

WCGTC Headquarters Address:
World Council for Gifted and Talented Children;
Gary A. Ransdell Hall, Room 2007;
Western Kentucky University;
1906 College Heights Blvd. #11030;
Bowling Green, KY 42101-1030, USA.



Gifted and Talented International

28(1&2), August, December 2013

Volume 28



August 2013

December 2013

ISSN No. 1533-2276

Gifted and Talented International

The Journal of the World Council for Gifted and Talented Children

Articles

- From the Editor's Desk.
- The Role of Parents and Teachers in the Development of Scientific Talent: Lessons from Early Childhood and Adolescent Education of Nobel Laureates.
- Detecting High Leadership Potential and Promoting Talent: An Example of an Evidence-Based Approach in a French Blue-Chip Company.
- Research on Personality and Affective Dispositions of Gifted Children: The Israeli Scene.
- A Multidimensional Model for the Identification of Dual-Exceptional Learners.
- Developing a Teacher Administered Anxiety Rating Scale Suitable for Five to Seven-Year-Old Children.
- "Mathematics in the Workplace": A Pilot Enrichment Programme for Mathematically Talented Primary Students in Hong Kong.
- How do Parents and Teachers of Gifted Students Perceive Group Work in Classrooms?
- You Turn up the First Day and they Expect You to Come Back! Gifted Students' Perspectives on School and Being Smart.
- Factors Influencing Talent Development: Stories of Four Hong Kong Elite Sportspeople.
- School Transition and Mathematically Gifted Students.
- Creativity, Giftedness and Education.
- Labour Disputes of Gifted Employees.
- The Effect of Journal Writing on Mathematics Achievement Among High-Ability Students in Singapore.
- The Influence of Family Relationships on Creativity in the Workplace.
- Services Provided to Military Dependents Who Are Mentally Gifted in the US Department of Defense (DoDEA) Schools.
- Issues of Identification of Giftedness in Turkey.
- Gender Differences on the Concept of Wisdom: An International Comparison.
- Confucian Values in Vietnamese Gifted Adolescents and their Non-Gifted Peers.
- The German Project Called „Triangelpartnerschaften" (Triangle Partnerships): Can Music Bridge the Intergenerational Gap?
- How to Deal More Effectively with Your Qualities when You are Very Bright.
- Communication Skills Among Gifted Students in Jordan.
- Students Attitudes towards the Web Based Instruction.

Book Reviews

- The Creativity Revolution

In This Issue
Number 1&2



Gifted and Talented International

(Volume 28, Number 1, August, 2013) and (Volume 28, Number 2, December, 2013)

Executive Committee and Officers (2011 - August, 2013)

President

Taisir Subhi Yamin;

General Director, The International Centre for Innovation in Education (ICIE);
Université Paris Descartes, France.

Vice President

Ken McCluskey;

Faculty of Education,
University of Winnipeg, Canada.

Secretary

Klaus K. Urban;

Leibniz University, Hannover, Faculty of Humanities;
Stadthagen, Germany.

Treasurer

Julia Link Roberts;

Mahurin Professor of Gifted Studies;
Executive Director, The Center for Gifted Studies;
Martin Gatton Academy of Mathematics and Science in Kentucky;
Western Kentucky University; Bowling Green, Kentucky, USA.

Members

Leonie Kronborg;

Krongold Centre, Faculty of Education, Monash University;
Clayton, Victoria, Australia.

Leslie S. Graves;

Educational consultant, Dublin, Ireland.

Ümit Davasligil;

Head of Special Education Department, Maltepe University;
İstanbul - Türkiye.

Executive Administrator

Tracy C. Harkins;

WKU, 1906 College Heights Blvd. #11030; Gary A. Ransdell Hall, Room 2007;
Bowling Green, KY 42101-1030, USA.
Phone (270) 745-4123, Fax (270) 745-4124; e-Mail: tracy.harkins@wku.edu

Gifted and Talented International

(Volume 28, Number 1, August, 2013) and (Volume 28, Number 2, December, 2013)

Editor-in-Chief:

Taisir Subhi Yamin

International Centre for Innovation in Education (ICIE),
Institut de Psychologie,
Université Paris Descartes, France.

Associate Editors:

Todd Lubart

Laboratoire Adaptations Travail-Individu (LATI), Institut de Psychologie,
Université Paris Descartes, France.
e-Mail: todd.lubart@parisdescartes.fr

Ken McCluskey

Faculty of Education,
University of Winnipeg, Canada.
e-Mail: k.mccluskey@uwinnipeg.ca

Peter Merrotsy

School of Education,
University of New England, Australia.
e-Mail: pmerrots@une.edu.au

Trevor J. Tebbs

Psychology Department,
Castleton State College,
Castleton, Vermont, U.S.A.
e-Mail: aquate11@hotmail.com

Dorothy A. Sisk

Director, The Gifted Child Center, Lamar University, P.O. Box: 10034, Beaumont, Texas 77710, U.S.A.
e-Mail: dorothy.sisk@lamar.edu

World Council for Gifted and Talented Children (WCGTC)

WCGTC Headquarters;
Gary A. Ransdell Hall, Room 2007;
Western Kentucky University;
1906 College Heights Blvd. #11030;
Bowling Green, KY 42101-1030, USA.
Phone: (+1) 270.745.4123 Fax: (+1) 270.745.4124
e-Mail: headquarters@world-gifted.org
www.world-gifted.org

International Editorial Review Board (2013-2015)

Aleksandra Tokarz, *Poland*

Astrid Kaiser, *Germany*

Bruce M. Shore, *Canada*

Dmitry Ushakov, *Russia*

Donald J. Treffinger, *USA*

Hanna David, *Israel*

Jean-Jacques Bertschi, *Switzerland*

Joan Freeman, *England*

Karen Rogers, *USA*

Klaus K. Urban, *Germany*

Lannie Kanevsky, *Canada*

Lee Martin, *England*

Louesa Polyzoi, *Canada*

Marcia Gentry, *USA*

Miraca Gross, *Australia*

Roland S. Persson, *Sweden*

Sylvie Tordjman, *France*

Alessandro Antonietti, *Italy*

Bronė Narkevičienė, *Lithuania*

Dimitris Zbainos, *Greece*

Don Ambrose, *USA*

Eunice Alencar, *Brazil*

Javier Tourón, *España*

Jim Campbell, *England*

Joseph S. Renzulli, *USA*

Katherine Hoekman, *Australia*

Kornelia Tischler, *Austria*

Larisa Shavinina, *Canada*

Leonie Kronborg, *Australia*

Lynn D. Newton, *England*

Mary-Anne Heng, *Singapore*

Rena Subotnik, *USA*

Roza Leikin, *Israel*

Wu-Tien Wu, *Taiwan*

Copyright 2013 – World Council for Gifted and Talented Children, all rights reserved.

The Gifted and Talented International (GTI) is a refereed journal published twice a year by the World Council for Gifted and Talented Children (WCGTC).

Membership includes this journal. Additional copies may be purchased by contacting the WCGTC:

tracy.harkins@wku.edu

Submit all manuscripts in quadruplicate, double spaced, accompanied by a short abstract (approximately 100 to 150 words), and with citations and references, following the guidelines set forth in the Publication Manual of the American Psychological Association, 6th Edition.

Include author's full mailing address, phone and fax numbers, as well as an e-Mail address.

Send manuscripts to:

Taisir Subhi Yamin, Editor-in-Chief, Gifted and Talented International,

Heilmeyersteige 93, D-89075, Ulm, Germany, mobile telephone: (0049) 172-929-7632.



Executive Committee and Officers (August, 2013 - 2015)

President

Leslie S. Graves;

Exceptionally (Gifted) Able Input Post Graduate Studies in SEN Occasional Lecturer;
University College Dublin, Dublin, Ireland.

Vice President

Ken McCluskey;

Dean, Dean and Professor of Education, Faculty of Education;
University of Winnipeg, Manitoba, Canada.

Secretary

Humphrey Oborah;

President, African Federation for Gifted and Talented;
Nairobi, Kenya

Treasurer

Julia Link Roberts;

Mahurin Professor of Gifted Studies;
Executive Director, The Center for Gifted Studies;
Martin Gattton Academy of Mathematics and Science in Kentucky;
Western Kentucky University; Bowling Green, Kentucky, USA.

Members

Ümit Davasligil;

Head of Special Education Department, Maltepe University;
İstanbul - Türkiye.

Denise Fleith;

Psychologist, Associate Professor, Institute of Psychology
University of Brasilia, Brazil.

Leonie Kronborg;

Senior Lecturer/Coordinator of Postgraduate Studies in Gifted Education
Monash University, Clayton, Victoria, Australia.


Executive Administrator

Tracy C. Harkins;

WKU, 1906 College Heights Blvd. #11030; Gary A. Ransdell Hall, Room 2007;
Bowling Green, KY 42101-1030, USA.
Phone (270) 745-4123, Fax (270) 745-4124; e-Mail: tracy.harkins@wku.edu

Table of Contents

From the Editor's Desk:

-  From the Desk of the Former President.
Taisir Subhi Yamin 07

Articles:

-  The Role of Parents and Teachers in the Development of Scientific Talent: Lessons from Early Childhood and Adolescent Education of Nobel Laureates.
Larisa Shavinina 11
-  Detecting High Leadership Potential and Promoting Talent: An Example of an Evidence-Based Approach in a French Blue-Chip Company.
Ida Gennari-El Hicheri; Xavier Caroff; Pauline Paroche; Elise Chemolle; Todd Lubart... 25
-  Research on Personality and Affective Dispositions of Gifted Children: The Israeli Scene.
Moshe Zeidner; Inbal Shani-Zinovich 35
-  A Multidimensional Model for the Identification of Dual-Exceptional Learners.
Anies Al-Hroub 51
-  Developing a Teacher Administered Anxiety Rating Scale Suitable for Five to Seven-Year-Old Children.
Joseph Goulet 71
-  "Mathematics in the Workplace": A Pilot Enrichment Programme for Mathematically Talented Primary Students in Hong Kong.
Anderson C. K. KWAN; Mantak YUEN 85
-  How do Parents and Teachers of Gifted Students Perceive Group Work in Classrooms?
Katie S. Saunders-Stewart; Cheryl L. Walker; Bruce M. Shore 99
-  You Turn up the First Day and they Expect You to Come Back! Gifted Students' Perspectives on School and Being Smart.
Selena Gallagher; Susen Smith; Peter Merrotsy 111
-  Factors Influencing Talent Development: Stories of Four Hong Kong Elite Sportspeople.
Regina Chan; Mantak Yuen 123
-  School Transition and Mathematically Gifted Students.
Brenda Bicknell; Tracy Riley 133
-  Creativity, Giftedness and Education.
Maud Besançon 149
-  Labour Disputes of Gifted Employees.
Ido van der Waal; Noks Nauta; Rebecca Lindhout 163
-  The Effect of Journal Writing on Mathematics Achievement among High-Ability Students in Singapore.
Tracy Tan; Rhoda Myra Garces-Bacsal 173

<p>● The Influence of Family Relationships on Creativity in the Workplace. Józef Szopiński; Tomasz Szopiński</p>	<p>185</p>
<p>● Services Provided to Military Dependents Who Are Mentally Gifted in the US Department of Defense (DoDEA) Schools. Stephen J. Bugaj</p>	<p>197</p>
<p>● Issues of Identification of Giftedness in Turkey. Fusun Şahin</p>	<p>207</p>
<p>● Gender Differences on the Concept of Wisdom: An International Comparison. Liz Hollingworth; Pedro Escobedo; Liena Graudina; Jurga Misiuniene; Kyubin Park ..</p>	<p>219</p>
<p>● Confucian Values in Vietnamese Gifted Adolescents and their Non-Gifted Peers. Thi Minh Phuong Nguyen; Putai Jin; Miraca U. M. Gross</p>	<p>227</p>
<p>● The German Project Called „Triangelpartnerschaften” (triangle partnerships): Can Music Bridge the Intergenerational Gap? Christian Werner; Sandra K. Linke</p>	<p>239</p>
<p>● Coping with the Qualities of Giftedness. Peter Overzier; Noks Nauta</p>	<p>249</p>
<p>● Communication Skills among Gifted Students in Jordan. Yacoub Fareed Alfarah</p>	<p>255</p>
<p>● Students Attitudes towards the Web Based Instruction. Nahla M. Khatib</p>	<p>263</p>

Book Review

<p>● The Creativity Revolution: Reinvent Your Creativity Self to Shape the Future and Prosper Sara Kapadia</p>	<p>271</p>
---	-------------------

Submission Guidelines

Gender Differences on the Concept of Wisdom: An International Comparison

Liz Hollingworth

University of Iowa, USA

Pedro Sánchez Escobedo

Universidad Autónoma de Yucatán, México

Liena Graudina

University of Latvia, Latvia

Jurga Misiuniene

Vytautas Magnus University, Lithuania

Kyubin Park

Kyungwon University, Korea

Abstract

The study aims to depict the most common ideas regarding wisdom from young people (ages 15-18) in Latvia, Lithuania, Mexico, Korea and the United States. A questionnaire was administered to nearly 800 adolescents from these countries and comparisons, by country and gender were made regarding participants' perceptions of a wise man and a wise woman. Although differences were found between countries, more consistent differences by gender are reported. This research establishes three general traits to describe wise people: charismatic, goal-oriented, and unconventional. Also, participants consistently excluded a person from the concept of wise if they were poor, pessimistic, naïve, or inconsistent. A lack of values attached to the description of wisdom were found, and it is argued that school should foster the development of conceptions of wisdom as a desirable stage in human development that includes values such as justice, equity and respect for others. Difficulties in international comparative research are discussed.

Keywords: Gender differences; traits; conception of wisdom; comparative research.

Introduction

Wisdom and Culture

The concept of wisdom varies across cultures; however, few studies have attempted to establish differences and commonalities regarding this construct between different countries. Persson (2012) warns of the problems of cultural bias inherent in conducting research on giftedness across cultures and writes that social science researchers must be “aware of cultural variation and its impact on research validity,” (p. 36). Cross-cultural definitions of wisdom therefore depend on various issues such as cultural values, expectations, and ideals.

Baltes & Smith (2008), define wisdom as a system of expert knowledge, experience and judgment ability in main areas that relate to differences in cultural contexts and relativity of life. Sternberg (2004) claims that wisdom is the use of one's intelligence and experience as mediated by values toward the achievement of a common good through a balance among our own interests and considering our environment in the long term. In general, wisdom is knowledge of what is true or right and it is related to judgment as to action, insight and problem solving skills. Sternberg (2003) argues that wisdom depends upon our ability to effectively balance between creative and analytical intelligence, interests of self and others, and short and long-term benefits when attaining one's goals. Sternberg emphasizes the importance of cultural context as different things are seen as important in

different cultures. In some cultures, wise people are considered special and wisdom is commonly associated with giftedness and success in life.

There has been a growing interest in the psychological study of wisdom (Baltes & Smith, 1990; Clayton & Birren, 1980; Holliday & Chandler, 1986), and this has spawned several streams of scholarship. Among them are the formulation of life-span developmental theory (Lerner, 1984;), the identification of positive aspects of aging (Alexander & Langer, 1990; Sinnott & Cavanaugh, 1991; and the search for new forms of intellectual functioning with presumed high ecological validity for the period of adulthood (Dixon, 1992; Dixon & Baltes, 1986; Simonton, 1988; Sternberg & Wagner, 1986).

Much of this work on wisdom, however, is theoretical and speculative rather than empirical, and few studies on cultural variations of wisdom and on differences and commonalities in the perception of wise people around the world.

Wisdom around the world

Worldwide, there are cultural differences in the conception of wisdom, though there are also some similarities. For example, different kinds of social skills and cognitive abilities are seen as important in most cultures, but there are variations on which features are the most important to a wise person.

In Finland, wise people are perceived as collaborative, persuasive, sophisticated and prudent (Raty & Snellman, 1992). In Latvia, wise people are perceived with high social skills and intrapersonal abilities, comprehensive knowledge and with adaptation and forecasting abilities (Ivanova & Rašćevska, 2010). In the United States and Australia, a wise person is associated with experience, knowledge and age; whereas in India and Japan wise people are depicted as discreet, aged and experienced (Takahashi & Bordia, 2000). These results suggest that cognitive dimensions are important in Western cultures; whereas emotional and cognitive are emphasized in Eastern, cultures (see also Kaufman & Lan, 2012).

A study of Taiwanese conceptions of wisdom revealed that three main components of wisdom as a process were cognitive integration, positive effects (activities resulting in profit for self and others) and embodiment of ideas into real life (Yang, 2008). Interestingly, there are different conceptions of wisdom in different professions (Sternberg, 1985). In Korea, intelligent people are associated with high social skills, ability to deal with new situations, problem-solving ability, self-control and practicality (Lim, Plucker & Im, 2002). Despite these findings, still there is much to explore about how wisdom is perceived in different cultures.

Present study

The purpose of this study is to describe and compare the concept of a wise person between adolescents in five different countries with significant cultural differences. This study was partly inspired by Glück, Strasser, and Bluck (2009) who reported small gender differences in abstract conceptions of wisdom, but larger differences when wisdom was contextualized. The present study also builds on the research of Ardel (2009) who studied interpretations of wise men and women across two age cohorts: undergraduates and adults over the age of 52 in the United States. This cross-cultural research project was designed to test if these beliefs about wisdom would hold true with adolescents across five very different cultures.

Assumptions about wisdom

Aldwin (2009) reviews historical definitions of wisdom and suggests a definition of wisdom that includes “compassion, self-regulation, moral action, and social justice, as well as the fact that wisdom is a developmental process, (p. 1). In the present study, three assumptions are made regarding wisdom. The first relates to the tenet that, in an international comparison, the construct of wisdom is

moderated by perceptions values and experiences in a given cultural context that sustain a number of subjective concepts associated to wisdom, such as intuitive understanding intuitive understanding, success in life, and happiness.

The second relates to the unavoidable association between the concept of intelligence, which is culture-specific, and its relation to wisdom. Across cultures, the conditions of intelligence seem to be a necessary but not a sufficient condition for wisdom: people can be intelligent without being wise. As Sternberg (2003) argued, merely smart people –who have not achieved wisdom-, are especially susceptible to egocentrism, omniscience, omnipotence and beliefs of invulnerability.

Third, the cultural variation in the perception of the term achievement seems to be important for determining one’s wisdom. Indeed, in the majority of cultures wisdom is not something to be inherited (such as giftedness and talents). Wisdom is a higher stage of human development, to be achieved after being exposed to our ability to reflect upon a number of life experiences and to turn pain, suffering and discomfort into valuable lesson about the sense of life. As Staudinger & Pasupathi (2003) theorize, wisdom is seen as the ideal destination of personal development.

Adolescents were selected as the target demographic for this study because these issues are regarded as important to educators. A conception of wisdom that enhances global economic prosperity and social harmony could be instilled in schools and families, and as some of the defenders of this new vision sustain, there is a profound realignment in fundamental human values within the emerging wisdom culture (Smith & Baltes, 1993).

Methodology

This is a cross-cultural study involving participants from five countries: Latvia, Lithuania, Mexico, Korea and the United States. Investigators in each country abided to demands, procedures, and regulations for research to human subjects and explained to participants the purpose of the study.

Participants

Adolescents selected to participate in the study responded to a paper and pencil questionnaire in their native language. All were in a school setting, and they accepted voluntarily to respond to the instrument. Participants included 843 adolescents between 15 and 19 years olds from five countries (see Table 1). Participants represented a balance in gender and age differences, due to sampling accessibility between the countries. Due to cultural differences in the structures of schools, Korean students were freshman at the college level, whereas Mexican, Latvian and Lithuanian students were in high school. American participants were enrolled in either high school or college.

Table 1: Participant characteristics.

Country	Males	Females	Mean age	SD	Total	Percent
México	104	75	17.18	1.3	179	21.23
USA	75	28	18.27	1.1	103	12.21
Lithuania	102	111	15.23	1.6	213	25.26
Korea	35	109	19.07	1.2	144	17.08
Latvia	100	104	15.03	1.1	204	24.19
Total	416	427	16.62		843	100

Measurement instrument

To explore the dimensions of wisdom, a scale assessing 25 pairs of adjectives arranged in opposites was develop for the study. Based on the literature, five dimensions were proposed around five major dimensions of wisdom: Social competence (cooperative-competitive), self-regulation (flexible-strict), social recognition (Respected-ignored), positive emotional disposition (joyful-serious) and personality traits (rebellious-obedient).

The instrument was first developed in English and then translated to Korean, Latvian, Lithuanian, and Spanish. Investigators in each country used the back translation method (Brislin, 1970) to ensure the appropriate meaning and sense of the expression across languages and cultures, in order to guarantee fair comparisons. Adaptations were made to preserve the sense and intention of the item rather than a strict translation. Two sets of items were then presented in a random order, one asking the participant to assess a wise woman and the other to assess a wise man. The alpha reliability coefficient was calculated for each version: English (.973), Spanish (.891) Korean (.759), Latvian (.821) and Lithuanian (.835).

Procedures

Participants were selected for participation in schools determined to be representative of the larger population by the researchers. In every country, data collections were conducted following the rules, demands and procedures of social research. In the United States, participants responded on-line to the instrument via the web. In all other countries, instruments were administered on paper to groups of students attending classes. In every case, participation was voluntary and students were informed of the purpose of the study and its confidential character. No identifying information was collected from participants to assure anonymity.

Data analysis

Regardless of the format and language, all instruments were transformed into a five point Likert scale per independent trait. Data were analyzed using SPSS. Comparisons were made by gender and country.

Results

Overview

A first exploratory analysis of the data using SPSS was carried out to identify those traits that are associated with wisdom in general, regardless of the country and gender of participants. The five most frequently chosen traits were: strong, respected, direct, creative, and flexible. The five least commonly chose were weak, poor, selfish, unnoticed, and pessimistic. However, differences were found by, country and gender as depicted below.

Differences by gender

T-tests were conducted to explore for gender differences. In general, gender differences were found in 52% of items. There were no gender differences in dimensions such as: individual-group oriented, influential-unnoticed, famous-unobserved, joyful-serious, inconsistent-persistent, and abstract-concrete. However, women more consistently identified wise people as: Optimistic, cooperative, extrovert and spontaneous, whereas men labeled wise people as strict, questioning and calculating. When compared by country, males showed different perceptions in every trait except for strict, competitive, and influential.

Wise men and women

Participants were asked to assess the characteristics of a wise man and a wise woman. To explore for commonalities amongst participants, factor analysis of principal components with varimax rotation were performed for a male wise person and a female wise person. In both analyses only the main factors were considered. Regarding a male wise person, 34.7% of the variance was explained by four main factors: personality, responsibility, goal oriented, and unconventional.

Interestingly, the main factor connoting a wise male included adjectives such as kind, warm, joyful, extrovert, optimistic, cooperative, and extrovert. All related to personality and they could be also clustered within the concept of aura, angel or charm. These results emphasise wise persons' social skills, kindness, helpfulness that can be also seen in results from other studies. The second factor, a negative one, clustered factors associated to unwise people: pessimistic, naïve, inconsistent, and poor. The third factor pertains to goal achievement and it is associated with strict, competitive,

systematic, and planning. The fourth and last main factor connoting a wise man relates to his unconventional nature and relates to rebelliousness, lack of conformity, and notoriety.

Regarding a female wise person, 38.3% of the variance was explained by four main factors: social influence, responsibility, goal achievement, and unconventional. The first factor was labeled social influenced because it included to sets of different adjectives when compare those used to describe a male wise person. Clustered items could be categorized in two major lanes: intelligence and personality; the first clearly distinguishes wise women as strong, concrete, respected, and influential; the second mimics the first factor of a male wise person depicted as confident, warm, and kind. For a wise woman it was more explicit the identification of cognitive traits than for a wise male. As with the male figure, the second, third and fourth factors were the same.

Differences by country

ANOVAS were carried out to identify differences in some of the factors. In almost every trait there were statistically significant differences when compared by country. Exceptions to this were, in general, rebellious and extrovert. The Table 2 illustrates some of the biggest differences found.

Warm, creative, and cooperative seem to be important for Mexican, Latvians and Lithuanians, and they seem to be less important for Koreans and Americans. Individually oriented seem to be less important for Americans than for the rest of participants and social respect was the most salient for Lithuanians.

Table 2: Response differences by country.

Trait	MEX	USA	LT	KOR	LV	F	p
Creative	2.60 (1.29)	1.31 (1.14)	2.23 (1.35)	1.04 (.80)	2.25 (1.40)	30.0	.001
Witty	2.47 (1.45)	2.00 (1.15)	2.81 (.98)	2.11 (1.35)	3.05 (1.11)	16.3	.001
Cooperative	2.47 (1.42)	1.26 (1.48)	2.34 (1.31)	1.07 (.97)	2.20 (1.40)	24.3	.001
Respected	2.31 (1.39)	1.40 (.84)	3.18 (1.09)	1.48 (.69)	2.90 (1.20)	61.6	.001
Generous	2.12 (1.47)	2.00 (1.15)	2.47 (1.26)	1.23 (1.24)	1.69 (1.40)	18.7	.001
Warm	2.10 (1.57)	1.60 (.49)	2.40 (1.41)	.38 (.63)	2.21 (1.35)	13.1	.001
Individual oriented	1.92 (1.41)	.50 (1.03)	1.37 (1.25)	1.20 (1.64)	1.87 (1.43)	7.9	.001

X (SD).

Conclusions

Various differences regarding the conception of wise men and women were found between countries as expected by the influence of culture. Likewise, differences were found by gender, these more consistent and obvious than those found by country. Findings thus support the idea of globalization and the force of gender being a specific influences eventually being stronger than nationality and cultural origin. Results show that cognitive, social, and emotional qualities are important to a wise person, similarly as wisdom has been defined after initial studies of this kind (Clayton & Birren, 1980).

From a global perspective, perhaps it is more useful to seek for commonalties and universal characteristics associated with the construct of wisdom. In this perspective, it is important to

underline the fact that wise women need to be recognized both cognitively and by personality, whereas wise men only need from the conative. Is this difference due to the remaining differences between men and women? Is this trend going to change over time?

Internationally, results from this study identify, first of all, some traits that will discard or exclude a person from the concept of wise: poor, pessimistic, naïve or inconsistent. On the other hand, wise men and women could be described as with three major traits: charismatic, goal oriented, and unconventional.

Discussion and recommendations

It is assumed across these cultures that wisdom is a desirable and positive characteristic of a person. As expected, many more differences were found by country than by gender. Projection is a major psychological event to be explored when investigating why people ascribe some traits to wise people. Global influences describe what is wise, but more importantly what is not. Although commonalities in these study give light into a global concept of a wise person, cultural and gender differences regarding the development of this conception require further research and consideration.

The gender differences suggest a need for educators to consider how the perception of wisdom is addressed in the curriculum. One of the important educational implications for this work is the need for educational programs for adolescents designed to challenge assumptions about how wise men and women are perceived around the world.

Potential for international research

One of the limitations of this study is the challenges and difficulties in doing cross-comparative research between cultures and countries. Translation of concepts deserves particular attention, since it was found in pilot stages of the instruments that strict translation did not always preserve the intention of the comparison among languages.

It is important to note that some of the differences by country were so many, that it was difficult to select which ones were worth comparing and analyzing. Thus, cluster analysis is important in exploring data and identifying venues of future research. To foster mutual understanding between cultures and people, future research on the construct on wisdom and the ways this can be taught to the next generation are needed.

References

- American Psychiatric Association (1993). *Diagnostic and statistics in mental diseases* (4th edition) [DSM-IV]. Washington DC: APA.
- Aldwin, C. M. (2009). Gender and wisdom: A brief overview. *Research in Human Development*, 6(1), 1-8.
- Anastasi, A. (1977): *Test psicológicos* (3^a reimpresión), Madrid: Aguilar.
- Ardelt, M. (2009). How similar are wise men and women? A comparison across two age cohorts. *Research in Human Development*, 6(1), 9-26.
- Ardelt, M. (2003). Empirical Assessment of a Three-Dimensional Wisdom Scale. *Research on Aging*, 25(3), 275-324.
- Arjona, V., Buendía, M., Cevallos, F., Coral, A., Escalante, P., Fernández, C., Loria, R., Ojeda, G., Sosa, G. y Trujillo, M. (2002). *Manual técnico operativo de la unidad de atención a niños con capacidades y aptitudes sobresalientes*. De la Unidad de Servicios de Apoyo a la Educación Regular N° 19. Mérida, Yucatán.
- Baltes, P. B., & Smith, J. (2008). The fascination of wisdom: Its nature, ontogeny, and function. *Perspectives on Psychological Science*, 3(1), 56-64.
- Baum, S. (1986). The gifted Preschooler: An awesome delight. *Gifted Child Today*, 9 (4), 42-45.
- Beck, C.E. (1979). *Orientación educacional: Sus fundamentos filosóficos*. Buenos Aires: El Ateneo.
- Beck, C.E. (1979). *Orientación educacional: Sus fundamentos filosóficos*. Buenos Aires: El Ateneo.
- Belcastro, F. P. (1985). Gifted Students and behavior modification. *Behavior Modification*, 9, 155-164.
- Birren, J. E. & Fisher, L. M. (1990). The elements of wisdom: overview and integration. In R. Sternberg (Ed.) *Wisdom: its nature, origins and development*. (pp.317-332). New York: Cambridge University Press.

- Birren, J. E. & Svensson, C. M. (2005). Wisdom in history. In R. J. Sternberg & J. Jordan (Eds.) *A Handbook of Wisdom: Psychological Perspectives* (pp.3-31). Cambridge: Cambridge University Press.
- Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of cross-cultural psychology*, *1*(3), p. 185-216.
- Glück, J., Strasser, I., & Bluck, S. (2009). Gender differences in implicit theories of wisdom. *Research in Human Development*, *6*(1), 27-44.
- Ivanova, L. & Rascevska, M. (2010). Conceptions about wise persons in Latvia. In M. Abel, A. Andzans, D. Bonka, B. Narkeviciene & L. Ramana (Eds.) *Selected papers of the 2nd International Conference. Gifted children: challenges and possibilities.* (pp.16-19). Kaunas: Tehnologija.
- Kaufman, J. C., & Lan, L. (2012). East-West cultural bias and creativity: We are alike and we are different. *Gifted and Talented International*, *27*(1), 115-118.
- Lim, W., Plucker, J. A. & Im, K. (2002). We are more alike than we think we are: implicit theories of intelligence with a Korean sample. *Intelligence*, *30*(2), 185-208.
- Persson, R. S. (2012). Cultural variation and dominance in a globalised knowledge-economy: Towards a culture-sensitive research paradigm in the science of giftedness. *Gifted and Talented International*, *27*(1), 15-48.
- Raty, H. & Snellman, L. (1992). Does gender make any difference? Common-sense conceptions of intelligence. *Social behaviour and personality*, *20*(1). 23-34.
- Staudinger, U. M. & Pasupathi, M. (2003). Correlates of Wisdom-Related Performance in Adolescence and Adulthood: Age-Graded Differences in “Paths” Toward Desirable Development. *Journal of Research on Adolescence*, *13*(13), 239-268.
- Staudinger, U. M. (1999). Older and Wiser? Integrating Results on the Relationship between Age and Wisdom-related Performance. *International Journal of Behavioural Development*, *23*(3), 641–664.
- Sternberg, R. J. (1990). Understanding wisdom. In R. Sternberg (Ed.) *Wisdom: its nature, origins and development.* (pp.3-12). Cambridge: Cambridge University Press.
- Sternberg, R. J. (2003). *Wisdom, Intelligence, and Creativity Synthesized.* Cambridge: Cambridge University Press.
- Sternberg, R.J. (1985). Implicit theories of intelligence, creativity, and wisdom. *Journal of Personality and Social Psychology*, *49*(3). 607-627.
- Takahashi, M. & Bordia, P. (2000). The Concept of Wisdom: A Cross-cultural Comparison. *International Journal of Psychology*, *35*(1), 1-9.
- Webster, J. D. (2007). Measuring the character strength of wisdom. *International Journal of Aging & Human Development*, *65*(2), 163-183.
- Yang, S. (2008). A Process View of Wisdom. *Journal of Adult Development*, *15*(2), 62-75.