with the establishment of technical institutes across the country. However, the first National Education Policy in 1968 lacked any concrete direction towards addressing the educational needs of gifted children and focused more on education for the masses. Even today, basic education for all is certainly a national level priority in India. Kurup and Maithreyi (2012) remark that, though equal schooling opportunities are important for all, these may not be adequate to address the

needs of gifted children. It is time that the government owns responsibility and charts out a clear path to cater to the distinctive needs of the gifted children.

India was among the first three Asian countries to have initiated a program for gifted children in 1962. This was by a private organization, Jnana Prabodhini Prashala which is an exclusive school for gifted children in Pune. Another positive step in this direction was taken in 1986, when the Indian government envisaged the Jawahar Navodaya Vidyalaya (JNV) to identify and develop talented, bright and gifted children predominantly from rural areas. Both these initiatives have grown and continue to function as exclusive schools for gifted children. Throughout the past 60 years numerous government and private initiatives have been implemented for identifying and nurturing talent in specifically mathematics and science across India. Some of these initiatives are the Kishore Vaigyanik Protsahan Yojana, Jagdish Bose National Science Talent Search in Kolkata, Innovation of Science Pursuit for Inspire Research program funded by the Department of Science and Technology of Government of India, Homi Bhabha Centre for Science Education, Cluster Innovation Center at the University of Delhi and, National Institute of Advanced Studies in Bengaluru (Freeman, 2002; Roy & Kurup, 2016). A few more recent out of school programs for the gifted have been initiated by Tribal Mensa Nurturing Program (TMNP) which works with gifted children from disadvantaged backgrounds and Kaveri Gifted Education and Research Center (KGERC) in Pune which works with gifted children in regular urban schools. A shortfall of government initiatives in this direction has been noted by Raina and Srivastava (2000) who examined major programs including JNV, National Talent Search Scheme and the Cultural Talent Search Program. They remarked that these were devoid of any scientific conceptualization or theoretical consideration and were disconnected from the Indian socio-cultural context.

Even if we estimate a crude 5% of the young population as being gifted, the figure is a huge 2.5 million gifted children. As is clear from the above, India is at a nascent stage in developing identification and nurturing practices for gifted children. The potential among the underprivileged population has remained unexplored, wasteful and, underutilized which is disheartening. In recent times, the central and state government's educational policies have focused on providing education for all through schemes such as

Operation Blackboard, Mid-Day Meal Programme and Sarva Shiksha Abhiyan. This has further helped to increase the demand and importance of basic education among rural and urban citizens as well as uneducated or illiterate parents and guardians. It has been observed that even when children from impoverished backgrounds are enrolled in schools, due to social and cultural disparity very few are able to succeed. Often talented children from underprivileged backgrounds are ignored or overlooked due to teacher biases, low expectations of achievement from family, and poor school climate (Coleman, Micko, & Cross, 2015; Ford, 2007). According to Roy (2017), parents from rural or disadvantaged groups lack the ability to address their children's needs due to their low level of education, socio-economic status, their low levels of awareness and myths surrounding the cultural understanding of giftedness.

India is far behind other countries like the UK, USA, Russia, and even Asian countries like China and Singapore who have national level policies and programs for early identification of potential and nurturing talent. An absence of formal policies or programs that mandate provisions and offer guidelines to identify and nurture this valuable human resource in schools is one of the biggest impediments to nurturing gifted children in India. Incidentally, in the recent National Education Policy (2020) published by the Ministry of Human Resource Development, Government of India, guidelines for supporting gifted students or students with special talents has received a mention. The guidelines acknowledge innate potential within every student while recognizing those students who show “particularly strong interests and capacities in a given realm...” (p. 19). The policy outlines suggestions regarding in-classroom, school and district level enrichment activities as well as emphasizing value of competitive examinations and Olympiads as admission criteria for undergraduate programs. What is clearly amiss is a guideline on identification of gifted children.

Considering the above lacuna at the policy and practice level in the area of gifted education in India, the researcher aims to contribute through research in this field. This study proposes to explore the relationship between self-concept and academic performance of underprivileged gifted children. Concurrently, using a systemic and scientific research design it deems to understand how knowledge of being gifted affects

the child's self-concept and academic performance. With such a study the researcher hopes to contribute insights about gifted children from underprivileged backgrounds; which would in turn help to design programs and develop policies for gifted education in India.

1.3 Concepts under study

1.3.1 Gifted

The term gifted connotes innate potential for outstanding performance or exceptional ability in a general or specific area. The conception of gifted has undergone several changes over the years. The earliest one being the traditional psychometric view which considers children with high intelligence as gifted. This view of giftedness presumes that exceptional abilities are genetically endowed and when given a rich environment are further nurtured and developed (Gallagher, 1991; Feldhusen, 1998). The modern conceptualization of giftedness has widened its scope by considering talents in specific domains like academics, creativity, performing arts, and leadership (Coleman & Cross, 2005; Runco, 2005). Some commonly used terms for gifted are talented, high ability, high potential, able, superior, exceptional, precocious, prodigy and genius. A few of these can be interchangeably used whereas others are distinct (Mandelman, Tan, Aljughaiman, & Grigorenko, 2010).

Stephens (2008) notes the most widely accepted definition in the United States of America (USA) or what is known as the first federal definition of the gifted and talented as,

“Children capable of high performance include those with demonstrated achievement and/ or potential ability in any of the following areas, singly or in combination- general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts and psychomotor ability” (Marland, 1972).

Some researchers also consider non-cognitive aspects to understand giftedness which expands the concept of giftedness beyond academic capacities (Csikszentmihalyi, Rathunde, & Whalen, 1997; Gagné, 1995, 2003; Piirto, 1994; in Tzuriel, Bengio, & Kashy-Rosenbaum, 2011). Some of these factors are also reflected in the definition offered by the Columbus Group (1991) which described giftedness as,

“...asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally” (cited in Limaye, 2009).

Different definitions are complemented by different assessment measures for gifted identification. Some of the identification tools are nomination forms, observation checklist, scores on ability and achievement tests, and portfolios. As the definitions of giftedness diversify and encompass more types or domains; the identification tools also vary to include a wider range of assessments.

In order to bring more clarity to research on giftedness, Dai and Chen (2013) recommend using a paradigmatic approach to define giftedness such that researchers and practitioners can be more explicit about their assumptions, goals, and educational strategies. They differentiated between three paradigms - gifted child, talent development and differentiation to enhance the clarity, rigor, and relevance in gifted education research. The researcher has aligned the current study with the gifted child paradigm which can be traced back to the early 1900's making it the first conceptualizations of giftedness. Kirk (1970) argues for intellectual superiority to be the “common denominator” for all the gifted and talented behaviour. Intellectual giftedness is demonstrated as high level of potential across multiple domains or within a single domain of human performance. This view of giftedness assumes that it is a general human quality that can be most reliably measured by intelligence tests (Dai & Chen, 2013).

Theories of intelligence have developed from single factor to two factor, to seven

and more factors of intelligence. Early on, Intelligence Quotient (IQ) represented a single factor “g”, which changed to Spearman’s two factor theory. Later, Guilford’s introduced his structure of intellect theory which had several sub-components. The more recent Cattell-Horn-Carroll (CHC) theory refers to two types of intelligences - crystallized and fluid. Even so, IQ score has remained if not the sole, an important indicator of gifted potential. Eligibility to gifted programs and services are determined on such scores with a variation in cut-offs between different programs usually in the range of top 3 to 5 percent as demarcating giftedness (McClain & Pfeiffer, 2012). Giftedness can be mapped on a continuum of ability as suggested by Mandelman et al. (2010) from mildly gifted with an IQ range of 115-129 (constituting 2.5% of the population), to moderately gifted with an IQ of 130-144 (1% of the population) and highly gifted with an IQ of 145 and above (0.13% of the population).

Taking cognizance of context (social, familial, cultural, economic) is crucial to understanding giftedness; the value it holds and the opportunities that are available for developing it. Different cultures have different conceptions of what it means to be gifted (Sternberg, 2007). The concept of giftedness in India has evolved, given our unique cultural diversity and dynamic social, economic and educational context. In India, the terms giftedness, creativity and talent are distinctly used with reference to performance and product. For instance, those excelling in art are termed creative and star performers in sports are called talented. In academics, exceptional children especially in science are termed as “genius” (Roy, 2017). One of the significant definitions of gifted as stated by the National Institute of Public Co-operation and Child Development, in 1984 (as cited in Watve, 2013) is, “a potential ability or a group of abilities to excel in any field of human endeavor”.

There have been scarce attempts to define the term in the Indian educational context apart from those mentioned above and even in the national education policy (2020) there is no clarity regarding the definition of the term gifted.

1.3.1.1 Underprivileged Gifted Children

The environment has a strong role to play in the development of giftedness. This environment is created by the parents' abilities to address their children's needs. Parents' abilities in turn are affected by their educational level, socio-economic status, their level of awareness and cultural understanding of giftedness. All these factors in combination determine whether the gifted child becomes an achiever or underachiever.

In a developing country like India, it is important to consider a child's socio-economic background, while understanding their development and when designing school programs for them. Socio-economic status refers to the social standing or class of an individual or group. It is the level of disadvantage based on one's relative standing in regards to income, level of education, employment of parents and access to resources (Burney & Beilke, 2008; VanTassel-Baska, 2008). For the purpose of this study, the term underprivileged will be used to refer to children from middle to low socio-economic or disadvantaged backgrounds.

How does being underprivileged affect gifted children? Past researches have suggested that about 15% of the gifted population may be children who are disadvantaged (Hardman, Drew, & Egan, 1999). Lawrence (2009) reviewed literature on rural gifted education and found that heightened potential increases susceptibility to stress and anxiety, which, if left untreated, can have serious consequences for gifted children and for his or her family, school, and community. Moreover, when gifted children are subject to social norms that severely limit their options, their "giftedness does not dissipate; and is often redirected through unacceptable social behaviors" (Lawrence, 2009).

Low socio-economic status affects ability levels, intelligence, self-esteem, academic achievement, and level of exposure and opportunities available for talent development of gifted children. Latz and Adams (2011) use the term twice oppressed for gifted children who are disadvantaged as a result of their social class and lack accessibility to gifted programs; both forces working simultaneously to impede transformation of their potential into talent. Many high potential children suffer from

under development of their talents because their environment is deprived of opportunities and they lack the support of their family, school and other societal forces. According to Sharma (2012) a significant number of gifted children from low socio-economic backgrounds slip into a state of ignorance, neglect and limitations.

Research on underprivileged gifted population highlights the need for different identification and programming services that match their context. For instance, owing to lower scores on verbal, numerical reasoning and divergent thinking tests, variety of alternative tools have been recommended for identification of gifted children from underprivileged backgrounds (Hernandez-Torrano, 2018). Promising approaches for identification suggested by Van-Tassel Baska (2008) include a combination of traditional tests, non-traditional tests, and community nominations. Nonverbal intelligence tests also help eliminate the gap caused by disparities in language proficiency among the privileged and underprivileged population (Olszewski-Kubilius & Corwith, 2018). India, with its diverse socio-cultural and economic contexts, needs appropriate identification procedures for gifted children, which are yet to be formulated (Kurup and Maithreyi, 2012; Sharma, 2012). Currently, for the tribal and rural population two tests are being used to identify giftedness which are the Standard Progressive Matrices, and Nafde's Non-Verbal Test of Intelligence or NVTI (Limaye, 2009). Nonverbal intelligence tests may be a better indicator of ability than verbal measures (Olszewski-Kubilius & Corwith, 2018; Naglieri & Ford, 2003) among underprivileged children. Thus, for this study the researcher selected gifted children who were identified using NVTI which is developed indigenously and has local norms.

1.3.1.2 Gifted characteristics

The gifted child paradigm mentioned previously states that gifted individuals are qualitatively different from others, as a result of their distinct characteristics and needs. According to Dai and Chen (2013) these needs are apparent in several domains like the cognitive, social-emotional, developmental and educational. Evidently, they form a distinct group from the non-gifted and differ from them in several interpersonal and

intrapersonal characteristics and abilities.

Characteristics like communication skills, imagination/creativity, humor, inquiry, insight, interests, memory, motivation, problem solving, and reasoning are commonly observed in gifted children across diverse backgrounds (Frasier et al., 1995). Characteristics of gifted children have been studied by several researchers who note that gifted children have a heightened sense of intellectual curiosity, a strong need to excel, determination to persevere, and often show a preference to lead or control (Schuler, 1999; Abell & Lennex, 1999). Furthermore, they may exhibit greater "insightfulness, need for mental stimulation, need to understand, excellent sense of humor, acute self-awareness, tendency toward introversion, aesthetic sensitivity, sense of justice, empathy, and perseverance" (Schuler, 1999) than their non-gifted peers (as cited in Lawrence 2009).

Indian studies on intellectually gifted children have revealed similar results as the ones who show higher reasoning abilities, insatiable curiosity, and higher academic achievement as compared to their non-gifted counterparts (Bharaj, 2013). Gifted children's perception of themselves indicates that they learn faster, have abilities and interests that their non-gifted peers do not have (Coleman, Micko, & Cross, 2015). Incidentally, this might lead to a feeling of being 'different' as compared to peers which has a strong impact on their self-perception.

1.3.2 Self- concept

Self-concept is a collection of ideas one has about themselves. It is a social construct that develops quite early through experiences with the environment and interaction with significant others. Self-concept has also been referred to as a barometer of internalized perceptions of one's successes and failures (Bracken, 2009). Additionally, others' perception of oneself is one of the strongest influencers in the development of self-concept (Bracken, 2009; Neihart, 1998; Swann, Chang-Schneider, McClarty, 2007).

1.3.2.1 Definitions and model of self-concept

Self-concept is a concept derived from the understanding of the “self”. According to Sinha and Naidu (1994) the Indian formulation of self includes a hierarchy of several selves in the form of physical, vital, lower mental and higher mental sheaths (cited in Mishra, Akoijam, and Misra, 2009). In the western context, Descartes in 1640’s was the first to write about ‘self’ in terms of a non-physical entity. One of the earliest constructs in psychology of self-concept was by William James in the early 1900’s (Marsh & Hattie, 1996). He proposed a hierarchical and multifaceted nature of self-concept with “the bodily Self at the bottom, the spiritual Self at the top, and the extracorporeal material Selves and the various social Selves between” (James, 1890). Later Rogers (1959) defined the self as a social product, which develops out of interpersonal relationships and strives for consistency (Purkey, 1988). He noted that self-concept is an organized and consistent concept composed of perceptions of the “I” and perceptions of the relationships to others and to various aspects of life (as cited in Hall, Lindzey, and Campbell, 2002). From the above discussion it can be surmised that self can be viewed at the intangible as well as empirical level. This study focuses on the empirical view of self and one of its aspects known as self-concept in the fields of education and psychology.

Campbell, Trapnell, Heine, Katz, Lavalley, and Lehman (1996) defined self-concept as cognitive schema which is an organized knowledge structure containing traits, values and memories of self. This cognitive schema controls processing of self relevant information. Huitt (2011) considered self-concept as embodying cognitive or thinking components and differentiated it from self-esteem. Later Swann et al. (2007) suggested that self-concept and self-esteem both have cognitive as well as affective components.

Early understandings of self-concept maintained a unidimensional construct theory with one composite score (Coopersmith, 1967). Later, others identified more than one differentiable aspects of self-concept (Harter, 1982; Winne & Marx, 1981). In 1976, Shavelson, Hubner, and Stanton posited self-concept to be a multi-dimensional, hierarchical construct. They proposed a model of self-concept which is based on the assumption that self-concept is structured, multifaceted, and hierarchically arranged.

The Shavelson's model placed general self-concept at the top and divided it further into academic and non - academic self-concepts (Shavelson & Bolus, 1982). Academic self-concept refers to mental representations of one's abilities within school or academic settings, or in relation to one's academic progress (Bracken, 2009). It can be further divided into math and verbal areas (Marsh, Byrne, and Shavelson, 1988). Non-academic dimensions of self-concept have three sub-divisions namely physical, emotional, and social. The physical self-concept dimension refers to body image, strength, and health aspects. The emotional self-concept includes elements like anxiety, happiness, and satisfaction. And lastly, social self-concept dimension refers to people's perception of how much they are liked and admired by others as well as their social competence and skill (Leminen, 2002). These dimensions have been given different labels based on the measurement tools. For instance, Self Description questionnaire measures peer relation self-concept which comes close to the popularity or social self-concept dimension in Piers-Harris Self-Concept Scale and Self-Perception Profile for Children respectively.

In summary, it can be said that self-concept is a composite view of self having both cognitive and affective components. Self-concept has distinctive dimensions, each of which emerges from self-evaluation of one's abilities and traits.

1.3.2.2 Development of self-concept

The development of self is continuous and goes through stages like the cognitive and developmental stages postulated by Piaget (1962) and Erikson (1963). Development of self starts at infancy and after 4 years of age is influenced by interactions with peers, and significant events in life. This has been supported by Lewis and Brooks-Gunn's (1979) findings on human infants which indicate that during the first year of life newborns showed no clear evidence of self-awareness. On the other hand, infants aged 21-24 months begin to become aware of self through physical features as reported by 70 percent infants in their study. Additionally, at this stage as the child masters new skills which results in praise; contributes to the development of a positive self-concept.

As children grow they begin to compare their abilities to those of their peers and so, self-concept becomes differentiated. This has been reiterated by Damon and Hart (1988) who state that children increasingly think of themselves in relation to other people and self-concept becomes complex and defined moreover in social terms (Eysenck, 2004). During adolescence the physical and hormonal changes affect the self-concept. Many adolescents experience a dip in self-concept levels as they try to explore their identities. Through adulthood, self-concept may be affected by major life events like job, marriage, parenthood. Undoubtedly, how the individual views and copes with life challenges determines the impact it has on their self-concept (White, Duncan, & Baumle, 2011).

Piers and Herzberg (2002) believed that self-concept was shaped by biological and cultural factors. As indicated above, these self-perceptions were formed primarily through interaction of the individual with the environment during childhood, and by the attitudes and behaviors of others. They also believed that self-concept may change in response to environmental or developmental changes, or as a result of changes in priorities or in response to isolated experiences or interventions.

The reactions of significant others determine whether the child comes to view the self as competent or incapable, as lovable or undeserving of others' affection and esteem (Harter, 2006). A secure sense of self is likely to develop when there is a relatively safe environment (Jessurun, Shearer, and Weggeman, 2016). In summary, three key factors influence the development of self-concept which are biological, social and cultural. Most importantly, self-concept is a dynamic construct that has scope of being modified throughout the lifespan.

1.3.2.3 Assessment of self-concept

As self-concept is phenomenological in nature, it is primarily assessed through self-report measures. Several instruments have been developed based on the multi-dimensional nature of self-concept like - Harter's Self Perception Profile for Children

(1925), Piers-Harris Self Concept Scale (1984), and the more recent Self Description Questionnaire (1992). The latter is among the few well established instruments which have been used for diverse populations across cultures. The Self Description Questionnaire (SDQ) measures four non-academic areas (Physical Ability, Physical Appearance, Peer Relations, and Parents Relations), three academic areas (Reading, Mathematics, and School in general), and a global perception of self (Marsh, 1992).

Several studies have used tools based on the multi-dimensional model of self-concept and found them to be appropriate in different cultural contexts. For instance Marsh, Kong, and Hau (2000) conducted a longitudinal study over a 5 year period with 10,000 high school students from Hong Kong. The SDQ-II was translated into Chinese and administered to all students each year from standard 8 to 11. The factorial structure of SDQ-II was examined which revealed very strong support for construct validity of this Chinese version. The researchers concluded that even for a collectivistic culture like China, the multidimensional nature, measurement instruments, theories and models of self-concept find support. Additional evidence was given by Areepattamannil (2013), who successfully used Marsh's SDQ-II on Indian adolescents across India and Canada to examine their academic self-concept.

Self-concept tools in India have aligned themselves to the research findings regarding its multi-dimensional nature. Earlier tools assessed the difference between ideal self and real self which was based on Rogers (1959) definition of self. The tools most often used in India are suited across regional and language differences as well as normed on local population like Self Concept Scale by Deo (1970), and Swatva Bodhi Prashikshan by Sherry, Verma, and Goswami (1983), and Self Concept Inventory by Saraswat (1984) among others. Some of these tools are translated and adapted from tools not of Indian origin. This has been an acceptable idea as the multi-dimensional self-concept theory has found cross-cultural relevance as well as some of tools based on it. For instance, Piers-Harris Self-Concept Scale is also based on the multidimensional model and has been adapted to Indian population. The scale's first edition was adapted by translating the tool in Hindi and computing local norms (Ahluwalia & Singh, 1976). Along with an overall self-concept score, this tool gives separate scores on dimensions

like intellectual and school status, behavior, popularity, anxiety, happiness and satisfaction, and physical appearance and attributes. This tool was selected for the current study as it is most suited to assess self-concept among children across varied socio-economic classes in India.

1.3.2.4 Self-concept of gifted

Literature on gifted individuals, particularly longitudinal studies suggest that high intelligence is a necessary, but not sufficient, condition for ultimate adult achievement and eminence; non-intellective, intrapersonal and, environmental catalysts play an important role. Among the intrapersonal catalysts, self-concept has been construed as an important non-cognitive moderator which is related to gifted potential and exceptional performance (Heller & Schofield, 2008). It is for these reasons, that self-concept of gifted children has been studied extensively.

Firstly, comparisons have been made between self-concept of gifted and non-gifted groups. A majority of such studies favor the gifted group, though few researchers have found lower self-concepts among them as compared to their non-gifted peers. The difference is essentially among the distinct self-concept dimensions. For instance, most research studies unanimously agree that gifted children have higher general and academic self-concept (Hoge & Renzulli, 1991; Kearney, 2010; McCoach & Siegle, 2003; Sarouphim, 2011). Detailed investigations have also revealed that gifted children have a higher self-concept on dimensions of behaviour, social and physical appearance and attributes (Bain & Bell, 2004; Hoge & Renzulli, 1993; Shechtman & Silektor, 2012).

Another factor that has been considered in self-concept studies is age. Self-concept is developmental, and changes through interaction with the environment, and feedback from others. Studies which have examined age comparisons, indicate that as age increases from 11 years to 14 years, self-concept decreases and after that it peaks again at 16 years of age. This was indicated by Marsh (1989) and Zhou & He (1996) across gifted and not gifted populations.

Gender is another personal factor that affects self-concept development in children. Studies show that girls have a more positive self-concept in the general population (Lawrence & Vimala, 2013). In the gifted population as well girls score higher on overall self-concept (Loeb & Jay, 1987) and academic self-concept (Lewis & Knight, 2000; Rose, 1999) than boys. Alternatively, boys scored higher on physical aspect of self-concept and emotion related dimensions of self-concept in students (Lewis and Knight, 2000; Sarouphim, 2011). It appears that gender based differences vary based on sociocultural context. Hence, gender is an important aspect to explore when examining the self-concept of children.

There have been few studies which have focused on differences in self-concept in minority groups and their findings have been surprising. For instance, Ward (2006) found no difference in self-concept of gifted children across diverse cultural groups- Caucasians, Hispanics, and African Americans. While studying children from minority groups, Grantham and Ford (2003) emphasize the importance to address racial identity when studying self-concept and self-esteem of these children. In India, Kumar and Shankhdhar (1998), found that scheduled caste girls possessed a stronger self-concept than their urban counterparts (Mishra, Akoijam, & Misra, 2009). It is important to note that although the comparative findings have been inconclusive, the self-concept of those from minority or low socio-economic background needs to be studied distinctly.

Self-concept of gifted children has also been studied in relation to labelling and studies have reported negative effects especially for gifted students who feel 'different' from their non-gifted peers (Chan, 2002; Janos, Fung, & Robinson, 1985). Another area where self-concept of gifted children has been studied is with reference to types of educational programs that they are exposed to. Results from these studies have been inconclusive indicating that self-concept of gifted students may be affected or may remain unchanged as a result of participation in special gifted classes, summer enrichment programs or advanced placement (Beaman, 2009; Kolloff & Feldhusen, 1984; Maddux, Scheiber, & Bass, 1982). Studies have also indicated that the diagnosis of a disability in addition to giftedness hampers the self-concept of the gifted child. For instance, gifted children with Attention Deficit Hyperactivity Disorder (ADHD) and

other disabilities have lower scores on social self-concept and general self-concept (Foley-Nicpon, Rickels, Assouline, & Richards, 2012; Waldron, Saphire, & Rosenblum, 1987). Similarly diversity in terms of economic conditions, cultural background and social status also affect self-concept.

Franken states the importance of self-concept by considering it the basis of all motivated behaviour (Huitt, 2009) and therefore enhancing self-concept becomes one of the central goals of education. If one is to ensure that self-concept develops positively it is imperative to target change in the child's behavior as well as the situations (responses of significant others, opportunities for learning and growth) that feed into children's self-views (Swann et al., 2007). Maximizing self-concept thus becomes a critical goal in itself and a means to facilitate other desirable outcomes in the fields of education, child development, mental and physical health, and social services to name a few (Marsh, Craven, & McInerney, 2003). Lastly, self-concept and academic achievement share a reciprocal relationship (Preckel, Schmidt, Stumpf, Motschenbacher, Vogl, & Schneider, 2017) and are often studied in conjunction as is true for the current study.

1.3.3 Academic Performance

Academic performance or achievement is an important predictor for future performance and success. It denotes the knowledge attained and skill developed in the school subjects, usually designated by test scores (Mushtaq & Rani, 2016). Academic scores have been used extensively in social science research as an indicator for successful interventions and to examine how changes in the environment or personal factors affect the child.

Academic achievement of gifted children has been studied with reference to their intelligence, gender, socio-economic status, educational placement. Intelligence correlates with achievement in specific subjects. As I.Q. represents generalized intelligence it has a higher correlation with mathematics and science than languages (Kumari, Devi, and Mayuri 2017; Roth, Becker, Romeyke, Schafer, Domnick, & Spinath,

2015). Similar is the case with academic self-concept where math related self-concept differs from reading self-concept.

There is evidence that suggests that gifted children with high potential from lower income families lose more educational ground and excel less frequently than their peers from high income backgrounds (Siegle & McCoach, 2018; Wyner, Bridgeland, & Dilulio, 2007). Davis-Kean (2005) noted that parents' level of education, their expectation of child's education, emotional stability and level of stimulation offered in the home environment were factors that could determine how poverty would affect the performance of children. Thus, low socio-economic status is one of the important factors responsible for varying achievement among the gifted population (Burney & Beilke, 2008; Siegle & McCoach, 2018; Stambaugh, 2010).

Studies regarding type of gifted programs indicated that gifted children who are identified and placed in special programs have significantly higher academic achievement (Barney, 2003). This was true even in case of gifted children from minority, underserved, and lower socio-economic backgrounds (Dean, 2011; Henfield, Woo, & Bang, 2017; Roomanoff, Algozzine, & Nielson, 2009).

Terms like academic achievement and performance have been used interchangeably, yet a small difference is present in how they are measured. The former uses a standardized achievement test and the latter depends on school grades based on teacher-made tests. The standardized tests assess concept learning and enable comparisons across schools or regions. The second measure consists of performance in school conducted examinations which could be at the end of the term or summative assessments usually held twice a year in schools. The scores from these tests are in the form of marks, percentage, final term grade or grade point average (GPA) enabling comparisons of same grade children within the school. Some caution needs to be used before comparing academic performance scores across children from varied schools as there may be variability in level of difficulty and scoring methods. Nonetheless, these scores serve as a pointer for social standing for the children. Parents, teachers and children themselves tend to make comparisons on the basis of these marks. These scores

are valued and recognized as a measure of performance by students, parents and teachers and serve as a basis of comparison with others as well as influences others' perception of one's ability. In the current study, marks from five subjects were used to make a composite score which served as an indicator of gifted children's academic performance.

1.3.4 Relationship between self-concept and academic performance

As mentioned earlier, self-concept and academic achievement are highly correlated. For years researchers have attempted to understand the relationship between these two variables. Advances in self-concept research have made it possible to measure specific dimensions of self-concept and study their relationship with academic achievement. Studies suggest that high academic self-concept is one of the important factors that determine high academic scores and in turn, high academic achievement reinforces high academic self-concept in children. Furthermore, the development of a positive self-concept is widely valued as a desirable outcome and as a mediator for enhanced educational and career aspirations and improved achievement or performance in educational settings (Craven, Marsh, and Burnett, 2004). Thus, it is viable to study both these factors in conjunction to examine the effect of any phenomenon or intervention among gifted children.

1.4 Effect of being identified as gifted

In the educational setting, gifted children are identified with the purpose of offering them appropriate programs and services to ensure that their needs are met in schools. Although this is to the advantage of the gifted child there is a disabling aspect to identification and the subsequent labelling. Even then, gifted children continue to be identified across the globe. This is because systems need categorizations to run smoothly. Educational system is one such place where labels are used to understand student needs' and provide appropriate teaching - learning environment, and in some cases access

funding for them (Boyle, 2013). This functional use of labeling has been well established in the case of special education but the same needs to be verified in the context of gifted education.

Each child's reaction to their classification as gifted is dependent on their personality and home support (Freeman, 2005; Ryan, 2013). Another important point to consider is that gifted students may have contradictory perceptions about their label or have a tendency to misinterpret them (Ryan, 2013). The way children are labelled begins to define who they are and influences how they feel about themselves (Kerr, Colangelo, & Gaeth, 1988). Furthermore, how a child and others understand giftedness, affects the child's self-concept (Fisher, 1981; Silverman, 1998).

Some researchers evaluated the effect of labelling on the basis of parent and teacher reports and observations. In the last decade or so, although research on labelling has caught momentum, most studies have investigated effects of being identified as gifted and participating in gifted program in conjunction. In the context of underprivileged children specifically, findings indicate that identification and subsequent participation in a gifted program have positive effects on them (VanTassel-Baska & Stambaugh, 2007; VanTassel-Baska, Feng, Swanson, Quek, & Chandler, 2009).

Robinson (1986) in a meta-analytic study suggested that there was need to study effect of identification without letting it overlap with participation in a program. Another suggestion given by her was to include self-concept as an important variable in studies related to gifted labeling. Even so, until 1991, there were no direct studies on labelling the gifted (Hoge & Renzulli, 1991).

As established before, in India there is limited awareness regarding giftedness and often it is considered a stereotypical, exclusivist and elitist concept (Roy, 2017). In fact not recognizing the potential of gifted children can lead to lowered self-perception, and a threat to self to society. This could result in wasteful talent for the country. Furthermore, there has been no literature regarding the effect of identification on gifted children in India. Therefore, this study included a comparison between identified and not identified gifted children to throw light on this area.

1.5 Purpose of the study

India is at a nascent stage in developing identification and nurturing practices for the gifted. With more than 70% of the population still residing in the villages (Chandramouli, 2011), the potential among the underprivileged has remained unexplored, and underutilized. Gifted children who are underprivileged have characteristics like high intellectual ability, creativity, and problem-solving abilities (Davis & Rimm, 2004; Sisk, 1993; Tannenbaum, 1983 as cited in Florida, 2004) which when nurtured could make them effective leaders. However, these children from economically deprived or culturally different environments do not have the resources to “make it on their own” (VanTassel-Baska, 1989). Individuals from especially rural backgrounds with high potential are lured to the cities in search of better job prospects. But due to social and cultural disparity very few are able to succeed. Instead if we are able to identify this group early on in school and nurture them to take up leadership roles and contribute back to their communities, change is inevitable at the grass-root level. If left unidentified and without support though, there is a possibility that gifted individuals grow up to become a threat to themselves and to the society. If giftedness is rejected, denied, or is negatively perceived by those around them, it negatively affects the gifted child’s perception of self (Neihart, 1998). Despite this knowledge, classrooms and curriculum in the Indian education system are not sensitive to the learning needs of these children yet; neither are they given any recognition nor encouragement. In the Indian scenario, the low literacy rates especially among rural population have led to ignorance, inaction and under valuation of giftedness (Roy 2017). The need of the hour is to identify this valuable human resource early on in schools and nurture them to take up leadership roles and contribute back to their communities and the nation at large. For this, it is important to understand this group of underprivileged gifted children and design evidence-based program models for them.

In case of children from low income groups, low expectations of teachers, and influences of peers, force them to fit-in and gender role stereotypes cause hindrances in achieving success and excellence (Henfield, Moore, & Wood, 2008; Worrell, 2007). Furthermore, Neihart (1998) believes that it is of greatest importance to acknowledge and affirm the child's giftedness and to assist the child in understanding giftedness as a part of

his or her identity. However, children labeled as gifted do not always perceive their label accurately. The way children are labeled begins to define who they are and influences how they feel about themselves (Gates, 2010). Owing to the evidence presented above, assessing self-concept appears to be an important approach in understanding how the knowledge of being gifted affects gifted children.

Thus, there are two aspects to the study- a descriptive survey to understand the gifted children's self-concept and academic performance and a comparative study to assess the effect of being identified as gifted. The descriptive survey is proposed to explore relationship between self-concept dimensions and academic performance in relation to their age, gender, level of giftedness and socio-economic status among gifted children from underprivileged backgrounds. The relevance of these two variables in reference to educational outcome has already been established above and thus these were chosen by the researcher. Furthermore, from the above excerpt it is clear that the outcome of identification can have positive or negative effects on the gifted child. There is a dire need for empirical research in the field of gifted education in India. Thus, the researcher has focused specifically on the effect of identification on gifted children's self-concept in conjunction with academic performance and hopes to contribute to that body of literature in gifted education in India.

1.6 Statement of the Problem

This study attempts to understand the relationship between the self-concept of gifted children and their academic performance. A positive self-concept is desirable for high academic achievement. At the same time, research evidence shows that all intellectually gifted children may not be high academic achievers. Additionally, in the Indian context where giftedness among the underprivileged can prove to be a double disadvantage; it is important to assess the relationship between both their self-concept and academic performance.

Gifted children have advanced abilities in comparison to their peers which naturally place them in a separate category and this separation can be a cause of social stigma. This essentially means that any child, who has an attribute that deviates from the norm, is stereotyped as being different (Coleman, Micko, & Cross, 2015). On the other hand, identifying gifted children can get them an access to advanced learning opportunities and the feeling of community among like-minded peers in gifted programs (Coleman et al., 2015).

This study attempts to examine how the knowledge of being gifted affects the self-concept and academic performance of gifted children from underprivileged background. The proposed study is a preliminary attempt in the field of gifted education in India and proposes to gather empirical evidence to validate its findings. The study's findings will cast a light on how children perceive their abilities and if that perception is affected by the knowledge of being identified as gifted.

1.7 Operational Definitions

1.7.1 Gifted

This term refers to those who are intellectually gifted identified through an intelligence test. Nafde's Non-Verbal Test of Intelligence was used to identify gifted children. For this study those who had scored 95 Percentile Rank and above on the above test were selected as participants.

1.7.2 Underprivileged

Underprivileged refers to being disadvantaged on economic, social and educational aspects. It refers to the parents' status as reported by their children. This term also reflects that the children were enrolled in government aided schools with low to medium infrastructure and resources. Children from low to middle socio-economic status

on the Dubey and Nigam's Socio-Economic Status- Rural Scale are considered as underprivileged in this study.

1.7.3 Overall self-concept

It is an organized collection of perceptions and evaluations of the self that an individual is aware of. Self-concept is multi-dimensional and refers to a set of relatively stable self-attitudes which are not only descriptive but also evaluative in nature. Overall self-concept is a summation of all the dimensions of self-concept as measured by Children's Self-concept Scale by Ahluwalia & Singh, 2005.

1.7.4 Intellectual and school status self-concept

This dimension of self-concept reflects the child's evaluation of his/her intellectual and scholastic abilities. It also considers the child's perception of how others evaluate their intellectual abilities (as measured by children's self-concept scale by Ahluwalia & Singh, 2005).

1.7.5 Behavior self-concept

The behavior dimension measures admission or denial of certain kinds of behavior at school or home. It includes responsible and irresponsible behavior (as measured by children's self-concept scale by Ahluwalia & Singh, 2005).

1.7.6 Popularity self-concept

Popularity self-concept reflects the child's assessment of his/her social functioning with same sex as well as opposite sex peers (as measured by children's self-

concept scale by Ahluwalia & Singh, 2005).

1.7.7 Freedom from anxiety self-concept

Freedom from anxiety dimension assesses the absence or presence of emotions like worry, nervousness, fear or a feeling of being left out(as measured by children's self-concept scale by Ahluwalia & Singh, 2005).

1.7.8 Happiness and satisfaction self-concept

This dimension of self-concept comprises of feelings of happiness and satisfaction in life and refers to general well-being (as measured by children's self-concept scale by Ahluwalia & Singh, 2005).

1.7.9 Physical appearance and attributes

This dimension is an assessment one's own body image, physical strength and popularity among peers (as measured by children's self-concept scale by Ahluwalia & Singh, 2005).

1.7.10 Academic performance

This variable refers to scholastic performance of the child in the school. This includes total marks obtained in Marathi, English, Mathematics, Science and Social Science subjects in final examinations conducted by the school.

1.7.11 Knowledge of being gifted

One of the groups knew they were gifted and the other group did not have the knowledge of being gifted.

1.8 Research Objectives

1. To translate the children's self-concept scale for underprivileged gifted children.
2. To explore the relationship between overall self-concept and academic performance of underprivileged gifted children.
3. To explore relationships among age, gender, level of giftedness and socio-economic status with self-concept and academic performance.
4. To compare the self-concept of underprivileged gifted children who have the knowledge of being gifted and those who do not.
5. To compare the academic performance of underprivileged gifted children who have the knowledge of being gifted and those who do not.

1.9 Hypotheses

The researcher established null hypotheses (H) for the second part of the study which was comparative survey. The aim was to examine the effect of knowledge of being gifted on overall self-concept and its five dimensions along with academic performance among underprivileged gifted children.

H₁- There will be no significant difference in overall self-concept of underprivileged children who know they are gifted and those who do not.

H₂- There will be no significant difference in intellectual and school status dimension of self-concept between underprivileged children who know they are gifted and those who do not.

H₃- There will be no significant difference in behavior dimension of self-concept between underprivileged children who know they are gifted and those who do not.

H₄- There will be no significant difference in popularity dimension of self-concept between underprivileged children who know they are gifted and those who do not.

H₅- There will be no significant difference in freedom from anxiety dimension of self-concept between underprivileged children who know they are gifted and those who do not.

H₆ -There will be no significant difference in happiness and satisfaction dimension of self-concept between underprivileged children who know they are gifted and those who do not.

H₇ -There will be no significant difference in academic performance between underprivileged children who know they are gifted and those who do not.

1.10 Delimitations

Delimitations are conditions that the researcher chooses to control to examine effect of the independent variable on the selected sample. In the present study, the following were the delimitations which may limit the generalizability of the results:

1. Sample: The sample consisted of children in 6th to 8th standard from 4 schools in Pune district. The children were identified on the basis of an intelligence test overlooking other types of giftedness. All children were from middle to low socio-economic status from rural and semi-urban locations.

2. Research design: The current study is at the exploratory level and thus suggests relationships and comparisons among the variables. This study only examined how the knowledge of being identified affects the gifted child in a post-hoc manner. Future studies can include an experimental design to enable causal explanations from each stage of gifted identification to assess how it impacts their self-concept and academic performance.
3. Variables chosen for the study: The current study explored only two factors to understand the effect of being identified as gifted on children. Future studies perhaps can delve into some of the larger issues like value placed on giftedness by community at large, accessibility to gifted programs and services, teacher and school related factors to develop a holistic view of the impact of gifted identification.
4. Impact of being identified as gifted on significant others: Effect of being identified as gifted can also be studied from the vantage points of parents, teachers and peers. This will help to understand the impact of identification in the social context of the gifted child.

1.11 Limitations

This study included suggestions from existing research on gifted identification with respect to using uniform gifted identification tools, including a matched control group, and attempting to study impact of identification directly on the gifted child. Yet, there were some limitations of the study that need to be taken into cognizance while considering the findings of this research.

The sample chosen for this study was identified using standardized intelligence tests making it a purposive sample of intellectually gifted children which limits its generalizability.

Another limitation inherent in this study is regarding the measurement of self-concept which was measured using a translated standardized test. Perhaps, qualitative

methods could reveal more insights into the change in self-perception among gifted children after identification.

Academic performance was the second variable which was measured using marks obtained in school examinations. These scores may be subject to variation between schools, thus suggesting the use of standardized achievement tests for higher reliability of results in the future.

An exploratory study which uses survey as an approach to data collection has limitation in drawing cause and effect relationships among the variables. The findings of this study are limited to understanding relationship between variables.

Effect of identification could be magnified if the teachers, peers and parents would acknowledge and understand the gifted label given to the child. In fact, several labeling studies recommend that teachers and parents' perceptions need to be considered when examining how identification affects gifted children (Colangelo & Brower, 1987; Fisher, 1981; Freeman, 2013; Lo, 2014; Makel, 2009; Robinson, 1986).

Overcoming the above limitations would certainly expand the canvas of understanding the experiences of gifted children after they are identified and contribute to the field of gifted education at the national level.

1.12 Summary

Gifted individuals can become a valuable human resource if nurtured for a developing country like India (Roy, 2017; Sharma, 2012). India is at a nascent stage in developing identification and nurturing practices for the gifted as is evident from the brief guidelines mentioned in the recent national education policy (2020). It is far behind other countries like the UK, USA, Russia, and even Asian countries like China and Singapore who have national level policies and programs for early identification of potential and nurturing talent. The need of the hour is to identify this valuable human resource early on

in schools and nurture them to take up leadership roles to contribute to their communities and the nation at large.

As rightly stated by Roy (2017) the first step in this direction would be to spread awareness about giftedness and its existence in Indian society. Furthermore, conducting empirical research on giftedness will offer evidence to develop a national policy for gifted education. This study proposes to address both these gaps by attempting to examine the self-concept and academic performance of gifted children through a systemic and scientific research design.

Gifted children from underprivileged background are at a disadvantage which is higher in magnitude than children from privileged or urban settings. Besides a lack of awareness regarding giftedness in their communities and school they experience a paucity of resources, and a possible disregard from parents, teachers and peers about their abilities. Assessing the self-concept and academic performance of gifted children with respect to their age, gender, level of giftedness and socio-economic status will help to inform the process of designing gifted programs.

Labeling gifted children certainly affects their self-perception. Presently researchers have noted positive and negative outcomes from the experience of being identified among gifted children. Most studies show results which overlap the effect of identification and participating in gifted programs.

There are only a handful of studies world over that have focused particularly on the effect of identification on the self-concept and performance of gifted children. The researcher aims to add to the existing body of research to further understanding about intellectually gifted children, their self-concept and academic performance. Another aim of this study is to examine how the knowledge of being gifted affects the self-concept and academic performance of gifted children from underprivileged background. The proposed study is a preliminary attempt in the field of gifted education in India and proposes to gather empirical evidence to validate its findings.

Chapter 2

Review of Literature

2.1 Overview

The purpose of this study is to examine the self-concept and academic performance of gifted children from underprivileged background. The researcher has chosen to study a few factors in conjunction with self-concept and academic performance like socio-economic status, age, gender, and level of giftedness. The second part of the study compares the self-concept and academic performance of gifted children who have the knowledge of being gifted and those who do not. This chapter begins with a review of studies on self-concept of gifted children. These include comparison of self-concept across gifted and not gifted population, along with factors that affect it like socio-economic status, age, gender, and gifted programming. This chapter also includes a review of the different tools used to assess the self-concept of gifted children. Similarly, studies investigating factors affecting academic performance of gifted children which have been grouped as personal and environment are also reviewed here. As established in the previous chapter, self-concept shares a reciprocal relationship with academic achievement. Thus, studies establishing the relationship between the two variables among the gifted population have been summarized.

The second aspect of this study is to compare gifted children who have the knowledge of being gifted with those who do not. The studies in this context are grouped in two- the first group of studies delves into how the gifted child experiences the label of “gifted” and the second group of studies explores the impact of identification directly on gifted children’s self-concept and performance. The chapter concludes with identifying gaps in the existing body of literature, and salient features of the current study.

2.2 Self-concept of the gifted

As gifted children differ from their peers in development in all or some areas - physical, emotional, social or cognitive; they are a distinct group. Thus, it's likely that they differ from the non-gifted population on several factors including self-concept. Researchers have been keen on understanding how giftedness impacts a child's self-concept. This section begins with reviewing comparisons between gifted and not gifted followed by some significant factors that affect their self-concept.

Self-concept of the gifted has been a significant subject in the field of gifted education and two meta-analytic studies have been conducted in 1991 and 2004 on the same. The first one by Hoge and Renzulli (1991) who conducted an extensive review of studies exploring the link between self-concept and giftedness. This study collated research done on self-concept of gifted children over a period of 14 years, beginning from 1977. The literature search computed effect sizes (ES) of all studies so as to get an overview across different types of giftedness, different measures of self-concept and different confounding variables. There were fifteen studies which examined the difference between gifted and not gifted group on self-concept. The researchers found that nine of those studies reported a higher self-concept among gifted children. Similar findings have been reported by recent studies as well (Bain & Bell, 2004; Kearney, 2010; Košir, Horvat, Aram, & Jurinec, 2016; Litster & Roberts, 2011; Sarouphim, 2011). From the above group of studies only five studies analyzed scores on specific dimensions of self-concept and indicated a positive value for academic ($ES = 0.47$) as well as the behavioral ($ES = 0.37$) dimensions of self-concept in favor of gifted children. No difference was found between gifted and not gifted groups on the social dimension of self-concept. The study also reported that six studies found no significant differences between the gifted and not gifted groups on self-concept while three studies showed mixed results. It is important to note that studies reviewed in the above meta-analysis varied in the criteria used for identifying gifted as well as the tools used to measure self-concept which may be the reasons for the varied findings.

The second meta-analytic study by Litster (2004) also examined self-concept of

gifted children with reference to certain moderating variables. The researcher included 37 studies and computed effect sizes which revealed that gifted children had higher self-concept on the academic and behavior dimensions as compared to the not gifted group. Additionally no significant difference existed between the two groups on social self-concept. Both these findings were similar to those reported by Hoge and Renzulli (1993). However, this study also reported no significant differences on overall self-concept between the gifted and not gifted groups which was in contrast to the previous studies. Lastly, of all the eight moderating variables whose effect on self-concept was analyzed, grade level and type of measuring tools accounted for systematic differences between the gifted and not gifted groups (Litster, 2004).

More recent studies like the one by Bisland (2004) examined the relationship between self-concept, giftedness and reading achievement between intellectually gifted and not gifted children. A total of 135 students from standard 7 and 8 were administered the Piers- Harris Children's Self Concept Scale and Mississippi Curriculum Test. Findings revealed that there was no significant difference on global self-concept scores between gifted and not gifted students. Although, a significant difference ($F= 4.50$, $p<.05$) was reported on the intellectual and school status dimension of self-concept among the two groups, which was similar to findings of the meta-analytic studies by Hoge and Renzulli (1991) and Litster (2004).

In a study on Chinese children aged 9 to 13 years, self-concept was assessed using the Revised Song-Hattie Self-Concept Inventory. A comparison between gifted ($n = 94$) and not gifted ($n = 189$) groups revealed that there were no significant differences between them at age 11 years, although the mean score of the gifted group was slightly higher similar to the studies by Bisland (2004) and Shechtman and Silektor (2012). However, the 13 year old gifted children had significantly lower self-concept scores on dimensions related to body, peer relationship, academic grades and self-confidence than the not gifted teenagers. Lastly, on competence, family, and performance the two groups did not differ (Shi, Li, & Zhang, 2008).

Not only do the gifted differ from the not gifted group, there are also differences

detected among gifted children and high achievers. Bain and Bell (2004) assessed the self-concept of 26 intellectually gifted children and 67 high achievers. The children belonged to standard 4 to 6 and Marsh's Self Description Questionnaire (SDQ)-1 was used to measure self-concept. The findings indicated that the gifted group scored higher on general self-concept, peer relation, and physical ability and appearance as compared to the high achieving group.

In the Indian context studies on the self-concept of intellectually gifted children are sparse. One study by Roy and Chatterjee (2014) attempted to understand the inter-relation of motivation, self-concept and self-portrayal of talented high school students. This study indicated that the talented students did not have positive and realistic self-concept which was a cause for concern.

From the above review, it is indicated that moreover, gifted children have higher scores on self-concept dimensions related to intellectual ability and academics (Litster & Roberts, 2011; Pereira, 2002; Preckel, Goetz, Pekrun, &Kleine, 2008; Sarouphim, 2011; Shechtman&Silektor, 2012; Yan &Haihui, 2005). A few studies have also pointed towards social self-concept being higher among gifted children (Kelly &Colangelo, 1984; Van Boxtel&Mönks, 1992) while other studies report lower scores on socially related facets of self-concept like peer relations (Chan, 2002; Košir et al., 2016; Sarouphim, 2011; Shi et al., 2008). This suggests that just like gifted children show asynchronous development in physical, social, emotional and intellectual areas of growth; they also show variation within the dimensions of self-concept. Evidence suggests that those who are gifted in the intelligence domain are more likely to have higher scores on self-concept dimensions related to intellectual ability and academics.

Additionally, the researchers have noted that certain factors affect the results of self-concept studies such as choice of gifted identification measures, variation in scales used to measure self-concept and, considering environmental factors like participation in a gifted program (Hoge&Renzulli, 1991). The fact that a difference exists between the gifted and not gifted group on specific dimensions of self-concept indicates the need to analyze relevant self-concept dimensions in addition to overall self-concept in order to

get a valuable and accurate understanding of the self-concept of gifted children.

2.3 Factors affecting self-concept of the gifted

As mentioned above there are several factors aside from intellectual ability that affect the development of self-concept. For instance, race and ethnicity act as moderating variables for self-concept and academic performance (Ward, 2006). Similarly, Lee, Jones, & Day (2017) noted the role of peer criticism in influencing academic self-concept and performance. The most prominent factors affecting self-concept and falling under the purview of this study namely, socio-economic status, age, gender, and gifted programming are discussed below.

2.3.1 Age

In the previous chapter it has already been established that after 4 years of age, self-concept becomes more differentiated. As one gets older, one is better able to distinguish self-evaluations in various contexts (Marsh & O'Mara, 2008). This has also been the basis of the multi-faceted model of self-concept. Hence, age surely has an impact on self-concept. In a study by Yeung (2011), students from 16 schools in Sydney were asked to rate two self-concept components- cognitive and affective. The sample consisted of students from 3rd standard ($n=356$), 5th standard ($n= 358$), 7th standard ($n=586$), 9th standard ($n=577$) and 11th standard ($n=323$). The researcher used items from Marsh's SDQ and compared the two self-components across standard and gender. The results showed that children in higher standards tended to have relatively lower scores for all the cognitive and affective components of self-concept. This has been reiterated by other researchers who have studied self-concept from a developmental perspective (Marsh, Craven, Debus, 1998).

Marsh (1989) analyzed 12,266 children in the age range of pre-adolescence to early adulthood using the three Self-Description Questionnaires (SDQI, SDQII, and SDQIII). He reported that there is a consistent picture of age effects, particularly for the total self-concept scores. During preadolescence, there is a linear decline in self-concept. This decline continues through about grades eight or nine after which it begins to increase until early adulthood.

In a study by Lewis and Knight (2000) with 368 rural gifted children; middle school children showed lower self-concept than those in elementary or high school which supports previous findings. Thus, age in reference to developmental stage like adolescence certainly impacts self-concept of children.

2.3.2 Gender

Gender was found as a moderating variable in a study by Bisland (2004), while investigating differences in self-concept among gifted and not gifted children. The study revealed that girls ($n = 79$) scored higher than boys ($n = 56$) on the physical appearance and attribute ($F = 5.94, p < .05$) dimension of self-concept. On the other hand, the boys scored higher on freedom from anxiety dimension of self-concept ($F = 10.32, p < .05$) suggesting that boys were less worried and stressed as compared to girls (Bisland, 2004). Similar finding was noted by Lewis and Knight (2000) and Sarouphim (2011) for the gifted population.

In another study by Pereira (2002), which compared only girls across intelligence levels, found that those who were gifted had higher scores on perception of scholastic ability than those of average ability.

Gifted girls and boys from standard 7 to 9 with varying levels of giftedness participated in a study which found that gifted girls scored significantly lower on social self-concept than boys (Norman, Ramsay, Martray, & Roberts, 1999).

Another study by Preckel et al. (2008) investigated gender differences among 181 gifted and 181 average ability sixth standard students with reference to their achievement and self-concept. The researchers found that girls scored lower on academic self-concept than the boys and this difference was more pronounced in the gifted group as compared to the average ability students. The reasons for variation among gender groups has been rightly posited by Preckel et al., (2008) and Shi et al., (2008) who noted the role of gender linked socialization in creating the differences between specific dimensions of self-concept among boys and girls.

Sarouphim (2011) analyzed self-concept among 242 Lebanese adolescents of which 68 were gifted. The sample had almost equal number of girls (132) and boys (110) and the researcher used Piers-Harris self-concept scale-2. The findings indicated that the boys were higher on physical appearance, happiness and satisfaction and freedom from anxiety dimensions of self-concept.

Gender differences continue to show until adulthood as indicated by Perrone, Perrone, Ksiazak, Wright, and Jackson (2007) who examined self-perception among 83 adults with a mean age of 34.89 who were identified as academically talented when they were in high school. Adult self-perception of abilities were examined in 12 different domains which revealed that women had higher self-perceptions of their abilities in the areas of Job Competence, Nurturance, and Morality whereas men indicated higher self-perceptions of their abilities in the area of Athletic Competence.

The above studies indicate that boys and girls differ on specific dimensions of self-concept.

2.3.3 Socio-economic status

Self-concept develops as a result of interaction with the environment. As the sample in the current study belongs to disadvantaged backgrounds, the effect of geographical location (urban/rural) and caste or racial background has been reviewed

here.

Studies that have compared groups purely across the urban-rural divide have found no significant difference in self-concept among the two groups (Yeung, Craven,&Ali, 2013; Young, 1998).

In a study by Alam (2009) effect of self-concept and social adjustment on academic performance of children studying in standard 9 ($N = 500$) was examined. The sample consisted of children from urban ($n = 305$) and rural ($n = 195$) areas in Ballia, Uttar Pradesh who were responded to the Ahluwalia's Children's Self-Concept Scale. The findings indicated no difference in the self-concept of urban and rural children.

Another study by Srivastava and Joshi (2011) investigated academic self-concept of 200 adolescents across type of residence (urban and rural) as well as level of facility in schools (underprivileged and privileged schools). An Indian adaptation of Marsh's Self-Description Questionnaire- II was used; only the academic sub-scale was administered. It is interesting to note that they found a positive influence of type of school on academic self-concept of the adolescent children but there was no effect of area of residence whether urban or rural.

Gupta (2014) studied six dimensions of self-concept and academic achievement of 846 high school children from 28 government and government aided schools in West Bengal. The findings indicated that caste affected only the education related dimension of self-concept. Additionally, father's level of education affected intellectual and temperamental dimensions of self-concept. There was little difference across caste category on the other self-concept dimensions.

According to Grantham and Ford (2003), few publications have focused on the affective and psychological needs of gifted children who come from ethnically or culturally diverse backgrounds. A study by Kearney (2010) compared gifted ($n = 37$) and not gifted children ($n = 38$) among the African-American community. Having been identified on an achievement test, these children in the age group of 9 to 12 years were administered the Piers-Harris Self-Concept Scale-2. The findings indicated that gifted

children had higher scores on overall self-concept as well as academic achievement. The researcher emphasized the importance of the role of a learning environment that boosts self-concept and other psychological factors that affect the self-concept of children from disadvantaged groups.

In the Indian context, Kumar and Shankhdhar (1998) found that rural scheduled caste girls possessed a more positive self-concept than their urban counterparts. Similarly, another study by Sen and Saxena (1997) observed that scheduled caste adolescents scored higher on moral and emotional dimensions of self-concept than those from upper-castes. Lastly, Verma and Thakur (1993) attributed the higher or equal levels of self-concept among socially stigmatized people as a result of self - protective properties which emerge due to social stigmatization.

In the Indian context, specific factors like schools with poor facilities, father's level of education, and caste have shown to affect the self-concept of children. It is important to note that all the Indian studies on self-concept mentioned above were on general student population. The researcher did not come across studies on the impact of socio-economic background on gifted children. Nevertheless, it can be summarized that there are differences in self-concept due to socio-economic factors among children.

2.3.4 Gifted programming

Research in gifted education has given considerable attention to self-concept change as a result of the type of gifted programming or the absence of it. Most of these studies have investigated the effect of gifted programming on academic and social dimensions of self-concept. Maddux, Scheiber, & Bass (1982) followed children from standard 5 and 6 who were selected for either an integrated or a segregated program. Fifty-five gifted children were identified on the basis of their IQ scores, achievement test scores and teacher referral scales. A control group of 55 gifted children were also included in the study who could not participate in the program due to limited seats. The control group was matched with the experimental group on sex, standard, and IQ score

within ± 1 S.E.M. The Piers-Harris Children's Self-Concept Scale was used and only the overall self-concept score was used for analysis. The findings revealed that there was no difference in self-concept between gifted children who were in some type of gifted programs and those who were identified but were not placed in any program. This finding held true irrespective of the child's standard in school and type of program. Moreover, gifted children in the segregated group had slightly higher self-concept scores than those in integrated programs, although this difference was not statistically significant.

Another type of educational provision for gifted students is acceleration. Hoogeveen, van Hell, & Verhoeven (2009) conducted a study which indicated that gifted children who were accelerated showed more positive academic self-concept specific to the area of acceleration than those not accelerated. These students also showed a decline in social self-concept which diminished only for the girls at the end of two years.

Another study was conducted on children from standard 3 to 6 from rural schools who were identified for a gifted program with a cut off score of 95 Percentile Rank on an IQ or achievement test. Forty of these gifted children who were attending the program showed positive change on overall self-concept in comparison to the 20 children who did not participate in the program. The researchers attributed the higher scores among the gifted children to the fact that the special program had a component of self-concept enhancement embedded in its design and the very prospect of being selected for a "special" program may have reinforced the children's perception of their abilities (Feldhusen, Saylor, Nielsen, and Kolloff, 1990).

After conducting a literature search exploring self-concept of gifted children, Hoge and Renzulli (1993) found that studies investigating the effect of placement in special program on the self-concept of gifted children indicated positive effect size which meant that children in the special programs demonstrated higher self-concept scores than those not in the program. This meta-analytic study however, did not specify the impact of program on specific self-concept dimensions.

This gap was filled by Wright and Leroux (1997) who followed a sample of 25 students from standard 9, primarily Caucasian, during a year in which they entered a

selective program for the gifted. The goal of the study was to examine the self-concept of these gifted adolescents as they moved through a transitional year. The authors found that although the global self-worth scores of these students remained relatively high, the students' perceptions of their own scholastic competence declined. Support for this finding comes from studies which refer to this phenomenon as the Big Fish Little Pond Effect (BFLPE) which states that when gifted children are homogeneously grouped it negatively affects their academic self-concept (Hau, Kong, & Marsh, 2003; Marsh, Chessor, Craven, & Roche, 1995; Zeidner & Schleyer, 1998). In addition, the authors noted that "while most of the gifted students presented a positive self-image, their sense of adjustment was affected by their negative perception of how others saw them" (p. 91). The students in this study reported discomfort from being singled out and experienced a feeling of being different from others.

From the above studies, it is evident that specific types of educational programs like special classes, segregated programs, and acceleration have an impact on self-concept of a gifted student. However, even before the gifted child is placed in a program, their experience consists of being nominated or tested for a gifted program. In fact, Hoge and Renzulli (1993) urged the need for future studies on self-concept of gifted children to differentiate between effects of labeling and exposure to different types of gifted programs which have been reviewed in the latter part of this chapter.

2.4 Assessment tools for self-concept of children

Marsh's Self Description Questionnaire is a tool which is used widely across different cultural contexts with success. Followed by that, are Hater's Self Perception Profile and Piers-Harris Self Concept Scale. All of these assess multiple dimensions of self-concept. There are several self-concept tools in India which are based on the multi-dimensional nature of the construct and are suited across regional and language differences. One of these tools the Self Concept Scale by Deo (1970) is an adjective checklist which measures several dimensions but is used mostly in comparative studies.

This test is based on Rogers (1959) conception of ideal and perceived self similar to the self-concept scale by Jogawar (1975). Another test which is the Swatva Bodhi Prashikshan by Sherry, Verma, and Goswami (1983) measures eight self-concept dimensions. This test has very few items per dimension and has been used only for the adolescent age-group. For the current study specific dimensions of self-concept were important to be assessed and the sample included pre-adolescent children thus, these two tools were not deemed appropriate for the current study. The Self Concept Inventory by Saraswat (1984) which is normed using local population and was available in the Marathi language was considered for this study. The only drawback being that it has been used and normed on children 14 years and above.

Another tool, Piers-Harris Self-Concept Scale is also based on the multidimensional model and has been adapted to the Indian population. The scale's first edition was adapted by translating the tool in Hindi and computing local norms (Ahluwalia & Singh, 1976). Along with an overall self-concept score, this tool gives separate scores on dimensions like intellectual and school status, behavior, popularity, anxiety, happiness and satisfaction, and physical appearance and attributes. This tool has been used extensively to understand self-concept among children across varied socio-economic classes in India (Alam, 2009; Mishra, 2013). This tool was deemed to be the most appropriate for the present study and thus its translation into the local language-Marathi was undertaken by the researcher.

2.5 Academic performance

Academic achievement gives recognition and is the criterion for selection to higher educational institutes and career opportunities. Academic performance also has an effect on the social status of a child among peers as well as teachers. Apart from intellectual ability some non-intellectual factors affect gifted children's academic achievement and future success. For instance, a child's personality, school adjustment, motivation, interest, attitude, values, and lastly the environment (Agrawal & Teotia,

2015) are all considered to affect his/her performance. Other factors include acceptance by teachers and positive relationships with peers as suggested by Wentzel (1991). A brief review of some of the personal and environmental factors affecting academic performance of gifted children has been presented below.

2.6 Factors affecting academic performance of the gifted

Not all gifted children are high academic achievers and some of them are even underachievers. Achievement specifically among disadvantaged gifted children is affected by many factors, some of which are socio-cultural and they inhibit academic and future success of these children. These factors have been categorized into – personal and environmental, which are discussed below.

2.6.1. Personal factors

One the key factors that affects academic achievement is the self-concept of children. Merrotsy (2013) suggests that gifted children from disadvantaged background do poorly in academics due to issues related to low self-image. Furthermore, gifted students from minority groups show disengagement in classroom when they are faced with academic difficulties. This is due to the fact that gifted children are highly self-reliant which inhibits them from asking for help (Henfield, Woo, & Bang, 2017). In addition to this, the child's achievement values (Hanson & Ginsburg, 1986), and personal educational expectation (VanTassel-Baska, Feng, Swanson, Quek,& Chandler, 2009) have also been found to boost his/her performance.

It appears that some gifted characteristics affect the academic achievement of gifted children from disadvantaged backgrounds. Other factors affecting academic performance include psychosocial skills like high confidence, perseverance, level of anxiety related to school work, ability to self-regulate one's behavior and coping skills

(Baker, Bridger, & Evans, 1998; Kaul, Johnsen, Witte, & Saxon, 2015; Olszewski-Kubilius & Corwith, 2018).

Peterson, Duncan, & Canady (2009) conducted an 11 year longitudinal study with 121 gifted children to understand how life experiences, stress and school experiences may affect gifted youth. Some participants in their study reported that lack of self-discipline, handwriting, skipping school, lower achievement because of boredom, lack of sleep, and lack of organization were factors that hindered success. One of the top most factors listed was social deficit in the form of lack of confidence or masking giftedness to fit in with peers.

When scores on specific subjects were correlated with Intelligence Quotient (I.Q.) it was found that math and science have a higher correlation to I.Q. as compared to other subjects whereas social studies has the lowest correlation (Roth, Becker, Romeyke, Schafer, Domnick & Spinath, 2015). In a study by Kumari, Devi, and Mayuri (2017) intelligence was highly correlated with English, Mathematics and Science in a private residential school whereas for a rural government school a significant correlation was found only with regards to Mathematics. Thus, it can be said that gifted children's performance may differ on different academic subjects depending on their level of giftedness.

Lastly, Merriotsy (2013) enlists low self-efficacy, social pressures, a lack of trust in the education system, and a fear of failure as performance inhibitors that adversely affect academic achievement.

From the above, it can be surmised that if giftedness is masked and if adequate socio-emotional and academic support is not provided underachievement would plague those even with high intellectual ability.

2.6.2 Environmental factors

Gifted children from disadvantaged backgrounds do poorly in academics due to factors related to school, the social milieu, and socio-cultural factors (Merriam, 2013).

This includes home and school related factors including parents, teachers and peers who are significant others influencing the academic performance of children.

For children from low-income group, it is the parental attitude towards education that affects the child's performance. Several researchers have pointed out that parental attitude towards academics, their expectations, is an aspect of the home environment that affects achievement of children from low-income groups (Baker, 1998; Davis, 2011; Siegle & McCoach, 2018; VanTassel-Baska, Feng, Swanson, & Quek, 2009). Additionally Schreiber (2002) found level of parent education to be positively correlated with student attitude towards achievement (as cited in Burney & Beilke, 2008).

For gifted children one of the most important factors related to school is access to a certain type of educational program or the absence of it. Poor fit to regular school programs which lack autonomy is a barrier to academic success for low-income children (Cross, Frazier, Kim, & Cross, 2018). In fact, out of school and school supported programs were found to be effective program models that successfully increased academic achievement of high potential students (Olszewski-Kubilius & Corwith, 2018). Other studies also indicate that factors like the need for challenge and rigor of curriculum, impact the performance of gifted children in the school setting (Baker, 1998; Tomlinson & Jarvis, 2014).

To sum up, most of the programs designed for gifted children from underprivileged backgrounds aim to improve their academic achievement. This is because for these children academic success translates into social status, recognition that they are talented among family, friends, and the community. Most importantly, this is the surest way for them to get access to opportunities to develop their potential and likelihood of future success. Since, academic performance is an important indicator to assess any program or process related to gifted children; it has been included in this study.

2.7 Academic achievement and self-concept

As established above, self-concept shows a strong link with academic achievement among gifted as well as not gifted children. In fact, academic performance is said to have a reciprocal relationship with academic self-concept (Preckel, Schmidt, Stumpf, Motschenbacher, Vogl, & Schneider, 2017; Villatte, Courtinet- Camps, & de Léonardis, 2014).

In a study by Goldberg and Cornell (1998) intellectually gifted and regular education students ($N = 949$) from standard 3 and 4 were given the Self Perception Profile for Children. The test was administered twice to all participants, with a gap of 6 months and only the academic and social competence dimensions were analyzed. Based upon the scores on the self-concept test and scores on the Iowa Test of Basic Skills, the researchers found that children with more positive self-concepts on academic and social competence dimensions made greater gains in achievement after 6 months of being in a gifted program than those in regular education programs.

A recent study supporting this finding was by Lee, Jones, & Day (2017) who compared 102 academically gifted students with 114 creatively gifted in the age group of 14 to 18 years. An examination of academic success subscale, academic self-concept scale and student's grade point average indicated that academic self-concept partially mediated academic outcome for this group of students.

Research studies on self-concept and academic achievement among gifted students has been studied with reference to ethnicity, underachievement, and placement. Preckel et al., (2017) conducted a longitudinal study where 283 students in special classes for gifted as well as 639 students from regular classes were assessed four times from standard 5th to 7th. The results indicated that academic self-concept had a reciprocal relationship with and academic achievement. The researchers indicated that fostering student's self-perception supports their achievement development. Furthermore, developing gifted students' achievement competencies through placing them in special classes supports their self-concept development and thereby well-being.

Another study by Kao and Kellegrew (2000) indicated that gifted students with high IQ but low academic achievement have low academic self-concept. The study which was conducted on eighteen Taiwanese students in the 13 to 14 years age group found that there were no differences on any dimensions of self-concept between the high achieving and low achieving gifted.

Additionally, in the Indian context several studies have investigated the relationship of self-concept and academic achievement among the general student population. Most studies have found a significant positive correlation between self-concept and academic achievement (Alam, 2009; Gupta & Dhara, 2015; Kumari & Chamundeswari, 2013). It is interesting to note that this correlation was strongest for children staying in urban areas, attending high facility schools than those residing in rural areas and going to low facility schools (Srivastava & Joshi, 2011).

In reference to the underprivileged population, Grantham and Ford (2003) found that poor achievement among minority groups can be largely attributed to low academic and low social self-concepts. Furthermore, Manasawala and Sahasrabudhe (2019) studied 172 intellectually gifted children from underprivileged backgrounds. These gifted children were from standards 6 to 8 and belonged to low to middle socio-economic backgrounds. The researchers used marks from mid-term school examinations to measure academic performance and Ahluwalia and Singh's Children's Self-Concept Scale. The study reported that gifted children's overall self-concept, intellectual and school status, behavioral and popularity dimensions of self-concept were significantly and positively correlated with their academic performance. Lastly, the results also indicated that happiness and satisfaction, and freedom from anxiety dimensions of self-concept showed no correlation with academic performance.

From the above review it can be surmised that the reciprocal relationship between academic self-concept and academic performance is substantiated across gifted and non-gifted population (McCoach & Siegle, 2003; Norman Ramsay, Martray, & Roberts, 1999; Preckel et al., 2017). Self-concept appears to be a key factor that affects academic achievement in the gifted population. The above review also indicates the need to study

the relationship between specific dimensions of self-concept and academic performance as it has a distinct effect on each dimension.

2.8 Effect of being identified as gifted

The above studies have helped gain an insight about how self-concept is an important catalyst in the development of potential among gifted children and that academic performance is one of the indicators of successful change in their performance or utilization of their potential. The question that arises is at what stage or under what circumstances does this positive change in self-concept and academic achievement occur for a gifted child. Is it undergoing the selection for gifted programs, or the “gifted” label, or the changed perception of others towards them or the change in their own self-assessment? A parallel question that emerges from this is what happens to gifted children who remain unidentified. It was these questions that made the researcher curious especially since gifted identification is at a nascent stage in India. The section below offers an overview of existing literature on identification and its effect on gifted children which have been grouped under two categories:

1. Studies that investigated the experience of the gifted label by the child
2. Studies that assessed the effect of identification or screening process on gifted children

2.8.1 Experience of the gifted label by the child

For many years (until early 1980's), the impact of identification and labeling was examined from the perspective of parents and teachers. Robinson (1986) urged the need to study the effect of identification directly on the child which is reviewed in this section. Giftedness and its characteristics is a double edged sword (Edmunds & Edmunds, 2004). According to Robinson, approximately 1 in 6 gifted children experienced discomfort with

the label (Berlin, 2009). Most of the studies in this section can be perceived in the context of self-psychology as suggested by (Lo, 2014). Researchers using this perspective have focused on the effects of carrying a label on the gifted child's internal psychological properties like self-concept, self-knowledge, psychological well-being, self-perception and attitude towards the labels (Feldhusen et al., 1990; Guskin, Okalo, Zimmerman, and Peng, 1986; Hershey and Oliver, 1988; Hoge & Renzulli, 1991; Kerr, Colangelo, & Gaeth, 1988; Meadows and Neuman, 2017). Many of these studies have used qualitative methods like open ended questionnaires and interviews to understand how gifted children experience the label.

Coleman and Cross (1988), interviewed 15 high school gifted children who reported that giftedness makes them feel stigmatized and many perceived themselves as 'different' which created social distance from others. Similar findings were reported by Feldhusen and Dai (1997), Freeman (2013), and Manor-Bullock, Look, and Dixon (1995).

Huryn (1986) used the basis of labeling theory and role theory to explain his findings regarding the experience of gifted label by the child. The researcher noted that on the one hand peers of gifted children placed a negative value on giftedness and on the other hand parents and teachers' perceptions of the label were positive.

Cross, Coleman, & Stewart (1993) asked 1465 gifted adolescents who were attending a gifted program to compare themselves on the intellectual aspect with non-participating, not gifted children. The findings revealed that more than half (77%) of the gifted children perceived themselves as different. These findings were similar to an earlier research study by Coleman and Cross (1988) in which they conducted in-depth interviews with 15 high school gifted students. Unlike the previous study by Cross et al. (1993) these students only hinted that they see themselves as different from others but did not explicitly say so. However, most of these students (87%) reported that others considered them as different academically and socially.

There have also been a few studies which have indicated positive effects of labeling on gifted children. An attitudinal survey was used to understand the gifted

child's experience of the gifted label by Hershey and Oliver (1988). They noted that 70% of the gifted children responded positively to the gifted label, 28% of them were neutral and only 2% responded negatively. Additionally they found that 30% of the 600 children who were selected for a special program from standard 4 to 12 said that they had no problems as a result of being labeled.

A more recent study by Meadows and Neuman (2017) revealed similar findings wherein high achieving gifted students ($N = 25$) studying in standard 8 did not perceive the label of gifted as a stigma nor did it cause social isolation for them. In fact, these students embraced the gifted label but downplayed their intelligence in the social context. Kerr, Colangelo, & Gaeth (1988) add that labeling enables adolescent gifted children to become aware of their abilities, thus having a positive impact on them.

A few studies have also attempted to understand both positive and negative impact of labeling. Both studies used similar methodology and were conducted almost a decade apart. The first one was by Moulton, Moulton, Housewright, & Bailey (1998) who generated a list of positive and negative attributes associated with the gifted label and presented it to fourteen gifted adolescents attending a summer residential school. The adolescents rated these attributes and results from the 14 respondents were analyzed. Findings revealed the top five positive attributes associated with labeling as being reassured about one's high ability, opportunity and sanction to express one's own unique identity, opportunity for advanced learning in school, special experiences in the classroom and interaction with other gifted peers. The top 5 negative attributes the adolescents rated were pressure or expectation from parents and teachers, being stereotyped, peers taking advantage of and using their work. This study was replicated by Berlin (2009) who found similar results. The additional finding from Berlin's study was that the level of giftedness created a difference in the experience of the label.

Importance of conducting longitudinal studies on labeling was indicated by Robinson (1986) as well as Hoge and Renzulli (1991). One such study was conducted by Freeman (2013) that spanned over 35 years. The researcher interacted closely with 70 labeled gifted children and compared findings with a matched group of 70 gifted not

labeled children. The findings suggested that labeling could affect the gifted child's progress positively or negatively depending on how it was understood and accepted. Some of the children who were labelled as gifted when they were children rose to the challenge and thrived on it, while others felt they could never live up to the image, so in order to shine had chosen a career below their capabilities. Others simply ignored their potential; fitting in with the local culture where their giftedness was not recognized (Freeman, 2005). Lastly, the study also indicated that labeled children had a higher incidence of emotional problems but this was attributed to other intervening variables like home environment (Freeman, 2013).

While analyzing the experiences of gifted children about their label it is also important to consider the role of cultural context. For instance, O'Connor (2012) refers to giftedness as a social construct and indicates that in England different types of giftedness (academic, music, and sports) are perceived differently and possibly have different developmental trajectories. According to the researcher a certain type of giftedness was accompanied by certain type of expectations and pressures from self and others which impacted the social identity of the gifted child.

Roy, Mondal, Bakuli, and Mishra (2016) conducted a study to understand what Indians think about talent and giftedness and found that Indians viewed talent beyond school grades and high performance. Additionally a large number of the participants which included gifted children, their peers and teachers along with those from general population believed that gifted children think differently, they needed to work hard like others, and were unpopular in school where they faced difficulties and lastly that gifted children did not need additional support. Among the participants of the study, more than half of them considered it unethical to label children as talented.

Thus, culture affects how the gifted label is understood and interpreted which in turn affects the self-concept of the gifted child. Most of the above studies have mentioned a feeling of being "different" experienced by gifted children on labeling. This seems to have a negative impact on their social interactions. Secondly, in some instances the label also seems to help gifted children gain insights about themselves; having a direct impact

on their self-perception. Lastly, one can note that all but a few studies have employed qualitative methods to understand the experience of label by gifted children and none of the studies have employed experimental designs that allow for a before and after identification comparison of the experiences.

2.8.2 Effect of the identification process on gifted children

A major limitation of all the studies mentioned above is that the gifted children were already enrolled in or were eligible for a special gifted program. This would make it difficult to understand whether it was identification, labeling, entry to a special program or participation in the program itself that affected the gifted child. In order to clarify this, Makel (2009) has delineated four distinct stages related to gifted identification namely nomination, testing, labeling and participation.

Barney (2003) conducted a study consisting a sample ($N = 155$) of children studying in standard 7 from two schools. These children belonged to one of the three groups:

- a) Tested for gifted program and accepted ($n = 40$)
- b) Tested for gifted program and not accepted ($n = 27$)
- c) Not tested for gifted program but met the criteria for initial screening ($n = 88$)

Based on Makel's stages, this study differentiated between nomination (group c), testing (group b) and labeling (group a). The researcher used Piers-Harris Self-Concept Scale and academic achievement in math and languages (summation of grades in 2 semesters a year before testing) to assess the impact of the identification process. The findings revealed that there was no difference on global self-concept between children tested but not accepted and those tested and labeled as gifted. Academic scores were highest for the identified as gifted group, followed by those who were tested but not identified and lastly the nominated group. Considering that assessments were conducted only after testing (post-test only) it posed limitations on establishing any causal

relationship of identification on self-concept and academic achievement. Secondly, the sample size was small and the effect of identification on specific dimensions of self-concept was not analyzed.

A second study by Makel (2009) assessed student attitudes of two groups of children before and after testing. The first group included those who were nominated for gifted identification (nominated and tested) and the other who were identified as gifted and had spent one semester in a gifted program (labeled and participation). The final sample included about 9 participants who were deemed eligible for the gifted program and 37 who were not eligible; all children were studying in standards 2 to 5. A researcher-made questionnaire consisting of a 5 point Likert scale was used which had low Cronbach's alpha values but sufficient enough to merit analysis. The results indicated that there was a significant difference on General Academic subscale between the two groups prior to testing. Though, post participation in the gifted program this difference diminished supporting the BFLPE phenomenon. On the Gifted Program - Academic subscale the not eligible children scored lower post testing suggesting that they had adjusted their beliefs about suitability for a gifted program. This was an important study as it differentiated between distinct points in time within the identification process. Although this study helped to understand how identification may affect children it is limited in its scope due to the small sample size and lack of a standardized measure to assess the difference between the groups. Additionally, as all the children in the study were self-nominated for testing, the sample may have overlooked gifted underachievers. Although, Makel (2009) wanted to focus on the effect of the identification process; the lack of an appropriate comparison group and the exposure of gifted children to one semester of a special program reduces clarity of the findings.

The above two studies are the only ones which came close to understanding the effect of gifted identification on the self-concept of children. From the above review it is evident that gifted identification and labeling surely affects one's self-image. In fact, Gates (2010) reiterates that labeling influences the creation of one's social identity. Janos, Fung, & Robinson (1985) also echo this when stating that those children who view

themselves to be different from others score lower on most self-concept dimensions especially popularity and socially relevant dimensions of self-concept.

2.9 Highlights of the review of literature

1. The term gifted has several meanings and accordingly identification tools are selected. The meta-analytic studies (Hoge and Renzulli, 1991; Litster, 2004) on gifted population with respect to the variables under the current study, emphasize being cognizant and to clearly specify a definition of giftedness and identification tools while identifying a group of gifted sample for a research study.
2. While assessing self-concept of gifted children factors like age, gender, socio-economic status, and type of gifted program need to be considered as they have a direct impact on their self-concept.
3. As specific dimensions of self-concept show varying degrees of relationship with other variables, there is a need to employ a standardized tool, appropriate for the chosen sample which would assess several dimensions of self-concept.
4. Academic performance can vary across school as there is variability in how teachers score tests and the difficulty level of tests. These factors need to be controlled when using school examination marks to measure academic performance.
5. Academic performance is also affected by the level of I.Q. especially in relation to performance in specific subjects.
6. Self-concept and academic performance share a reciprocal relationship and are important indicators of how gifted children experience the label of gifted.
7. One perspective used as theoretical basis for studies on gifted identification is self-psychology. This perspective refers to focusing on the effect of a label on the gifted child's internal psyche such as self-concept.
8. Most studies regarding effect of identification on gifted children have not included a comparison group. Inclusion of a comparison group of gifted yet not

identified nor labeled children might be helpful to understand the effect of being identified more clearly as well as aid to assess any adverse effect on the identified or not identified group (Beaman, 2009; Makel, 2009; Opengin and Sak, 2012).

9. There is a dearth of research in the field of gifted education in India. This is evident from the fact that the researcher did not come across any studies which examined the effect of identification on gifted children from underprivileged or even privileged background in India.

2.10 Salient features of the current study

The National Education Policy, 2020 has mentioned the need to support gifted children in schools. If a policy for gifted education is to be proposed; it needs to be supported with conceptual and empirical research evidence. This study proposes to contribute to the lacuna of research in the field of giftedness in India. Some of the salient features of this study are based on the lacuna or limitations noted by previous research studies. These are mentioned below:

1. The researcher has carefully chosen a sample of intellectually gifted children who were identified on the same I.Q. test. This would help to increase homogeneity of the sample and also bring more clarity to the applicability of results to gifted population in a specific area (intellectually gifted).
2. Self-concept and academic performance share a reciprocal relationship and are important indicators of a child's future success. Including both these variables will enable to form insights regarding the perception of gifted children as well as their performance.
3. The researcher has translated the self-concept standardized tool to suit the sample for this study. The translation has followed a systematic method and its reliability would be measured. Considering the reliability is satisfactory, this tool can be used by future researchers to assess self-concept of Marathi-speaking children.

4. A comparative group was identified to examine the effect of having the knowledge of being gifted on the self-concept and academic performance of gifted children. This was clearly stated as a lacuna in previous studies that examined the effect of being labelled as gifted.
5. The variables affecting self-concept and academic performance were age, gender, level of giftedness, socio-economic status, and school which were used as matching variables to control any pre-existing differences between the two comparative groups.

2.11 Summary

Giftedness is a social construct and does not operate in isolation. Self-concept and academic performance, the variables in the present study are also affected by several intrapersonal and environment related factors. Studies on self-concept of gifted children revealed that they tend to have higher self-concept especially in areas that are associated with their domain or type of giftedness. This is also affected by age and gender of the child, school related factors, and the type of gifted programming the children are exposed to. Another important aspect was the assessment of self-concept as it is affected by even cultural factors. Thus, identifying an appropriate tool to assess self-concept was chosen as one of the research objectives. On the other hand, academic performance is affected most by the self-concept of the child, socio-economic background, teacher and parent beliefs and expectations.

Having established this, the researcher focused on studies related to identification and labeling. These were grouped into two categories - studies which investigated how the gifted child experiences the label, and the effect of identification alone on the gifted child. Previous literature has revealed that identification, subsequent labeling and participation in a gifted program were perceived positively as well as negatively by the child. There have been several studies that have attempted to understand the impact

of labeling directly on the gifted children. Some of the insights developed from these studies are summarized here.

First and foremost, being identified as gifted surely impacts a child's self-concept as reflected from the above review. The two studies by Barney (2003) and Makel (2009) that examined the effect of identification alone, have offered important insights regarding this. The results of these studies showed mixed findings regarding the academic self-concept and performance of identified gifted children. The study by Barney (2003) revealed that testing as in identification had no significant effect on the overall self-perception of gifted children. The second study revealed that after identification and participation in a gifted program the gifted children's perception towards their academic competence lowered whereas the children who were not identified as gifted adjusted their attitudes towards gifted programs as it was no longer relatable for them (Makel, 2009). These studies have made important contributions to understand the effect of labeling, yet have some methodological limitations related to sample size and selection and tools for measuring self-concept and academic performance. Most importantly, these studies have highlighted the need to differentiate between different stages during and after gifted identification to bring more clarity to the results.

Secondly, self-concept and academic performance are linked and can be determinants of future success and well-being of the gifted children; thus these need to be considered as important variables while studying identification.

Thirdly, the need to include appropriate comparison groups, standardized tools to assess the variables, including several dimensions of self-concept are some of the methodological concerns highlighted from the above review.

Lastly, the above review exposes the sparse research on self-concept of gifted and the sheer absence of investigations on the effect of being identified as gifted on underprivileged gifted children in India.

Chapter 3

Methodology

3.1 Introduction

The aim of methodology is to detail the approach chosen for the study – the research questions; its design; method of data collection and analysis; as well as the theoretical and technical justifications for the scientific procedures used (Everhart, 1988 as cited in Heck, 2014). This study aims to examine the effect of knowledge of being gifted on the self-concept and academic performance of gifted children from underprivileged background. The researcher begins with clearly stating the variables of the study. The variables used to match the two comparison groups have also been enlisted in this section. Next, operational definitions of the variables under study namely, self-concept and academic performance have been noted. Each of the five dimensions of self-concept has also been defined clearly here. Following which, research objectives and hypothesis have been mentioned. The research design has been described for the two parts of the study. Then, the researcher describes the composition of the sample, which are the children participating in this study. Tools used in this study to measure socio-economic status, self-concept and academic performance have been described with details like type of items, response format, and scoring method. Furthermore, the detailed procedure related to translation of the tool has been described. Additionally, the procedure for data collection has been outlined step-wise and the chapter concludes with methods used for data analysis.

3.2 Variables

In the first part of the study, the researcher explores the relationship between self-

concept and academic performance. Additionally, the relationships of these two variables with age, gender, level of giftedness, and socio-economic status are examined. For the comparative study, which is the second part, the independent and dependent variables have been listed below along with their operational definitions. Additionally, the variables on which the two comparative groups have been matched are also stated here.

Independent variable

Knowledge of being gifted

Dependent variables

1. Self-concept - Overall self-concept and its five dimensions namely, intellectual and school status, behavior, popularity, freedom from anxiety and happiness and satisfaction.
2. Academic performance

Matching variables: The two groups were matched on six variables gender, age, school, standard, level of giftedness and socio-economic status.

3.3 Research Design

A research design determines whether the research questions can be answered adequately through the manner in which the data are collected (Heck, 2014). There are typically three types of research questions- exploratory, descriptive and those that attempt to explain causal relationships between variables. Survey research is a systematic research method for collecting data from a representative sample of individuals. The key

goal of non experimental survey research is to collect data and describe the behaviors, thoughts, and attitudes of a representative sample of individuals at a given point in time and place (Kalaian, 2008). In this study, data has been collected to assess the self-concept and academic performance of underprivileged gifted children along with other variables. Using surveys as a data gathering method allows the researcher to generalize information from a sample for a larger population in a time efficient and cost effective manner (Hatfield, 2012). This study uses survey as a data gathering method for two parts- descriptive and comparative.

3.3.1 Descriptive survey

To explore relationships between different phenomena is the primary reason for conducting educational research (Gall, Gall, & Borg, 2007). Descriptive research designs aim to answer research questions about the current state of affairs, identify factors and relationships among them, and create a detailed quantitative description of phenomena (Kalaian, 2008). It attempts to answer the research question “how” but not “why” which is also a limitation of this type of study.

The first part of the current study explores the relationship between self-concept, its six domains and academic performance. Along with that age, gender, level of giftedness, and socio-economic status are also examined in relation to self-concept and academic performance. Such a correlational research is a type of descriptive research that describes and assesses the magnitude of an existing relationship between two or more continuous quantitative variables.

3.3.2 Comparative survey

Comparative research is a type of research design for which survey method of data collection can be used. This design describes the state of existing differences among groups of individuals as they existed at a given time and place and attempts to

determine the possible causes or reasons for the existing differences (Kalaian, 2008). The basic comparative approach starts with selecting two or more groups with existing differences and comparing them on an outcome (dependent) variable. In this study, this approach has been used to examine the effect of having the knowledge of being gifted on the self-concept and academic performance of gifted children. The researcher compared two groups, one group which had the knowledge of being gifted and the other who did not. A limiting aspect of using a survey design is that data collection follows an ex-post-facto format. Survey researchers ask respondents about their (past) behaviors and attitudes. By doing so, survey researchers usually do not control any stimuli as experimental researchers do (Jan and Hinz, 2016). Thus, they cannot rule out the effect of extraneous variables as being the cause of the observed phenomenon. Therefore, the researcher attempted to compare matched pairs of gifted children to control for any pre-existing differences in the two comparative groups.

3.4 Sample

The total sample constituted of $N=263$ children who were intellectually gifted. The procedure for sample selection was purposive which is a nonrandom sampling method intended to represent a population (Shadish et al., 2002). The researcher selected the sample for the present study from a population of intellectually gifted children identified by Tribal Mensa Nurturing Program (TMNP); a project of Mensa India Pune Chapter. TMNP uses a standardized non-verbal test of intelligence with local norms, approved and monitored by a national regulatory body for selection of gifted children. A total of 1025 children underwent testing by TMNP of which 300 scored 95 Percentile Rank and above on the test, which was the cut-off decided for inclusion in the study. From this database, four schools were approached following which consent was obtained from the school authorities to conduct the study.

The sample described in Table 1 is for the first part of the study which was a descriptive survey. Out of the 263 children, 144 were boys and 119 were girls from

standard 6 to 8. The sample was from the age group of 10 to 14 years, with 62 percent ($n=163$) of the sample from the preadolescent age group which is 10 to 12 years and 38 percent from 13 to 14 years of age ($n=100$).

Table 1

Demographics of Sample (N =263) for descriptive survey

		<i>n</i>	<i>Percentage</i>
Gender	Boys	144	55%
	Girls	119	45%
Age (in years)	10- 12 years	163	62%
	13 to 14 years	100	38%
Standard	6	93	35%
	7	105	40%
	8	65	25%
Level of Giftedness	Moderately Gifted	79	29%
	Highly Gifted	47	18%
	Extremely Gifted	137	52%
Socio-economic status	Middle	75	28%
	Lower Middle	140	53%
	Low	48	18%
School	A	23	9%
	B	114	43%
	C	55	21%
	D	71	27%

The entire sample constituted of intellectually gifted children with 29 percent ($n=79$) belonging to the moderately gifted category with Percentile Rank (PR) of 95 to 97; about 18 percent belonging to the highly gifted category ($n=47$) with PR of 98 to 99 and lastly 52% profoundly gifted children ($n=137$) with PR 99+.

The socio-economic status of this group indicates that the sample was in the range of low to middle socio-economic category. Distribution based on the socio-economic status (SES) categories revealed that 28 percent belonged to middle SES, about half of the sample, 53 percent was from lower middle SES, and 18 percent belonged to low SES. As reported by the children, largely their families owned agricultural land or the parents worked as cultivators. A few parents were skilled laborers or service providers like drivers, helping staff in offices or electricians and plumbers.

The sample was chosen from 4 different schools where the gifted identification test was conducted. These schools were private-aided, co-educational and followed the Maharashtra state-board curriculum. The medium of instruction followed in the school was Marathi. As shown in table 1, schools B, C, and D chosen for the study were from the Khed taluka and school A from Maval taluka. Both these talukas have high literacy rates in the state of Maharashtra. Two of the schools (school A and B) were in semi-urban areas while two (school C and D) were situated in rural areas. The percentage of gifted children selected from each school has been depicted in the pie chart in figure 1 in appendix A.

In table 2, the constitution of the sample for the comparative part of the study is mentioned. The total sample size for this comparison was $N = 140$ of which there were 74 boys and 66 girls. Out of this, 50 percent which is 37 boys and 33 girls had knowledge that they were gifted and the other half did not have the knowledge of being gifted. The children were in the age group of 10 to 14 years, details of which along with other demographics like gender, standard, level of giftedness, and socio-economic status have been presented in table 2.

Table 2***Demographics of Sample (N =140) for comparative survey***

		<i>n</i>	<i>Percentage</i>
Gender	Boys	74	53%
	Girls	66	47%
Age (in years)	10 to 12	102	73%
	13 to 15	38	27%
Standard	6	58	41.40%
	7	44	31.40%
	8	38	27.20%
Level of Giftedness	Moderately Gifted	36	26%
	Highly Gifted	20	14%
	Extremely Gifted	84	60%
Socio-economic status	Middle	20	15%
	Lower Middle	104	74%
	Low	16	11%

The researcher identified matched pairs, one of whom belonged to the group who were identified as gifted ($n = 70$) and the other group ($n = 70$) who did not have the knowledge of being identified as gifted. Stuart and Rubin (2008) note the importance of selecting the right covariates while matching groups. They also recommend using the exact matching method for variables like gender and race (Stuart & Rubin, 2008). In this study the researcher selected exact matches for variables like gender, school, and class. Matching pairs helps to establish homogeneity between the two groups. The other variables considered for matching were level of giftedness, and socio-economic status. The caliper matching method was used for these in which the scores need not be identical but must be within a defined distance of each other (Cochran, 1965 cited in Shadish et al., 2002). In this study, for variables like percentile rank, age, and socio-economic status, the pairs were either exact matches or were at a distance of ± 1 score from each other.

3.5 Tools

This study used two standardized tools, the socio-economic status scale and the second was to measure self-concept and its dimensions. To measure academic performance marks obtained in school examinations were used. Details of all these three tools have been described below.

3.5.1 Socio-Economic Status Scale

This study focused on the underprivileged population and hence used a self-report scale to select children who belonged to low to middle socio-economic status. For this the researcher used the Socio-Economic Status Scale by Dubey and Nigam (2007) which is a paper-pencil test. This test was chosen as it has an exclusive rural form which was found appropriate for the current sample as they came from rural and semi-urban areas. The scale consists of 30 questions covering three areas namely economic status (10 items), educational status (10 items) and social status (10 items). Each question has four choices and each choice was allotted a certain score (1 to 4). The scores have been distributed among five categories from upper class (scores above 80), upper middle class (scores of 65 to 79), middle class (scores 50 to 64), lower middle class (scores 35 to 49) to lower class (scores 34 or below). The reliability of the scale is reported as .82 and validity also deemed satisfactory, at .79 (Awasthi and Pandey, 2016). The scale was normed on 350 girls and 450 boys from schools in villages in the age range of 12 to 18 years (Dubey and Nigam, 2007).

This self-report questionnaire was translated from Hindi to Marathi using the translation and back translation method. Experts in the field of languages and education reviewed the translation. Additionally, a pilot test of the translated tool was conducted on 60 children from two of the four schools chosen for the study. While administering the test the researcher noted the frequent and common queries regarding the meaning of some words from the children. For instance a few children did not understand the word 'acre' and some children found it difficult to read figures which were written in words.

The researcher ensured that the meanings of these words were explained to the children during subsequent administration of the test. The translated scale is attached in appendix B.

3.5.2 Self-Concept Scale

Children's Self-Concept Scale (CSCS) by Ahluwalia and Singh (2005) was selected for this study as it measures 6 specific dimensions of self-concept. It is based on the original test which is Piers - Harris Children Self- Concept Scale (1969) and accentuates the multi-dimensional nature of self-concept. The Hindi translation of the tool has been used for urban as well as rural population across India. Additionally, it was found to be age appropriate for the current sample and therefore deemed appropriate for this study.

This scale is a self-report, paper-pencil test with 80 statements which are answered in the Yes/No format and takes about 20 minutes to administer. The scale gives an overall self-concept score (64 items) along with scores on 6 dimensions. These dimensions have overlapping items and the maximum possible score is the same as number of items for each of the dimensions which have been mentioned below:

- i) Intellectual and school status (ISC- 18)
- ii) Behavior (BSC- 16)
- iii) Popularity (PSC-12)
- iv) Freedom from anxiety (ASC-12)
- v) Happiness and satisfaction (HSC-10)
- vi) Physical appearance and attributes (PhySC-12)

Each dimension measures a certain area of self-concept and has been defined distinctly. The items are scored in the direction of high self-concept and each positive

response receives a score of one. The total self-concept score can be obtained by adding scores of all items.

This test has a provision to calculate a lie score (16 items), which is helpful to understand if the respondents have made random guesses on the test and thus be eliminated. The test-retest reliability of the scale has been found to be .88 and concurrent validity ranged from .397 to .621 for the separate dimensions (Shekhar, Syed, and Syed, 2012). Age-wise and gender based norms are available for the test. The test was standardized on 1,278 students from Madhya Pradesh and 1,663 students from Uttar Pradesh between the age of 12 to 18 years representing various socio-economic strata (Ahluwalia and Singh, 2005).

3.5.3 Tool translation

Based on the review of self-concept assessment tools it is clear that the selection of test needs to be based on its adaptation to the cultural context. The children's self-concept scale by Ahluwalia and Singh has already been adapted to Indian context when it was translated in Hindi. The sample selected for this research belongs to schools where the medium of instruction is Marathi requiring another translation. A multi-step approach to translating a tool to fit the socio-cultural context includes two steps:

1. The process of producing a translation
2. The process of testing the translation as a measurement instrument among members of the target group (Behr and Shishido, 2016).

The back translation method is one way of translating a tool used extensively in social sciences. It involves translating the 'actual' translation of a questionnaire back into the source language and the subsequent comparison of the two source-language versions with a view to identify discrepancies (Behr and Shishido, 2016). It is important to note here that the person translating the tool is an expert in the field of languages and is familiar with the socio-cultural context for which the translated tool is needed.

The tool was translated in Marathi (local language) from English using the back translation method. In reference to this method, experts in the field of languages and psychology reviewed the translation of the scale from English into Marathi and then another expert translated the questionnaire back to English. Additionally the questionnaire was successfully pilot tested on $N = 60$ children from two out of the four schools selected for the study (refer to appendix C for the translated tool). While administering the test the researcher noted the queries regarding the meaning of some words from the children. For instance some children did not understand the words “*khupat*”, “*khambir*”, “*sakriya*”. The researcher ensured that the meanings of these words were explained to the children during subsequent administration of the test. Thus both steps mentioned above by Behr and Shishido (2016) were followed by the researcher.

Cronbach’s Alpha was computed for total self-concept as well as its six dimensions which were found to be satisfactory for the translated children’s self-concept scale.

3.5.4 Academic Performance

As labeling has a social context, it was important to use academic marks rather than scores on standardized achievement tests to assess performance. Academic marks are discussed among parents, teachers and peers and therefore have a greater impact on a student’s self-image than scores on standardized achievement tests (Preckel et al., 2017). According to Kaya, Juntune, and Stough (2015) school-based assessments such as final grades, grade point average, and teacher evaluations can be used to evaluate achievement. Therefore, marks obtained in the final examination in school were considered.

A total of marks in five subjects, namely English, Marathi, Mathematics, Science and Social Science were computed to form a composite score. This selection of subjects was based on findings of previous studies which indicated a range of correlations between intelligence and various subjects as mentioned in the previous chapter (Kumari

et al., 2017; Roth et al., 2015). Total possible score would be out of 250 marks obtained in the final term examinations.

3.6 Procedure

On receiving the pool of 300 gifted children with 95 PR and above from TMNP, the researcher approached the four schools and obtained consent from the principals to conduct the study (refer to appendices D and E). Then the pilot test for the translated tool was conducted for which the detailed procedure has been mentioned in the tool translation section 3.8.3. After which the final data was collected from 300 children for the first part of the descriptive study.

The researcher visited each school and gathered small groups of gifted children to administer the Socio-Economic Status Scale and the Children's Self-Concept Scale. At a time 30 children were pulled out from their regular class time and were gathered in a classroom which was quiet and comfortable. All instructions were given in Marathi which is the medium of instruction in these schools. The researcher then gave an introduction about herself as well as the importance of responding honestly to the questions asked. The children were told that they were randomly selected to participate in the study and assured them regarding confidentiality of their responses. The SES scale was administered first and instructions were given regarding the response format (putting a tick mark beside the chosen alternative). For the self-concept scale the researcher asked the children to respond either as Yes or No. As the reading ability of some of these children was not age appropriate, when deemed necessary the researcher read out the statements and options to them. The children were encouraged to ask for clarification for any words they didn't understand and the researcher supplied alternative meanings. This session took about 40 to 50 minutes for each group.

The school authorities were requested to provide access to the academic records of these children. The researcher made a note of children's scores in the final-term

examination.

Based on the SES scale scores, and other matching variables like gender, age, school, and class; 150 children were identified for the comparative study and their data was analyzed further.

3.7 Data analysis

After removing data with missing values, scores of 263 children were collated using Microsoft excel in which the formulae were inserted to calculate overall self-concept score and its six dimensions. A composite academic score (six subjects) was calculated and added to the data sheet.

The Cronbach's Alpha was computed for the Marathi translation of the children's self-concept scale. Normality would also be established before choosing parametric or nonparametric statistical tests.

For the descriptive survey part of the study, correlational analysis was computed to explore the relationship between self-concept, its six dimensions and academic performance. Additionally, the relationship between age, gender, level of giftedness, and socio-economic status was also explored with self-concept and academic performance.

For the comparative analysis between the two groups, firstly data was collated and cleaned. It was observed that out of the 150 children, 5 matched pairs had incomplete questionnaires and thus were eliminated from the analysis. These two groups were compared on overall self-concept, its five dimensions and academic performance. The physical appearance and attribute dimension was not considered as it is not connected to the experience of being identified as intellectually gifted. All further analysis like normality tests, t-tests were conducted using IBM Statistical Package for the Social Sciences version 20.

3.8 Summary

The current study proposed to examine self-concept and academic performance of gifted children from underprivileged background. Based on the research objectives and hypotheses, a survey design was employed. The first part was a descriptive survey exploring the relationship between self-concept, academic performance, age, gender, level of giftedness and socio-economic status. The second part was a comparative survey which compared the self-concept and academic performance of the group which had the knowledge of being gifted and the group that did not.

Four government-aided, state board schools were selected for the study; two of those were located in rural areas and two in a semi-urban area. All children in this study were identified as gifted who had scored 95 Percentile Rank or above on a non-verbal intelligence test. For the total sample (N) which was 263; descriptive analysis suggested that there were 144 boys and 119 girls. All children were from low to middle socio-economic status and in the age group of 10 to 14 years.

For the second part, which was a comparative type of survey, a total of 70 pairs ($n= 140$) were selected from the total sample. These were exact matches on age, gender, level of giftedness, socio-economic status, school, and standard. The caliper method for matching was used for variables like age, level of giftedness, and socio-economic status. Null hypotheses were established which assumed that there will no significant difference between the group having the knowledge of being gifted and the group that did not know they were gifted. This was assumed for overall self-concept, intellectual and school status, behavior, popularity, freedom from anxiety and happiness and satisfaction dimensions of self-concept. Similarly, for academic performance no significant difference was hypothesized for the group having knowledge of being gifted and those who did not.

Socio-economic status was measured using Dubey and Nigam's rural scale. A standardized test of self-concept by Ahluwalia and Singh (2005) was used as it measured overall self-concept and six dimensions. Both scales were translated into Marathi using

back translation method. For self-concept scale reliability was computed and found satisfactory.

For academic performance, school records were accessed and a composite score of marks obtained in five subjects in the final examinations was noted. The data was collated and statistical analysis was conducted with the help of statistical software, findings of which are compiled in the results chapter.

Chapter 4

Analysis and Interpretation

4.1 Introduction

This study employed a descriptive survey to explore relationships between the variables under study. Additionally it also compared gifted children who had the knowledge of being gifted and those who did not. This chapter consists of results from statistical analysis conducted on the data. It begins with reliability analysis for the translated self-concept scale. Then, to verify whether the scores followed a normal distribution, normality tests conducted for each data set. Non-parametric statistical tests were used for analyzing correlations between variables under study. Hypothesis testing was done for the comparative part of the study. The expected level of statistical significance was set at 95% confidence interval ($p < .05$).

This chapter also aims to elucidate these findings with plausible explanation and by drawing comparison to previous research findings. The chapter ends with a summary of the results.

4.2 Reliability of translated tool

To begin with, reliability of the self-concept tool was assessed. For the current sample of 263 gifted children from underprivileged background, the Marathi translation of the Children's Self-Concept Scale was found to have sufficient reliability with Cronbach's Alpha of .84.

For each of the six dimensions of self-concept, Cronbach's alpha has been mentioned in table 3.

Table 3

Cronbach's Alpha values for six dimensions of self-concept

Self-concept dimension	Cronbach's Alpha
Intellectual and school status	.65
Behavior	.52
Popularity	.60
Freedom from anxiety	.67
Happiness and satisfaction	.50
Physical appearance and attributes	.52

The above table shows that the Cronbach's Alpha values for the six dimensions are lower than for the full scale.

4.3 Descriptive statistics

Descriptive statistics was computed for the data on variables level of giftedness and socio-economic status as shown in table 4. Additionally mean, standard deviation (SD) and variance was computed for overall self-concept, its six dimensions and academic performance scores.

The table suggests that on overall self-concept, intellectual and school status, behavior, happiness and satisfaction dimensions the mean was larger for girls than boys. Even on academic performance girls scored higher than boys. Whether this difference was significant, has been explored in section 4.5.3. It is also important to note that the minimum score on academic performance is 50 percent and above. This indicates that all intellectually gifted children in this sample scored 50 percent and above in academics.

Table 4*Descriptive statistics of all variables for descriptive survey (N= 263)*

		Min	Max	Mean	SD	Variance
Socio-economic status	Boys	38	95	59.15	11.12	123.66
	Girls	39	88	59.90	9.93	98.68
Level of Giftedness	Boys	95	99+	98.37	1.54	2.37
	Girls	95	99+	98.23	1.50	2.24
Overall self-concept	Boys	37	74	59.37	9.77	95.48
	Girls	37	74	62.39	8.05	64.80
Intellectual & school status	Boys	7	18	13.08	2.69	7.24
	Girls	7	17	14.35	2.27	5.16
Behavior	Boys	7	15	12.56	1.95	3.80
	Girls	8	15	13.15	1.62	2.63
Popularity	Boys	2	12	9.14	2.10	4.40
	Girls	4	12	9.65	1.75	3.06
Freedom from anxiety	Boys	2	12	8.89	2.35	5.53
	Girls	3	12	8.63	2.21	4.91
Happiness and satisfaction	Boys	4	9	7.40	1.43	2.05
	Girls	4	9	7.95	1.30	1.69
Physical appearance and attributes	Boys	3	12	8.31	1.98	3.91
	Girls	3	12	8.66	1.84	3.40
Academic Performance	Boys	124	241	183.81	28.15	792.12
	Girls	152	240	204.50	22.22	493.83

4.4 Testing for normality assumption

Before any statistical analysis was performed on the data, assumptions for normality were checked. The Shapiro-Wilk test was conducted on the data. Results

indicate that the p values were significant for overall self-concept and its five dimensions. This shows that the data for sample $N=263$ gifted children is not normally distributed for self-concept. The same was concluded for academic performance data as observed from table 5. Thus, non-parametric tests would be used to analyze this data.

Table 5

Normality test for data of total sample for descriptive survey

Scores	Statistic	df	Sig.
Overall self-concept	.93 ^{**}	263	.00
Intellectual and school status	.93 ^{**}	263	.00
Behavior	.90 ^{**}	263	.00
Popularity	.91 ^{**}	263	.00
Freedom from anxiety	.93 ^{**}	263	.00
Happiness and satisfaction	.84 ^{**}	263	.00
Physical appearance and attributes	.94 ^{**}	263	.00
Academic performance	.97 ^{**}	263	.00

Note: Shapiro-Wilk Test

^{**} $p < .01$

4.5 Exploring relationships between the variables under study

To explore the relationship between variables like self-concept, its six dimensions, academic performance as well as age, level of giftedness and SES; correlations were computed. Spearman's correlation coefficient r_s is the non-parametric equivalent which was used as the data has violated assumptions of normality (refer to table 5). Gender based differences were analyzed using Mann Whitney U test.

Table 6***Correlation coefficients for variables (N=263)***

		SES	Age	Level of giftedness	Academic performance
Overall self-concept (OSC)	Corr. Coeff.(r_s)	.26^{**}	-.10	.02	.31^{**}
	Sig. (2-tailed)	.00	.11	.71	.00
Intellectual & school status (ISC)	Corr. Coeff.(r_s)	.25^{**}	-.03	.03	.38^{**}
	Sig. (2-tailed)	.00	.63	.60	.00
Behavior (BSC)	Corr. Coeff.(r_s)	.08	-.08	.06	.18^{**}
	Sig. (2-tailed)	.21	.18	.37	.00
Popularity (PSC)	Corr. Coeff.(r_s)	.07	-.09	-.02	.23^{**}
	Sig. (2-tailed)	.20	.12	.71	.00
Freedom from anxiety (ASC)	Corr. Coeff.(r_s)	.09	-.14[*]	.01	.13[*]
	Sig. (2-tailed)	.19	.02	.84	.04
Happiness & satisfaction (HSC)	Corr. Coeff.(r_s)	.15[*]	-.04	.02	.32^{**}
	Sig. (2-tailed)	.01	.47	.74	.00
Physical appearance & attributes (PhySC)	Corr. Coeff.(r_s)	.23^{**}	.03	-.03	.19^{**}
	Sig. (2-tailed)	.00	.64	.60	.00
Academic performance	Corr. Coeff.(r_s)	.13[*]	.05	.03	-
	Sig. (2-tailed)	.03	.47	.60	-
Age	Corr. Coeff.(r_s)	-.03	-	-.09	.05
	Sig. (2-tailed)	.69	-	.15	.47
Level of giftedness	Corr. Coeff.(r_s)	.13[*]	-.09	-	.03
	Sig. (2-tailed)	.04	.15	-	.60

Note: Spearman's correlation (r_s)

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

4.5.1 Correlation between self-concept and academic performance

The correlation coefficients mentioned in table 6 indicate several positive correlational relationships. With reference to self-concept it is observed that overall self-concept ($r_s = .31$), intellectual and school status ($r_s = 0.38$) are positively and significantly correlated with academic performance at 0.01 level of significance. Other dimensions of self-concept behavior ($r_s = .18, p < 0.01$), popularity ($r_s = .23, p < 0.01$), freedom from anxiety ($r_s = .13, p < 0.05$), happiness and satisfaction ($r_s = .32, p < 0.01$) as well as physical appearance and attributes ($r_s = .19, p < 0.01$) are also significantly correlated with academic performance for each dimension. Thus, it can be implied that higher the self-concept, higher the academic performance. And lower academic performance would indicate a low self-concept.

4.5.2 Correlation between self-concept, academic performance with age, and level of giftedness

The sample constituted of gifted children in the age group of 10 to 14 years. Age seemed to be correlated negatively with only the freedom from anxiety dimension of self-concept ($p < 0.05$). The correlation coefficient is negative ($r_s = -.14$) which indicates that as age increases children perceive themselves to be more anxious. Age was not found to be significantly correlated with any other dimension of self-concept, academic performance, nor with level of giftedness nor SES.

Considering all children in the sample are intellectually gifted and have I.Q in the range of 95 to 99+ Percentile Rank; it was not significantly correlated to most of the variables as observed in table 6. The only variable level of giftedness is significantly correlated with is SES ($r_s = .13, p < 0.05$). This indicates that higher socio-economic status of a child correlates with a higher level of intelligence. Besides this, there was no significant relationship of level of giftedness with self-concept, its six dimensions, academic performance, and age.

4.5.3 Gender based differences in self-concept and academic performance

In the descriptive survey part of this research in addition to correlational relationships, gender based comparisons were also conducted. The Mann Whitney *U* test which is a non-parametric equivalent of independent t-test was used on all the variables.

Table 7

Gender-based comparison in self-concept and academic performance

Variable	Boys (n= 144) <i>Mean</i>	Girls (n= 119) <i>Mean</i>	Z	Asymp. Sig. (2-tailed)
Overall self-concept	59.15	62.39	-2.31	.02*
Intellectual & school status	13.08	14.35	-3.95	.00**
Behavior	12.56	13.15	-2.39	.02*
Popularity	9.14	9.65	-1.81	.07
Freedom from anxiety	8.89	8.63	-1.17	.24
Happiness & satisfaction	7.40	7.95	-3.56	.00**
Physical appearance and attributes	8.31	8.66	-1.42	.15
Academic Performance	183.81	204.50	-6.01	.00**

Note: Mann-Whitney *U* test

* $p < .05$

** $p < .01$

The results from the Mann Whitney *U* test indicate that there are significant differences between girls and boys in overall self-concept ($z = -2.31$ and $p = .02$). The

mean for girls is higher than for boys (refer to table 7) indicating that gifted girls have a significantly higher self-concept than gifted boys. Similar differences can be noted in intellectual and school status ($z = -3.95$ and $p = .00$); behavior ($z = -2.39$ and $p = .02$) and happiness and satisfaction ($z = -3.56$ and $p = .00$) dimensions of self-concept. The mean for girls is higher on each of these dimensions. Thus, it can be noted that gifted girls have a more positive intellectual and school status, behavior and happiness and satisfaction self-concept as compared to gifted boys.

In academic performance as well, gifted girls show a significantly higher mean score than gifted boys as indicated in the table above ($z = -6.01$ and $p = .00$).

4.5.4 Correlation between self-concept, academic performance and socio-economic status

Socio-economic status significantly correlated with OSC ($r_s = .26$, $p < 0.01$) as well as three sub-domains of self-concept namely ISC ($r_s = .25$, $p < 0.01$), HSC ($r_s = .15$, $p < 0.01$) and PhySC ($r_s = .23$, $p < 0.05$). So, it can be said that higher the socio-economic status of a gifted child, higher their overall self-concept, intellectual and school status, happiness self-concept as well as physical appearance and attributes dimensions. Additionally, SES also shows a significant positive correlation with academic performance ($r_s = .13$, $p < 0.05$).

4.6 Comparative analysis between those having knowledge of being gifted and those who do not

To test the hypotheses, mean differences were computed using statistical tests to analyze the difference between group 1 who had knowledge of being gifted and group 2 who did not.

Differences between the two groups on overall self-concept and its five dimensions were computed using the Mann Whitney *U* test which is the non-parametric alternative for independent sample t-test. The physical appearance and attributes dimension was not included in this analysis as it was not relevant to assess the effect of being identified as gifted. Academic performance among the two groups was also compared using the Mann Whitney *U* test presented below.

4.6.1 Effect of knowledge of being gifted on self-concept and its dimensions

The two matched groups were compared using Mann-Whitney *U* Test on self-concept, and its five dimensions. Group 1 constitutes of those children who had knowledge of being gifted and group 2 of those who did not know they are gifted. The results obtained have been summarized in table 8.

Table 8

Comparison of two groups on self-concept and its dimensions

Variable	Group 1 <i>Mean</i>	Group 2 <i>Mean</i>	<i>Z</i>	Asymp. Sig. (2-tailed)
Overall self-concept	65.74	63.51	-1.79	.07
Intellectual & school status	15.30	14.89	-1.40	.16
Behavior	13.17	13.01	-0.44	.66
Popularity	9.81	9.71	-0.83	.41
Freedom from anxiety	9.46	9.07	-0.96	.34
Happiness & satisfaction	8.03	7.89	-1.37	.17

Note: Mann-Whitney *U* test

The first hypothesis stated that there will be no significant difference on overall self-concept between underprivileged children who have the knowledge of being gifted and those who do not. The results indicate that indeed the same that there is no significant difference between the identified and not identified group on overall self-concept ($z = -1.79$ and $p = .07$). Thus, the first null hypothesis is retained.

The results for comparison on intellectual and school status dimension of self-concept gave values of $z = -1.40$ and $p = .16$ indicating that there is no significant difference between underprivileged children who had the knowledge of being gifted and those who did not on this dimension of self-concept thus retaining the second null hypothesis as well.

The third hypothesis stated that there will be no significant difference between underprivileged children who have the knowledge of being gifted and those who do not on the behavior dimension of self-concept which was retained ($z = -0.44$, $p = .66$). The fourth hypothesis was also retained considering the values of $z = -0.83$ and $p = .41$ indicating that there is no significant difference between underprivileged children who have the knowledge of being gifted and who do not on popularity dimension of self-concept.

The comparison on freedom from anxiety dimension ($z = -0.96$, $p = .34$) indicated that there was no significant difference between underprivileged children who have the knowledge of being gifted and those who do not. For the last dimension of self-concept the hypothesis was also retained which stated that there will be no significant difference between underprivileged children who have the knowledge of being gifted and those who do not on happiness and satisfaction dimension of self-concept ($z = -1.37$, $p = .17$).

Thus, the p values in table 8 suggest that all the null hypotheses were retained as there was no significant difference between children from underprivileged backgrounds who had the knowledge of being gifted and those who did not on overall self-concept and its five dimensions.

4.6.2 Effect of knowledge of being gifted on academic performance

The Mann Whitney U test was conducted on academic performance scores comparing the two groups. The p values in table 9 indicate that there was no significant difference between the two groups ($z = -0.58$, $p = .56$). Thus, the null hypothesis stating that there will be no significant difference on academic performance between underprivileged children who are identified as gifted and those not-identified was retained.

Table 9

Comparison of the two groups on academic performance

	Group 1	Group 2	Z	p
	<i>Mean</i>	<i>Mean</i>		
Academic Performance	191.99	195.23	-0.58	.56

Note: Mann-Whitney U test

Given the above statistical evidence it appears that identification and subsequent labeling did not result in any significant difference on self-concept and academic performance between underprivileged children who had knowledge of being gifted and those who did not.

4.7 Summary of Results

In the table below, a summary has been created of research objective, hypothesis, statistical test employed to analyze the data, the result and the conclusion.

Table 10***Summary of results for the descriptive survey***

Research Objective	Hypothesis	Statistical test	Result	Conclusion
To translate the children's self-concept scale for underprivileged gifted children.	N. A.	Reliability Analysis	Cronbach's Alpha =.84	Satisfactory reliability for full scale
To explore the relationship between overall self-concept and academic performance of underprivileged gifted children.	N.A.	Spearman's correlation coefficient (r_s)	$r_s = .31^{**}$ (OSC) $r_s = .38^{**}$ (ISC) $r_s = .18^{**}$ (BSC) $r_s = .23^{**}$ (PSC) $r_s = .13^*$ (ASC) $r_s = .32^{**}$ (HSC) $r_s = .19^{**}$ (PhySC)	There were positive significant correlations between overall self-concept, its six dimensions and academic performance.
To explore relationships between age and self-concept and its dimensions.	N.A.	Spearman's correlation coefficient (r_s)	$r_s = -.10$ (OSC) $r_s = -.03$ (ISC) $r_s = -.08$ (BSC) $r_s = -.09$ (PSC) $r_s = -.14^*$ (ASC) $r_s = -.04$ (HSC) $r_s = .03$ (PhySC)	There was a significant negative correlation between age and freedom from anxiety self-concept.

Research Objective	Hypothesis	Statistical test	Result	Conclusion
To explore relationships between age and academic performance.	N.A.	Spearman's correlation coefficient (r_s)	$r_s = .05$	There was no significant relationship between age and academic performance.
To explore relationship between level of giftedness, self-concept and its dimensions.	N.A.	Spearman's correlation coefficient (r_s)	$r_s = .02$ (OSC) $r_s = .03$ (ISC) $r_s = .06$ (BSC) $r_s = -.02$ (PSC) $r_s = .01$ (ASC) $r_s = .02$ (HSC) $r_s = -.03$ (PhySC)	There was no significant relationship between level of giftedness, self-concept and its dimensions.
To explore relationship between level of giftedness and academic performance.	N.A.	Spearman's correlation coefficient (r_s)	$r_s = .03$	There was no significant relationship between level of giftedness and academic performance.
To explore relationship between level of giftedness and socio-economic status.	N.A.	Spearman's correlation coefficient (r_s)	$r_s = .13^*$	There was a significant positive relationship between level of giftedness and socio-economic status.
To explore relationship between level of giftedness and age.	N.A.	Spearman's correlation coefficient (r_s)	$r_s = -.03$	There was no significant relationship between level of giftedness and age.

Research Objective	Hypothesis	Statistical test	Result	Conclusion
To explore relationships between socio-economic status and self-concept and academic performance.	N.A.	Spearman's correlation coefficient (r_s)	$r_s=.26^{**}$ (OSC) $r_s=.25^{**}$ (ISC) $r_s=.08$ (BSC) $r_s=.07$ (PSC) $r_s=.09$ (ASC) $r_s=.15^*$ (HSC) $r_s=.23^{**}$ (PhySC)	There was a significant positive correlation between socio-economic status and overall self-concept as well as dimensions related to intelligence, happiness and physical appearance.
To explore relationships between socio-economic status and academic performance.	N.A.	Spearman's correlation coefficient (r_s)	$r_s=.13^*$	There was a significant positive correlation between socio-economic status and academic performance.
To explore relationships between gender and self-concept and its dimensions.	N.A.	Mann Whitney U test	$p=.02^*$ (OSC) $p=.00^{**}$ (ISC) $p=.02^*$ (BSC) $p=.07$ (PSC) $p=.24$ (ASC) $p=.00^{**}$ (HSC) $p=.15$ (PhySC)	There was a significant difference between boys and girls in overall self-concept and its dimensions- ISC, BSC and HSC.
To explore relationships between gender and academic performance.	N.A.	Mann Whitney U test	$p=.00^{**}$	There was a significant difference between boys and girls in academic performance.

* $p < .05$, ** $p < .01$

Table 11 Summary of results for comparison between those having knowledge of being gifted and those who do not

Research Objective	Hypothesis	Statistical test	Result	Conclusion
To compare the self-concept of underprivileged gifted children who have the knowledge of being gifted and those who do not.	There will be no significant difference in overall self-concept between underprivileged children who know they are gifted and those who do not.	Mann Whitney <i>U</i> test	$p=.07$	Null hypothesis retained.
	There will be no significant difference in intellectual and school status dimension of self-concept between underprivileged children who know they are gifted and those who do not.	Mann Whitney <i>U</i> test	$p=.16$	Null hypothesis retained.
	There will be no significant difference in behavior dimension of self-concept between underprivileged children who know they are gifted and those who do not.	Mann Whitney <i>U</i> test	$p=.66$	Null hypothesis retained.

Research Objective	Hypothesis	Statistical test	Result	Conclusion
	There will be no significant difference in popularity dimension of self-concept between underprivileged children who know they are gifted and those who do not.	Mann Whitney <i>U</i> test	$p=.41$	Null hypothesis retained.
	There will be no significant difference in freedom from anxiety dimension of self-concept between underprivileged children who know they are gifted and those who do not.	Mann Whitney <i>U</i> test	$p=.34$	Null hypothesis retained.
	There will be no significant difference in happiness and satisfaction dimension of self-concept between underprivileged children who know they are gifted and those who do not.	Mann Whitney <i>U</i> test	$p=.17$	Null hypothesis retained.
To compare the academic performance of underprivileged gifted children who have the knowledge of being gifted and those who do not.	There will be no significant difference in academic performance between underprivileged children who know they are gifted and those who do not.	Mann Whitney <i>U</i> test	$p=.56$	Null hypothesis retained.

4.8 Discussion

Gifted students' self-concept is an important non-cognitive factor that affects their achievement. There are several personal factors like age, gender, level of giftedness that affects both self-concept and academic achievement. Additionally socio-economic status and labelling are external factors that might contribute to a positive self-concept. The researcher attempts to understand the relationship between these personal and environmental factors affecting self-concept and academic achievement of gifted children from underprivileged backgrounds.

4.8.1 Relationship between self-concept and academic performance

To explore relationships among self-concept, its six dimensions, academic performance, age, level of giftedness, and socio-economic status correlations were computed. A correlational research involves collecting data from a sample of individuals to determine the degree of the relationships between two or more variables for the possibility to make predictions based on these relationships (Kalaian, 2008). The findings of the current study indicated that overall self-concept and all its six dimensions were significantly correlated with academic performance. This supports previous research studies that state that there is a reciprocal relationship between self-concept and academic performance (Bain, & Bell, 2004; Çakir, 2014; Preckel et al., 2017; Villatte et al., 2014).

From the value of correlation coefficients for each of the dimensions it is observed that highest coefficient belongs to intellectual and school status dimension followed by overall self-concept. The relationship is significant but lowest in degree for freedom from anxiety dimension. Supporting evidence for such a finding is offered in the manual of the children's self-concept scale which states that ISC is found to be correlated more highly with academic achievement than with overall self-concept among non-gifted children (Adsul, 2011; Sharma, 1985 as cited in Ahluwalia and Singh, 2005). The results from the present study indicate that gifted children who are high achievers evaluate themselves as being good with school-work, perceive themselves as having good academic skills (reading and writing), receive positive attention from others (teachers,

classmates and friends) for their ideas, and intelligence and rarely worry about being left out from the social groups. Similar findings are stated by Goldberg and Cornell (1998) who found that higher academic and social self-concepts led to higher academic achievement.

In reference to the group of gifted children from disadvantaged groups such as the one in the current study; academic success might bring positive attention from significant others thus enhancing self-evaluation in even unassociated (with academics) areas of self-concept. Many of these children are first generation learners and high academic achievement is an important indicator and a matter of pride for the family. It is also important to note that despite having high intelligence, gifted children with poor performance in academics would have a lower self-concept. This has been supported with previous research that suggests a positive relationship of academic achievement with self-concept domains of intellectual and school status, behaviour, and popularity (Adsul, 2011; Bain, & Bell, 2004; Kao & Kellegrew, 2000). High academic achievement thus, is a key to enhance self-concept of gifted children. As both these variables share a reciprocal relationship (Preckel et al., 2017; Villatte et al., 2014), enhancing self-concept can in turn help to improve a gifted child's academic performance. Thus while designing programs for nurturing gifted children, it is important to consider both aspects of academic skill building and self-concept enhancement, especially for those who are underachieving and come from underprivileged backgrounds.

4.8.2 Relationship between self-concept, academic performance with age, and level of giftedness

Self-concept is affected by every developmental milestone. As the current sample constituted of pre-adolescent (10 to 12 years of age) and adolescent gifted children (13 to 14 years of age), the researcher was interested in making a comparison between the two groups. Findings indicated that there was no significant relationship of age with almost all self-concept dimensions. An exception to this was the freedom from anxiety dimension which was negatively correlated with age. This indicates that as gifted

children move towards adolescence, they experience worry, anxiety, and fear of being left out. Support for this comes from studies by Marsh (1989) and Yeung (2011) who found that self-concept scores start lowering around preadolescence. Infact, Lawrence (2009) noted that gifted children from disadvantaged backgrounds are more susceptible to anxiety. As adolescence approaches, children struggle to form their own identity and are conflicted over fitting-in with peers. Some adolescents are reluctant to take opportunities when offered, which may be due to underdeveloped psychosocial skills (Subotnik, Olszewski-Kubilius, and Worrell, 2018). This has been observed during the nurturing programs offered to gifted children that the researcher has been a part of. Adolescent gifted children are much more reluctant to share, express themselves and ask questions than younger children. Infact, adolescent children take longer to build rapport with the facilitators and are more susceptible to dropping out of programs while the younger children show an insatiable thirst for knowledge, connection and learning opportunities. This finding supports existing literature by promoting the need to incorporate non-cognitive or psychosocial aspects in gifted programs such as developing a positive self-concept, imparting coping skills for negative emotional experiences (Neihart, 1999; Olszewski-Kubilius & Thomson, 2015; Sisk, 2005), more so for the adolescent gifted group.

The more children deviate from the norm, in this case it being level of intelligence; the more they experience a feeling of being ‘different’ from others. This results in increased social distance from peer group or a downplay of their intelligence in the social context (Coleman & Cross, 1988; Cross, Coleman, & Stewart, 1993; Meadows & Neuman, 2017). The researcher was curious to understand whether an increased level of intelligence enhanced or lowered a gifted child’s self-concept. The results clearly indicate that for extremely gifted children who score 99+ Percentile rank, intelligence level does not enhance their self-perception in intellectual or any other dimensions of self-concept. Van Boxtel and Monks (1992) note that self-concept is not as closely related to intelligence as it is to academic achievement which is reiterated by the findings of this study.

Additionally, level of giftedness did not show any significant relationship with

academic performance. One of the reasons for this could be that all children in the sample were drawn from the restricted range of 95 Percentile Rank and above on an intelligence test. Perhaps including children from varied levels of intelligence could help to establish a clear relationship between intelligence, self-concept and academic achievement.

Furthermore, gifted children from underprivileged backgrounds have personal factors beyond intelligence like psychosocial skills, coping skills, as well as environmental factors like family's income level, attitude of parents towards education, parental level of education (Baker, Bridger, & Evans, 1998; Burney & Beilke, 2008; Merrotsy, 2013; Peterson, Duncan, & Canady, 2009) which affect their self-concept and academic achievement. Gifted children have abstract ideas, problem solving and reasoning abilities, show high curiosity and potential leadership ability. These might not be the characteristics which are valued by lower-income families, from rural areas. Instead, high academic achievement seems to be an important criterion that brings recognition to children thereby enhancing self-perception about their abilities and behavior.

4.8.3 Gender based differences in self-concept and academic performance

Gender-linked socialization has far reaching effects on self-perception and academic success of girls. The results of this study indicated favorable results for girls on a few factors. Girls appeared to have higher overall self-concept as well as intellectual and school self-concept. This was also the case for behavior dimension and happiness and satisfaction. This indicates that as compared to intellectually gifted boys, the group of gifted girls perceived themselves more positively with respect to intellectual abilities, being responsible and feelings of well-being, satisfaction, and happiness. This is contrary to previous findings where girls had lower academic self-concept and lower scores on happiness and satisfaction (Preckel et al., 2008; Sarouphim, 2011).

Girls also showed higher scores on academic performance than boys which correspond to the higher scores on intellectual and school status dimension of self-

concept. Even so, this is a positive indication in the cultural context of semi-urban and rural areas of Pune district. Could it be that girls with higher intelligence perform well in academics which results in a more positive self-concept? Girls from underprivileged backgrounds certainly value academics as it gives them an opportunity to find recognition for their intellectual abilities outside the home environment, away from the responsibility of home chores and care-taking of younger siblings. Girls are able to perceive academic learning as an opportunity that was denied to their mothers resulting in work opportunities limited to being domestic help or laborers. This might have enhanced their sense of well-being and satisfaction in life as compared to boys. School is the only space where girls visibly outperform boys and receive the due recognition for their abilities from parents and teachers compared to gender based disparity in treatment received in the community. Might this be a result of higher intelligence or applicable to girls across the I.Q. spectrum who are high academic achievers remains to be explored in future studies.

4.8.4 Relationship between self-concept, academic performance and socio-economic status

Socio-economic status showed a positive relationship with a gifted child's overall self-concept, intellectual and school status, happiness, as well as physical appearance and attributes dimensions of self-concept. Socio-economic status consists of income, parental education and social status related aspects. The findings of this study indicate that higher the income of the family, higher the educational level of parents, and higher caste would contribute to a positive self-concept among gifted children. In other words, gifted children whose parent's educational, occupational and social status is high perceive themselves as intelligent, as capable of doing school work, and having good ideas. Gupta (2014) has indicated that caste and father's level of education affects the intellectual and academic dimension of self-concept among general population which is similar to the current findings of gifted population.

Interesting to note is that certain dimensions of self-concept did not show any relationship with socio-economic status. For instance, there is no difference in the

behavior, popularity and freedom of anxiety dimensions of self-concept based on the level of disadvantage experienced by a gifted child in their external environment. Marsh and Parker (1984) explain that gifted children from higher socio-economic status may consider academics and school as important determinants of their self-concept and not their social image. Hanscombe, Trzaskowski, Haworth, Davis, Dale, and Plomin (2012) note that children from disadvantaged backgrounds tend to experience more instability at home; noisier, more crowded homes and neighbourhoods with poorer facilities and inferior schools. So, it is plausible that these environmental factors along with some personal factors like peer group acceptance, experience of bullying, or the experience of being labeled as gifted might affect these dimensions of self-concept which are not accounted for in this study.

Academic performance was positively correlated with socio-economic status. This indicates that those gifted children belonging to higher socio-economic status are likely to score higher in academics in school. Furthermore, a higher family income and higher caste and social status also shows a positive correlation with level of giftedness. When put together, one can note that those from higher socio-economic backgrounds which in this sample were gifted children from middle class, semi-urban and rural areas are likely to have a higher I.Q. score, higher overall and academic self-concept and higher academic performance. Alternatively what is concerning is that children coming from a lower socio-economic background may score low on intelligence tests (Chandra & Azimuddin, 2013; Von Stumm, & Plomin, 2015) and academic achievement tests. This certainly confirms the double disadvantage experienced by gifted children from disadvantaged backgrounds whose potential might not be recognized as they lack test-taking skills, confidence and language ability to showcase their potential. This might put them at risk of not being identified as gifted and thus being deprived of opportunities to learn and nurture their potential. Olszewski-Kubilius and Corwith (2018) rightly state the negative effect of poverty on children's educational achievement and accomplishment at every level of schooling, primarily through greatly reducing their opportunities to learn. Indian studies reviewed in the previous section reveal that there is a lacuna in research which examines effect of environmental factors like caste, family income, on self-

concept among the gifted population. Even so, Gupta (2014), Sen and Saxena (1997), and Verma and Thakur (1993) report differences in self-concept of children based on caste which support the findings of this study. Socio-economic class and caste forms an important aspect of one's identity and affects one's self-concept. Plucker and Barab (2005) propose that the goal of educators should be to design social contexts in which children's gifted behavior has an opportunity to emerge and be nurtured. Future researchers can try to understand how to reduce the impact of belonging to a lower caste and class such that these gifted children can seek opportunities for their growth and development.

4.8.5 Comparison between those having knowledge of gifted and those who do not

Labeling which is a result of identification is a social process that can have both positive and negative effects on the labeled child. According to Davis and Rimm (2004), labels cause children to perceive themselves differently. Giftedness is also a label that is useful to provide appropriate educational services to children who have potential but at the same time can cause separation from their social groups. In the current study, one group of underprivileged gifted children had the knowledge of being gifted and the other group, although gifted did not know, was not labeled. The effect of having knowledge of being gifted is discussed below firstly, with respect to self-concept and its five dimensions and then with respect to academic performance. Limitations of the study are also stated briefly towards the end of the chapter.

4.8.5.1 Effect of knowledge of being gifted on self-concept and its dimensions

Self-concept is a derivative of one's assessment of their abilities and traits. It is dynamic in nature and develops as a result of interactions with others and the environment. According to Higgins (1996), a person cannot set proper goals for adapting to an environment without knowing his or her own capability, strengths and weakness. This may be especially important for children from underprivileged background who

need high adaptability to overcome existing hurdles and strive for success. Therefore, it is important to understand how the self-knowledge of being gifted might affect the self-concept of gifted children from underprivileged backgrounds. The current study tested the hypothesis that knowledge of being gifted would not affect gifted children's overall self-concept and its dimensions.

Previous studies on effects of labeling on the gifted have implored the need for including a non-labeled comparison group to validate the results (Makel, 2009; Moulton Moulton, Housewright, & Bailey, 1998). Thus, this study compared scores between children who had knowledge of being gifted and those who were gifted but were not told so. The results revealed that there was no significant difference between the two groups on overall self-concept after being identified as gifted. Incidentally, self-concept is highly influenced by feedback received from others. According to Bergner and Holmes (2000) self-concept can be changed if the status assigned to the individual is changed by significant others in their lives. In this study, the knowledge of being gifted was limited only to the identified gifted children; their parents, teachers and peers were not given this information. Ford (2007) notes that for children from low socio-economic backgrounds; teachers and parents are likely to be blinded to their potential and strengths. Due to this, there may have been no change in the feedback or the assigned status that the identified gifted children received from significant others. As established from findings in the descriptive part of the survey, self-concept has a significant relationship with academic achievement. It is plausible that high academic achievement is more valued in the underprivileged community than giftedness which is not clearly understood. As the sample moreover belonged to high academic achievers; they may already have a positive self-concept; thereby reducing the scope of impact of mere labeling. Thus, in the absence of change in the socially assigned status of the identified gifted children, and lack of participation in a gifted program might be probable reasons for no significant difference found between the identified and not identified group on overall self-concept.

Self-concept is multi-faceted and research provides strong evidence for the need to assess its specific dimensions to understand the impact of any phenomenon. Thus, the effect of identification was also assessed on five dimensions of self-concept. Results

suggest that there was no significant difference on any dimension of self-concept between the identified and not identified group of gifted children. This shows that the communities to which these children belong, value academic achievement, higher caste and social class more than just the label of being ‘gifted’.

Could it be that among this group of underprivileged gifted children, being intelligent was not perceived as a desired quality in their social groups? Or is it an indication that being identified as gifted did not change the nature of social interactions of gifted children. Research studies which show that social self-concept of gifted children is adversely affected due to identification; also include the aspect of participation in a gifted program (Chan, 2002; Janos et al., 1985). When gifted children are segregated or attend an exclusive program, their social comparison group changes. It is plausible that unless giftedness is considered as a valuable asset among peers or there is a change in the social grouping, being identified as gifted may not affect the popularity dimension of self-concept of gifted children.

Freeman, Raffan, and Warwick (2010) who state that labeling a child as gifted often reflects local stereotypes and consequent expectations, whether of difficult behavior or advanced maturity. They further indicate that these beliefs often become self-fulfilling and caution against gifted children misconstruing what is expected of them, leading to feeling stressed, unhappy or on the other hand feeling more positive, capable and worthy. As the results of this study suggests that having the knowledge of gifted does not affect the happiness and satisfaction as well as the freedom from anxiety dimensions of self-concept. This can be an indication of no negative effect of identification on gifted children from underprivileged background.

Previous literature suggests that self-knowledge which accompanies labeling helps children to become better adjusted in academic and social areas (Lo, 2014). Gates (2010) also mentioned that the way in which children are labeled influences how they feel about themselves. Although, the findings of the study are not successful in conforming these advantages of identifying and labeling gifted children; future research studies can examine the effect of labeling after the gifted children may have adequate

knowledge about the meaning of the term and experience the consequences of the label like participation in a gifted program.

4.8.5.2 Effect of knowledge of being gifted on academic performance

Gifted education programs have a positive impact on socio-culturally backward students' academic outcomes as indicated in a meta-analytic study of gifted programs for those from ethnic minority groups in the United States of America (Henfield, Woo, & Bang, 2017). The current study proposed to assess the impact of having the knowledge of being gifted alone on gifted children's academic performance. The results of effect of identification revealed that there was no significant difference between those who had the knowledge of being gifted and those who did not on academic performance. It is important to consider that the current sample of intellectually gifted children are high achievers in academics (based on the findings of the descriptive survey) who may show very different patterns of achievement and self-concept as compared to say, gifted underachievers (Behrend, 2012; Çakir, 2014; Colangelo, Kerr, Christensen, & Maxey, 1993; VanBoxtel & Monks, 1992). Future studies may need to investigate the impact of identification on academic performance by including a group of gifted underachievers and using different assessment tools to obtain some conclusive findings.

4.9 Summary

To the best of the researcher's knowledge, this study was a first attempt in the field of gifted education in India, to understand intellectually gifted children from underprivileged background with respect to their self-concept and academic performance. Additionally the researcher also examined the effect of being identified as gifted on these children. The descriptive survey enabled the researcher to explore relationships between self-concept and academic performance. Non-parametric tests were used for statistical analysis as the data was not normally distributed. A significant relationship was indicated

between overall self-concept, its six dimensions and academic performance which supports previous literature. Adolescence exacerbated the experience of anxiety among the intellectually gifted children. While, gender based differences revealed that gifted girls had a more positive self-concept as compared to boys. Additionally, socio-economic status positively affected gifted children's overall self-concept as well as three of its dimensions. Results also indicated that higher socio-economic status would result in higher intelligence and higher academic performance. This cautions educators to be vigilant about children especially from disadvantaged backgrounds who might get neglected as they might not perform well on intelligence nor achievement tests.

A comparison of scores was made between the group of gifted children who had the knowledge of being gifted and a matched group that did not. There was no significant difference on self-concept, its dimensions and academic performance between these two groups.

Chapter 5

Summary, Implications and Conclusion

5.1 Summary

Giftedness refers to innate potential for outstanding performance or exceptional ability in a general or specific area. One domain or type is intellectual giftedness which shows higher general intelligence as measured by an intelligence test. As posited correctly by Roy (2017) and Sharma (2012), if gifted individuals are nurtured, they can become a valuable human resource for a developing country like India.

India was among the first three Asian countries to have initiated a program for gifted children in 1962. This was founded by a private organization and was an exclusive school for the gifted in Pune, known as Jnana Prabodhini Prashala. Another initiative taken by the Indian government in 1986, was the Jawahar Navodaya Vidyalaya (JNV). Through this chain of schools, the government attempted to identify and develop the talented and gifted children, predominantly from rural areas. Since then, there have been other initiatives like talent search examinations and other schemes offered by the government and programs designed by private organizations for gifted children. Recently the National Education Policy (2020) recommended support for gifted students through in classroom and in school enrichment activities. Yet, it does not have clear guidelines to identify gifted children in schools. Considering the population of India, the percentage of gifted children is enormous and the above attempts fall short in addressing the needs of these children.

Due to the lack of awareness, opportunities and resources in India, high potential children remain ignorant of their talents. This is more so, in the case of gifted children from low socio-economic backgrounds, who remain unaware of their abilities, and their talent gets neglected (Sharma, 2012). Hence, it is of the utmost importance to address the needs of these children from backgrounds of limited resources. Support for this comes

from Neihart (1998), who mentioned that when a child's giftedness is acknowledged and affirmed, it helps the child to understand giftedness as a part of his or her identity. Secondly, Kitano (2007) noted that programs designed specifically for gifted children from economically disadvantaged families can enhance learning and life circumstances. For a developing country like India, the need of the hour is to identify this human resource early on in schools and nurture them. This would increase their readiness and capability to take up leadership roles such that they can contribute to their communities and the nation at large.

According to Hickey and Toth (1990), being gifted is often seen as a mixed blessing. So even if identification may enable us to serve gifted children in schools, often it has undesirable effects on the child. Robinson (1990) found that approximately 1 in 6 gifted children indicate extreme discomfort with the label. On the other hand, Kerr et al. (1988) found that giftedness was perceived as an advantage in terms of personal growth and academics but at the same time had strong negative social implications. In India, there is limited research available on giftedness and even more so on impact of being identified as gifted and hence it is difficult to determine how identification may impact the children. It has already been established above, that the underprivileged gifted who are at a double disadvantage given the paucity of resources in their environment would benefit from gifted identification and nurturing programs. Thus, this study attempted to examine non-cognitive and cognitive variables which are self-concept and academic performance, their relationship as well as the effect of age, gender, level of giftedness and socio-economic status on them.

Self-concept is a personal characteristic that develops through interaction with the environment and it has an effect on the performance of the child. Additionally, academic achievement shares a reciprocal relationship with self-concept and is an important indicator in the field of education of child's growth and future success. Studies on the self-concept of gifted children indicate that they have a higher self-concept as compared to their not gifted peers. Self-concept of gifted children is said to be affected by factors like their age, gender, school related factors, and the type of gifted programming (acceleration, pull-out, ability grouping) that the children are exposed to. Self-concept is

an important intrapersonal factor and is related to gifted potential and performance (Heller & Schofield, 2008). In fact, a belief in one's competence is central to motivation (Ryan and Deci, 2000) and is both an antecedent and an outcome of academic success (Pajares & Schunk, 2002). Academic performance, on the other hand, is affected greatly by the self-concept of the child, their socio-cultural and economic background, and lastly, teacher and parent's beliefs and expectations (Davis-Kean, 2005; Siegle & McCoach, 2018).

A review of past studies indicates that the effect of identification has been studied in several ways, most relevant to this study being how gifted children experience the label of gifted and how it affects their self-concept. The earliest studies on gifted identification focused on how the label affected the family and teachers of the child who was identified. Subsequently, studies also attempted to understand the ways in which children experienced the label of giftedness and most of these studies were qualitative in nature. It was observed that many of these studies examined the impact of gifted identification on children who were eligible for or were already enrolled in a gifted program. This is where the present study differentiates itself as it aims at exclusively studying the effect of knowledge of being gifted without overlapping it with the effect of attending a gifted program. The two studies which are most relevant to the present study were conducted by Barney (2003) and Makel (2009) who reported mixed effects of being identified as gifted on the academic dimension of self-concept and their performance. Barney's (2003) study revealed that testing for giftedness had no significant effect on the overall self-perception of gifted children. And the second study indicated that after identification and participation in a gifted program the gifted children's perception of their academic competence reduced (Makel, 2009). These studies had limitations regarding sample type and size as well as type of assessment tools; nevertheless they are valuable as they offer some indication regarding the effect of identification.

The researcher proposed to explore the relationship between self-concept and academic performance of gifted children and hence used a descriptive survey design. Furthermore, a comparison was made between a group of gifted children who had the knowledge of being gifted and those who did not. The effect of knowledge of being

gifted was examined on self-concept, its five dimensions and academic performance between the two matched groups. Gifted children who scored 95 Percentile Rank or above on a non-verbal intelligence test were selected from the database provided by Tribal Mensa Nurturing Program. The children came from low to middle socio-economic class and were in the age group of 10 to 14 years. They were enrolled in four government-aided, state board schools which were located in rural and semi-urban areas. The total sample was $N=263$ children and the Dubey and Nigam's socio-economic status scale-rural version was administered after translation in Marathi. Additionally, the researcher translated the children's self-concept scale in the local language Marathi using the back translation method and pilot tested on $n=60$ children. The scale was found to have satisfactory reliability and subsequently was administered to all the children. Academic performance was a composite score of marks obtained in five subjects in the final term examinations.

The researcher identified 70 matched pairs from the total sample half of whom had the knowledge of being gifted and the remaining who did not. Pairs were matched on age, gender, level of giftedness, school, standard and socio-economic status. The researcher hypothesized that knowledge of being gifted will have no significant effect on children. This was assumed for overall self-concept, intellectual and school status, behavior, popularity, freedom from anxiety, and happiness and satisfaction dimensions of self-concept. Similarly, there would be no significant difference in academic performance of gifted children who were identified as compared to those who were not identified.

As the data did not meet the assumptions of normality, non-parametric tests were used to analyze the data. Correlational analysis revealed that overall self-concept was positively related to academic performance. The results indicate that gifted children who are academic high achievers evaluate themselves as being smart, having good academic skills (reading and writing), being recognized by significant others for their abilities and ideas, and have a sense of being a significant part of their social groups. Similar findings have been stated by Adsul (2011), Bain and Bell (2004), and Kao and Kellegrew (2000) who reports that even for those with high intelligence, low academic achievement adversely affects self-concept in the intellectual, behavioral and social domains. High

academic achievement thus becomes a key to enhance self-concept of gifted children. And school programs for gifted children need to incorporate academic skill building along with self-enhancement programs.

There was no significant relationship between pre-adolescent and adolescent age group on almost all variables. Except the freedom from anxiety dimension of self-concept which was found to be negatively correlated to age. This indicates that as gifted children move towards adolescence, they tend to experience worry, anxiety, and fear of being left out.

The results of this study indicated favorable results for girls on overall self-concept as well as intellectual and school self-concept. This was also the case for behavior dimension and happiness and satisfaction. Thus, as compared to gifted boys, gifted girls perceive themselves more positively with respect to intellectual abilities, perceiving oneself to be more responsible and general feelings of well-being and happiness. Self-concept is an important non-cognitive moderator related to exceptional performance (Heller & Schofield, 2008). From the findings of this study it can be concluded that gifted girls have a positive self-perception of their abilities which is higher than the boys and thus corresponding higher academic performance. This surely is a positive change which shows progress in the socio-cultural environment favoring the girl child.

Academic performance was positively correlated with socio-economic status which indicated that those gifted children belonging to higher socio-economic status are likely to score higher in academics in school. Furthermore, socio-economic status also shows a positive correlation with level of giftedness. These two findings in conjunction, imply that those from middle socio-economic class are likely to have a higher I.Q. score and higher academic performance as compared to those who are from a lower SES background.

Considering all children in the sample were drawn from the top 5% on I.Q test score; it was not expected that I.Q would be correlated with self-concept. Thus, there was no significant relationship between level of giftedness and academic achievement.

Null hypotheses were established to compare the identified gifted and not identified gifted group. The analysis indicated that there was no significant difference on overall self-concept, its five dimensions and academic performance between those with the knowledge of being gifted and those who were not given the knowledge of being gifted.

Previous literature suggests that self-knowledge which accompanies labeling helps children to become better adjusted in academic and social areas (Lo, 2014). Gates (2010) also mentioned that the way in which children are labeled influences how they feel about themselves. Although, the findings of the study are not successful in conforming these advantages of identifying and labeling gifted children; future research studies can examine the effect of labeling after the gifted children may have adequate knowledge about the meaning of the term and experience the consequences of the label like participation in a gifted program.

The limitations of this study include the need to expand its scope by examining the perception of significant others (parents, teachers, peers) after identification and analyzing the effect of identification on gifted children at varied time intervals using an experimental research design.

Nonetheless, gifted children from underprivileged backgrounds need to be made aware of their intelligence and talents (Ambrose, 2002). This would help them to recognize giftedness within themselves and direct it towards academic achievement and other constructive avenues.

The implications and conclusion of the study are presented below.

5.2 Implications

1. Schools can implement gifted identification programs as it appears to not have any adverse effects on the gifted child's self-concept and achievement. This is

surely the case when social comparison groups for the gifted remain unchanged, for instance in the regular classroom.

2. As children from low socio-economic backgrounds are at a double disadvantage which results in poor performance on intelligence tests as well as school examinations. Special efforts might be required to identify gifted underachievers from underprivileged backgrounds.
3. School programs for gifted children from underprivileged backgrounds need to incorporate both academic skill building and self-concept enhancement programs.
4. There is need to address anxiety among gifted adolescents. This can be included as a specific focus area for school counselors or mentor teachers. Alternatively, addressing socio-emotional well-being of gifted adolescents needs to be an essential component for gifted programs.
5. It is important to create awareness about giftedness, their potential and their value as a human resource among the community such that it can be nurtured and utilized for nation building.

5.3 Suggestions for future research

This was a premier attempt as an empirical study to assess the self-concept and academic performance of gifted children from underprivileged backgrounds. Future studies are recommended to make significant contribution to this body of literature in India. A few suggestions are made below:

1. The study could be replicated on different types of giftedness like – gifted in visual arts, musically gifted, academically gifted, and so on to understand if the findings vary.
2. The sample could include those from different socio-economic backgrounds, and more varied geographical locations.
3. An experimental design could be used with time-series which would help to examine the effect of being identified as gifted longitudinally.

4. The methodology could include qualitative methods to understand subtle changes due to identification which may not be perceptible through standardized tests.
5. Effect of identification could be assessed on parents, teachers and peers of the gifted children and also include more intrapersonal factors like attitude towards school, achievement motivation, coping styles, social competence, and self-esteem.

5.4 Conclusion

The question of how a gifted label may affect an individual is an important research question in the field of education with implications for educators, parents, and gifted students. For many gifted individuals, it is a life-long process to understand what it means to be gifted and how they can develop their potential to the fullest. In India, there are very few accessible resources that can help this group of individuals to utilize their potential and contribute to the community and nation at large. The findings of this study clearly indicate that impoverished backgrounds might result in lower academic success, lower self-concept as well as lower intellectual abilities for children. According to Craven, Marsh, & Burnett (2004) improving self-concept is important to maximize human potential, as well as to address social problems and social inequities. Furthermore, self-concept impacts academic achievement by influencing individual's beliefs and behavior about their academic work (Dembo, 1994 as cited in Kao and Kellegrew, 2000). For gifted children from underprivileged backgrounds in India who are doubly disadvantaged; it is imperative that they are identified, recognized as gifted and are nurtured to develop their self-concept as well as academic skills.

The current study has furthered existing understanding of how identification affects gifted children in two ways. The first is, by considering impact of identification solely and not overlapping it with effect of participating in a gifted program. Secondly, by addressing gifted children from underprivileged backgrounds it has contributed to the

scant scientific literature available in giftedness research in India.

The researcher implores that gifted children have the potential to contribute to the nation's development and research findings point to creating awareness about the value of giftedness among parents, teachers and the community. This has been unanimously recommended by Kurup and Maithreyi (2012); Roy and Kurup (2016); and Sharma (2012). This will enable in creating a society where giftedness becomes a desirable and valued quality, and stereotypes like - giftedness is an elitist idea will change, thus opening doors to appropriate accommodations that match the unique learning needs of gifted children in schools.

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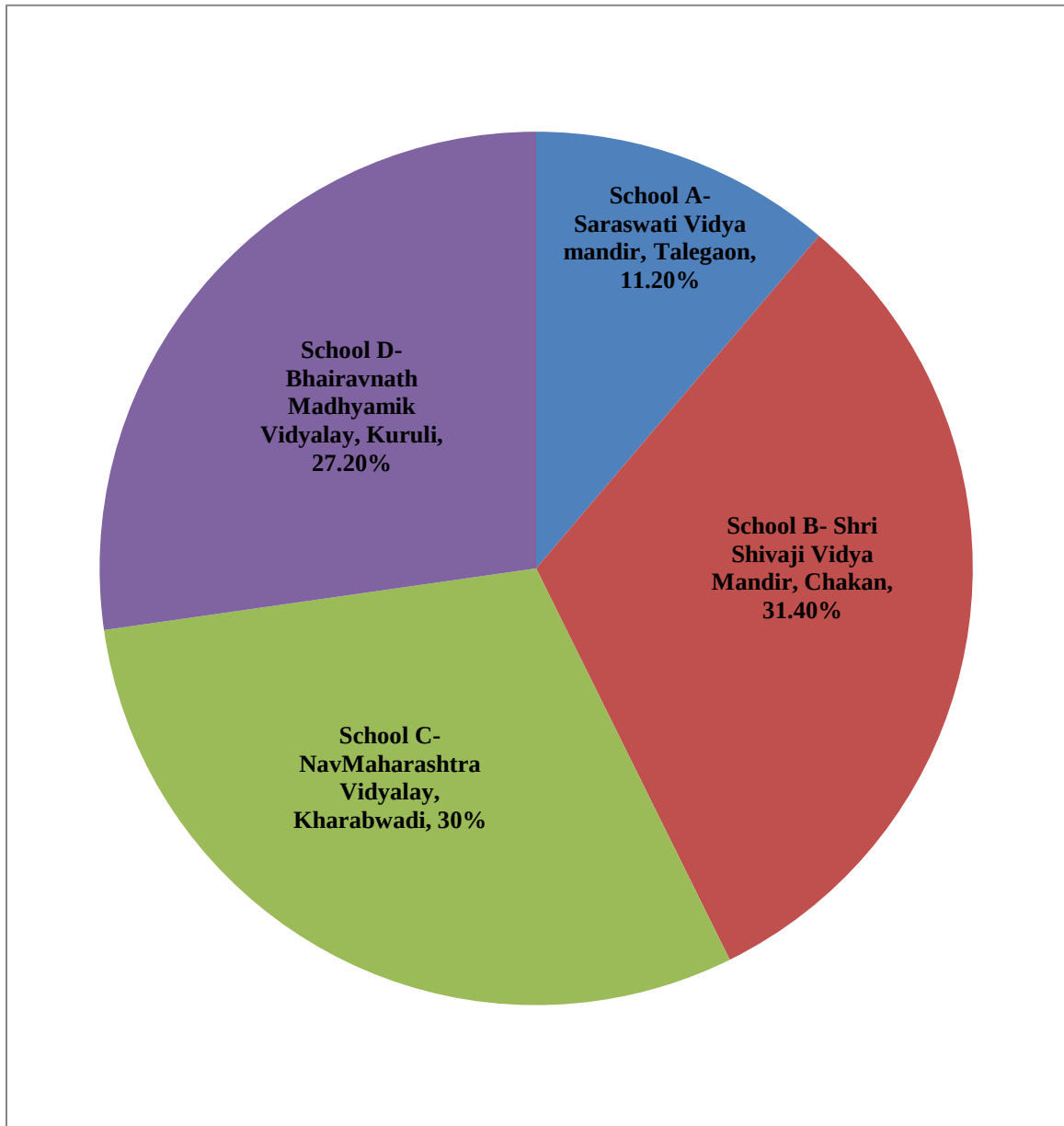
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Appendix A

Figure 1

Distribution of sample school wise for descriptive survey (N = 263)



Appendix B

Socio-Economic Status Scale- Marathi translation

सामाजिक व आर्थिक स्थिती मापन (ग्रामीण विभाग)

नाव _____ वय _____
शालेचे नाव _____ इयत्ता _____
तडिलांचा व्यवसाय _____
आईचा व्यवसाय _____
कुटुंबातील सदस्यांची संख्या — _____
माऊ — _____ बहिणी — _____ इतर — _____
घरचा पत्ता _____
गाव _____ जिल्हा _____
गावाची लोकसंख्या — _____

सूचना

प्रस्तुत मापनात तुमच्या कुटुंबाच्या सामाजिक व आर्थिक परिस्थितीविषयी काही प्रश्न विचारलेले आहेत. तुम्ही आपल्या कुटुंबाची योग्य (बरोबर) माहिती दिलेल्या रिकाम्या चौकोनात ही X खूण करून द्या.

तुम्ही जी माहिती द्याल ती गुप्त ठेवली जाईल, त्यामुळे उत्तरे निःसंकोचपणे लिहा.

प्रश्नावली

1. तुमच्या कुटुंबाचे मासिक उत्पन्न अंदाजे किती रूपये आहे?

- 50 हजार ते 40 हजार रूपये ☐
- 40 हजार रूपयांपेक्षा जास्त ☐
- 25 हजार ते 10 हजार रूपयांपर्यंत ☐
- 10 हजार रूपयांपेक्षा कमी ☐

3. तुमच्याकडे किती एकर शेत जमीन आहे?

- 50 एकरहून जास्त. ☐ (200 गुंठाहून जास्त)
- 30 ते 50 एकर. ☐ (120 ते 200 गुंठा)
- 10 ते 30 एकर. ☐ (40 ते 120 गुंठा)
- 10 एकर पेक्षा कमी ☐ (40 गुंठा पेक्षा कमी)

2. तुम्ही राहता ते घर कोणत्या भागात आहे?

- जिथे खूप श्रीमंत लोक राहात आहेत ☐
- जिथे मध्यमवर्गीय लोक राहतात. ☐
- जिथे शेतकरी किंवा मजूर राहतात. ☐
- जिथे गरीब लोक राहतात. ☐

4. तुमच्या स्वतःच्या घर, शेत-जमीन व इतर संपत्तीचे मूल्य (किंमत) अंदाजे किती असेल?

- 40 लाखाहून अधिक. ☐
- 20 लाख ते 40 लाख. ☐
- 10 लाख ते 20 लाख. ☐
- 10 लाख किंवा त्याहून कमी ☐

5. तुमच्या वडिलांचे शिक्षण किती झालेले आहे?

- पदवीपेक्षा जास्त (पदव्युत्तर) ☐
- पदवी पर्यंत ☐
- उच्चतर माध्यमिक ☐
- माध्यमिक किंवा काहीही नाही. ☐

6. तुमच्या आईचे शिक्षण किती झालेले आहे?

- पदवीपेक्षा जास्त (पदव्युत्तर) ☐
- पदवी पर्यंत ☐
- उच्चतर माध्यमिक ☐
- माध्यमिक किंवा काहीही नाही. ☐

7. तुमच्या भावंडांचे शिक्षण किती झालेले आहे?

- पदवीपेक्षा जास्त (पदव्युत्तर) ☐
- पदवी पर्यंत ☐
- उच्चतर माध्यमिक ☐
- माध्यमिक किंवा काहीही नाही. ☐

8. तुमचे वडील कोणत्याही संस्थेत किंवा पंचायतीत एखाद्या पदावर काम करतात का?

- सरपंच ☐
- पंच ☐
- सदस्य ☐
- कोणत्याही पदावर नाहीत ☐

9. तुमची आई कोणत्याही पदावर आहे का?

- सरपंच ☐
- पंच ☐
- सदस्य ☐
- कोणत्याही पदावर नाही ☐

10. तुमची भावंडं कोणत्याही संस्थेत किंवा पंचायतीत एखाद्या पदावर काम करतात का?

- सरपंच ☐
- पंच ☐
- सदस्य ☐
- कोणत्याही पदावर नाही. ☐

11. तुमच्या पालकांकडे किती जनावरे (गाई, म्हशी इ.) आहेत?

- 10 पेक्षा जास्त ☐
- 5 ते 10 ☐
- 2 ते 5 ☐
- एक किंवा अजिबात नाहीत. ☐

12. तुमच्याकडे एकंदर किती वाहने आहेत?

- एक ट्रॅक्टर, एक बैलगाडी आणि मोटरसायकल (बाईक) ☐
- एकाहून जास्त मोटरसायकली (बाईक) आणि बैलगाडी ☐
- मोटरसायकल (बाईक) ☐
- एक सायकल किंवा काहीच नाही ☐

13. तुमच्या कुटुंबाचा दरमहा पेट्रोल व डिझेलवर किती खर्च होतो?

- तीन हजार रुपयांपेक्षा जास्त ☐
- एक हजार ते तीन हजार रुपयांपर्यंत ☐
- 500 ते एक हजार रुपयांपर्यंत ☐
- काहीही नाही ☐

14. तुमच्या कुटुंबात मोबाईल व टेलिफोनवर किती खर्च होतो?

- एक हजार रुपयांहून जास्त ☐
- 500 ते एक हजार रुपयांपर्यंत ☐
- 500 रुपयांहून कमी ☐
- अजिबात नाही ☐

15. तुमच्या घराचा विजेचा खर्च अंदाजे दरमहा किती होतो?

- 500 रुपयांपेक्षा जास्त ☐
- 300 ते 500 रुपयांपर्यंत ☐
- 100 ते 300 रुपयांपर्यंत ☐
- 100 रुपयांहून कमी/अजिबात नाही. ☐

16. तुमच्याकडे वर्तमानपत्र/मासिकांवर अंदाजे दरमहा किती खर्च होतो?

- 200 रुपयांपेक्षा जास्त ☐
- 100 ते 200 रुपयांपर्यंत ☐
- 100 रुपयांहून कमी ☐
- अजिबात नाही. ☐

17. तुमच्या शिक्षणावर दरमहा किती खर्च होतो?

- 500 रुपयांपेक्षा जास्त ☐
- 300 ते 500 रुपयांपर्यंत ☐
- 100 ते 300 रुपयांपर्यंत ☐
- 100 रुपयांहून कमी/अजिबात नाही ☐

18. तुम्हाला दरमहा किती रुपये हातखर्चासाठी मिळतात?

- 500 रुपयांपेक्षा जास्त ☐
- 300 ते 500 रुपयांपर्यंत ☐
- 100 ते 300 रुपयांपर्यंत ☐
- 100 रुपयांहून कमी/अजिबात नाही ☐

19. तुमच्याकडे घरकामासाठी किती नोकर/मोलकरणी आहेत?

- 3 किंवा जास्त ☐
- दोन ☐
- एक ☐
- एकपण नाही ☐

20. तुमचा सामाजिक वर्ग कोणता आहे?

- उच्च वर्ग (श्रीमंत) ☐
- उच्च-मध्यम वर्ग ☐
- मध्यम वर्ग ☐
- निम्न वर्ग ☐

21. सार्वजनिक कार्यक्रमात तुमच्या पालकांना किती महत्त्व दिलं जातं?

- अध्यक्ष/प्रमुख पाहुणे ☐
- आमंत्रित सदस्य ☐
- सामान्य सदस्य ☐
- आमंत्रण नसते ☐

22. कोणत्याही सार्वजनिक कार्यक्रमाच्या वेळी पालकांसाठी कुठली आसने आरक्षित ठेवलेली असतात?

- पहिल्या ओळीत ☐
- मधल्या ओळीत ☐
- मागील ओळीत ☐
- अनिश्चित ☐

23. तुमचे पालक कोणत्याही सामाजिक संस्थेच्या मान्य पदावर आहेत का?

- अध्यक्ष/उपाध्यक्ष ☐
- सचिव (सेक्रेटरी) ☐
- सामान्य सदस्य ☐
- कोणत्याही सामाजिक संस्थेचे सदस्य नाहीत ☐

24. सणासुदीच्या वेळेला तुमच्या पालकांचे आशीर्वाद घ्यायला कोणी येतं का?

- नेहमी ☐
- कधी-कधी ☐
- कमी वेळा ☐
- कधीही नाही ☐

25. कुणी परिचित किंवा शेजारी, पालकांचा सल्ला विचारायला येतात का?

- नेहमी ☐
- कधी-कधी ☐
- कमी वेळा ☐
- कधीही नाही ☐

26. तुम्ही कुटुंबाबरोबर नातेवाईकांकडे वर्षातून किती वेळा जाता?

- तीनपेक्षा जास्त वेळा ☐
- दोन-तीन वेळा ☐
- एक-दोन वेळा ☐
- एकदा पण नाही ☐

27. विशेष समारंभ किंवा सणांच्या वेळेला तुमच्या कुटुंबाचे खर्चाचे नियोजन कसे असते?

- बचतीला महत्त्व दिले जाते ☐
- सहज खर्च करतो ☐
- खर्च करणे अवघड असते ☐
- कोणतीही बचत करीत नाही ☐

28. तुमचे पालक धार्मिक/सामाजिक संस्थेला दान देण्यासाठी बचत करतात का?

- अगदी सुलभतेने ☐
- सहज ☐
- कठिणतेने ☐
- नाही करू शकत ☐

29. तुमच्या कुटुंबाच्या आर्थिक गरजांची पूर्तता कशी होते?

- अगदी सुलभतेने ☐
- सहज ☐
- कठिणतेने ☐
- नाही करू शकत ☐

30. तुमच्या कुटुंबाच्या सामाजिक व आर्थिक परिस्थितीने तुम्ही समाधानी आहात का?

- पूर्णपणे ☐
- काही प्रमाणात ☐
- अनिश्चित ☐
- असमाधानी ☐

Appendix C

Children's Self-Concept Scale- Marathi Translation

सूचना

या प्रश्नावलीत 80 विधाने आहेत. त्यातील काही तुमच्या बाबतीत खरी असतील त्या विधाना समोर 'होय'वर फुली मारावी. काही तुमच्या बाबतीत खरी नसतील ,त्या विधाना समोर 'नाही'वर फुली मारावी.

हे पहा की 'होय'वर फुली केलेली विधाने तुमचा स्वभाव दाखवतील. दिलेल्या वाक्यातील उल्लेख 'बरोबर' किंवा 'चूक' अशी नाहीत कारण फक्त स्वतःविषयीच्या भावना खरेपणाने आम्हाला तुम्हीच सांगू शकता. त्यामुळे खात्री आहे की स्वतःविषयी काय वाटते त्यावरच तुम्ही खूप कराल.

	विधाने		
1.	माझे वर्गमित्र माझी चेष्टा (थट्टा) करतात.	होय	नाही
2.	मी नेहमी आनंदी असते/असतो.	होय	नाही
3.	नवीन मैत्री करणे मला अवघड (कठीण) वाटते.	होय	नाही
4.	मी बऱ्याचदा दुःखी असते/असतो.	होय	नाही
5.	मी हुषार आहे.	होय	नाही
6.	मी लाजच्या स्वभावाचा/स्वभावाची आहे.	होय	नाही
7.	शिक्षकांनी काही वीचारलं तर मी गोंधळून जाते/जातो.	होय	नाही
8.	माझं दिसणं मला खूपत राहतं.	होय	नाही
9.	मी मोठी/मोठा झाल्यावर थोर व्यक्ती बनणार आहे.	होय	नाही
10.	शालेत परीक्षा सुरू झाल्यावर मला भीती वाटते.	होय	नाही
11.	मी कोणालाच आवडत नाही.	होय	नाही
12.	मी शालेत चांगला वागतो/चांगली वागते.	होय	नाही
13.	काहीही वाईट घडलं तर ती माझीच चूक असते.	होय	नाही
14.	मी माझ्या कुटुंबियांना त्रास देते/देतो.	होय	नाही
15.	मी बलवान /ताकतवान आहे.	होय	नाही
16.	माझ्याजवळ नवीन-नवीन कल्पना असतात.	होय	नाही
17.	मी कुटुंबाची महत्त्वपूर्ण घटक आहे.	होय	नाही
18.	बहुतेक वेळा मला माझ्या मजीप्रमाणे वागायला आवडते.	होय	नाही
19.	स्वतः हाताने वस्तू तयार करण्यात मी चांगली/चांगला आहे.	होय	नाही
20.	मी सहजपणे माघार घेते/घेतो.	होय	नाही
21.	मी अभ्यासात चांगली/चांगला आहे.	होय	नाही
22.	मी बरीच वाईट कामे करते/करतो.	होय	नाही
23.	मी चित्र चांगली काढते/ काढतो.	होय	नाही

24.	मी संगीतात चांगली/चांगला आहे.	होय	नाही
25.	मी घरी वाईट वागते/वागतो.	होय	नाही
26.	आभ्यास पूर्ण करायला मला फार वेळ लागतो.	होय	नाही
27.	माझ्या वर्गातील मी एक महत्त्वपूर्ण भाग/घटक आहे.	होय	नाही
28.	मी घाबरट आहे.	होय	नाही
29.	माझे डोळे छान आहेत.	होय	नाही
30.	मी वर्गात सर्वासमोर चांगले बोलू शकते/शकतो.	होय	नाही
31.	शालेत मी आपल्याच नादात असते/असतो.	होय	नाही
32.	मी माझ्या भावंडांची चेष्टा करते/करतो.	होय	नाही
33.	माझे विचार मित्र-मैत्रिणींना आवडतात.	होय	नाही
34.	मी खूप वेळा आडचणीत सापडते/सापडतो.	होय	नाही
35.	मी घरी सगळ्यांचे ऐकते/ऐकतो.	होय	नाही
36.	मी भाग्यवान आहे.	होय	नाही
37.	मी खूप कालजी करते/करतो.	होय	नाही
38.	पालकांच्या माझ्याकडून खूप अपेक्षा आहेत.	होय	नाही
39.	मी जशी/जसा आहे, तशीच/तसाच स्वतःला आवडते/आवडतो.	होय	नाही
40.	मला असे वाटते की मला विविध कामां मधून सारखे बाजूला केले जाते.	होय	नाही
41.	माझे केस छान आहेत.	होय	नाही
42.	शालेत काम करण्यासाठी मी आपणहून पुढाकार घेते/घेतो.	होय	नाही
43.	मी आहे त्यापेक्षा निराले/वेगळे असायला हवे होते, असे मला वाटते.	होय	नाही
44.	रात्री मला छान झोप लागते.	होय	नाही
45.	मला शालेचा तिरस्कार वाटतो.	होय	नाही
46.	खेळात माझी निवड सर्वात शेवटी होते.	होय	नाही
47.	मी खूप वेळा आजारी पडते/पडतो.	होय	नाही
48.	मी इतरांना कमी लेखते/लेखतो.	होय	नाही
49.	माझ्या कल्पना चांगल्या आहेत असं मित्र-मैत्रिणींना वाटते.	होय	नाही
50.	मी हिरमुसलेली/हिरमुसलेला (दुःखी) असते/आसतो.	होय	नाही
51.	मला खूप मित्र-मैत्रिणी आहेत.	होय	नाही
52.	मी आनंदी स्वभावाची आहे.	होय	नाही
53.	मी बऱ्याच बाबतीत अज्ञानी आहे.	होय	नाही
54.	मी दिसायला छान आहे.	होय	नाही
55.	मी जोमदार/ उत्साही आहे.	होय	नाही

56.	मी खूप भांडणं करते/करतो.	होय	नाही
57.	मी शिक्षकां ची/चा आवडती/आवडता आहे.	होय	नाही
58.	लोकं मला विनाकारण दोष देतात किंवा चिडवतात.	होय	नाही
59.	माझ्या कुटुंबियांचा माझ्या बाबतीत अपेक्षाभंग झालेले आहेत.	होय	नाही
60.	माझा चेहरा सर्वांना आवडतो.	होय	नाही
61.	मी काहीही करायला गेले/गेलो की ते चुकतेच.	होय	नाही
62.	घरचे सारखे माझ्या मागे लागतात.	होय	नाही
63.	मी खेळात आणि क्रीडाप्रकारात पुढे असते/असतो, नायक असते/असतो.	होय	नाही
64.	मी नेहमी गोंधळलेली/गोंधळलेला असते/असतो.	होय	नाही
65.	खेळांमध्ये भाग न घेता मी फक्त पहाते/पहातो.	होय	नाही
66.	मी शिकवलेले विसरते/विसरतो.	होय	नाही
67.	सगळे माझ्याशी सहज मैत्री करतात.	होय	नाही
68.	मला चटकन राग येतो.	होय	नाही
69.	मी सर्वांना आवडते/आवडतो.	होय	नाही
70.	मी चांगली/चांगला वाचक आहे.	होय	नाही
71.	गटात काम करण्यापेक्षा एकटीने/एकट्याने काम करणे मला आवडते.	होय	नाही
72.	मला माझी भावंडे आवडतात.	होय	नाही
73.	माझा बांधा चांगला आहे.	होय	नाही
74.	मला खूप वेळा भीती वाटते.	होय	नाही
75.	मी खूप वेळा वस्तू पाडते/पाडतो.	होय	नाही
76.	मी विश्वस्त ठेवण्याजोगी आहे.	होय	नाही
77.	मी इतरांपेक्षा वेगळी/वेगळा आहे.	होय	नाही
78.	मी वाईट विचार करते/करतो.	होय	नाही
79.	मला चटकन रडू येते.	होय	नाही
80.	मी चांगली/चांगला आहे.	होय	नाही

Appendix D

Letter to school to conduct research

Date: _____

To,

The Principal

Pune

Subject: Request for consent to conduct Doctoral Research study

Respected Sir/Madam,

My name is Sameena Manasawala and I am a doctoral student at the Tilak Maharashtra Vidyapeeth, Pune. The title of my study is ‘Self-concept and academic performance of underprivileged gifted children in Pune district’.

I am writing to you with a request to conduct this study with students from your school. The study has been planned as follows:

1. Conduct Mensa testing for all students from Std _____ to _____ from your school. The test is standardized and will be conducted by trained and certified people from Tribal Mensa. Mensa test is an IQ test which takes around 1.5 hours.
2. Students who will qualify in the test will participate in the study on the basis of this test.
3. Some students will be given the results immediately whereas the results of some students will be withheld as per the research plan.
4. A self-concept test will be administered to all students selected for the study
5. The researcher will require access to the academic performance of these students (School record of marks/report card will be sufficient for this purpose)

6. The researcher will conduct group sessions for all children selected for the study. The objective of these sessions will be to create awareness among the students regarding their giftedness (Two such sessions of 2 hours each will be conducted).

I assure you that the information collected and recorded about the students will remain confidential. I request you to grant me permission to conduct this study in your school.

I thank you in advance for your cooperation and consent in allowing me to conduct my study with the children of your school. The information gathered will provide an important insight into understanding gifted children.

Yours truly,

Sameena Manasawala

Contact: +91.9822845844

Appendix E

School Consent Form

By signing this consent form you are allowing, Ms. Sameena Manasawala to conduct her doctoral research work with the children in your school. You are giving your permission for:

- Conducting Mensa testing for the children
- Allowing participation of selected students in the research study which includes conduction of psychological tests and group sessions
- Sharing academic performance of the students in the research study

Name of the Principal

Contact no. _____

Name of the School _____

School Address

Signature of the Principal

Date:

School Seal/stamp