CHAPTER II

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Chapter - II

PROBLEMS

The present research project is planned to find out the influence of locus of control on creative thinking and educational achievement of urban, and tribal school children. The problems relevant to the study are given below.

Locus of control, a personality trait, is found with every human being. But it may vary in degree. A person, therefore, may be either internal locus of control (ILC) or external locus of control (ELC). The ILC individual is different from the ELC in some psychological functions such as intelligence, motivation, learning, achievement. It affects some of the behavioural aspects relating to intellectual and cognitive functions. It may be related to some personal style variables, like drinking smoking, attitude change etc. But to what extent it can influence creative thinking is another important problem.

Empirical studies indicate that creative thinking is affected by intelligence, "mind expanding drug" like smoking and drinking, educational and cognitive functions. Wallach and Kogan (1965) have observed that intelligence and creativity are orthogonal to each other. Thus, locus of control and creative thinking are associated with some common
behaviours of the individual. Moreover, experimenters have observed that high creative persons show some behaviours like independence in thinking, unconventionality, broad interest, and openness. Some of these qualities are found with ILC individuals. Rogers (1970) and Stein (1974) have observed that locus of creativity may shift from God to man himself or vice versa. It is just like shifting the creativity from externality to internality or vice versa. Bamber, Joe and Boice (1975) have reported that ILCs are more fluent and flexible where as ELCs are more elaborate. Cohen and Oden (1974) have observed that locus of control scores are negatively correlated with creativity measures. Obviously, these controversial ideas stimulate to consider whether locus of control can also influence the subtest scores as well as the total creative thinking of the individual.

Locus of control and educational achievement (Ed Ach) as two variables influencing each other have been studied by various investigators. It has been reported in the previous chapter that the total achievement is significantly related to locus of control. But it is found in some other studies that locus of control is related to only mathematics, reading habit, or language abilities. However, the influence of locus of control on educational achievement is a problem which should be investigated in different subcultural context.
There are urban and rural subcultures and the tribal culture included in the present study. Different environmental conditions, prevail in urban, rural and the tribal culture. For example in the urbanized culture there are wider social, economic, political and cultural atmospheres (Eisenstadt, 1969). There are ample opportunities for parties, group participation, discussion and decisions, clubs, supermarkets, cultural elites, and more diffusion of knowledge are found in such subcultures. Moore (1965) has pointed out that demographic and ecological structure determine the personality of city dwellers. On the contrary, villagers live under different environment. They have faith in the traditional techniques and have certain amount of scepticism towards innovation. The peasants are conservative and like to live in the agrarian society. Because agricultural techniques are prized possessions for them for a longer period of time. As pointed out by Srinivas (1962) the opposition to new techniques is not due to stupidity but because of their intelligence. They don't like to face harassment due to new techniques and innovation. Tribal culture is still more limited and restricted way of living. Thus, children having different experiences due to cultural influence may show predictable and significant differences in behaviour. In other words, the three groups of children have different life style.

Reviewing the research reports in the previous chapter it is observed that there is significant interaction between locus of control and ethnicity or social class (Battle and Rotter, 1963). Experimenters have also observed
that locus of control scores differ across cross-cultural dimensions. Therefore, the problem has been taken up in the present study as to what extent locus of control variable is affected by different subcultures.

Some cross-cultural researches on creativity indicate that it is not affected by Negro-White ethnicity. But Dreger and Miller (1968), Hallman (1970) have pointed out that sociocultural factors are responsible to affect creative thinking. Simonton (1975) has also observed that creative thinking is affected by newspaper, magazine, parental care, change of fashion, attitude etc. These conditions are not equally fulfilled in urban, rural and the tribal culture. Hence, the problem is yet to be solved whether the creativity is affected positively or negatively by different subcultures.

Creativity and educational achievement have been studied largely by educationists and educational psychologists. It is reported in the previous chapter that some authors observed significant relationship between these two variables and some others have not got the same results. Therefore, it is planned to observe in the present study the relationship between creative thinking and educational achievement under different subcultures of Orissa viz; urban, rural, and the tribal culture.

So far as the socio-economic background is concerned, it has multifarious problems. An individual may be advantaged
if he is brought up under high socioeconomic background. On the other hand, if he is brought up under low socioeconomic background, he is considered as disadvantaged. There are number of concomitant factors which determine the socioeconomic background. Although it is difficult to isolate each one of them yet Samant (1975) has identified four major factors among many others. They are: the economic conditions of the family, parental education, caste and affiliation, and the place of residence.

Caste in the Indian set-up is an important factor to determine whether a child is advantaged or disadvantaged. Among the Hindus the Brahmins belong to the higher caste. They have the scholastic traditions. On the other hand, Harijans, as a group are the low-caste people. Even a poor Brahmin is more culturally advantaged than a rich Harijan. Of course, other castes like Kshyatriys, Vaishyas, come in between according to the ancient Hindu Caste structure.

Children from Brahmin family have better home and educational environment for intellectual growth than Harijan children. As such Brahmin children are socially advantaged where as Harijan children are socially disadvantaged inspite of the fact that the former may be economically and educationally poorer. Moreover, higher education and higher income of parents make the child advantaged. Deprivation of all these three factors makes him disadvantaged (Jachuck, 1978; Sahu, 1978).
Coming to the effect of socioeconomic background on locus of control it has been observed that the disadvantaged child is externally controlled (Riessaman, 1962). Das and Singh (1975) using Rotter's I-E scale for adults have observed that there is no difference in locus of control responses between Brahmins and Harijans in Orissa. With these controversial facts the problem is taken up in the present study to observe how far locus of control may be affected by advantaged and disadvantaged under sociocultural dimensions.

Similar is the case for creative thinking. Stein (1974) has pointed out that language is a variable which has high relationship with creativity. Intelligence is also another variable which has significant and positive relationship with creative thinking. These are also two concomitant factors for advantaged children. On the contrary, underdeveloped language and low intelligence make him disadvantaged. Therefore, it is examined in the present study whether advantaged and disadvantaged groups of children project a significant difference for creative thinking.

Educational achievement depends on some environmental factors. Those are the guidance of parents and teachers, ability to understand book language, motivation, individual labour and the model before the child. Rath (1974, 1979) has observed some aspects of educational achievement
of high caste and low caste children and has got significant differences. However, whether advantaged or disadvantaged children differ in the educational achievement or not, is another problem in the present project.

HYPOTHESES

Hypothesis - ONE

**Internal locus of control children will do better in creativity subjects than external locus of control children.**

Under the review of researches it is discussed that high creativity is concerned with discoveries, inventions and power to break away from the traditional sequence of thoughts (Ausubel, 1968; Cohen, 1974). It has high and positive relationship with intelligence, motivation, learning, achievement and so on. ILC individuals believe that their behaviours are controlled by themselves. Hence, they have better performance in a cooperative situation. They have higher expectancy than ELCs. Thus, they may have high creative activity. Keeping these facts in view it can be hypothesized that internal locus of control children are likely to do better in creative subjects than external locus of control children.
It may also be predicted that internal locus of control children will have high creativity whereas external locus of control children will have low creativity. Higher scores in the LC scale, which is used here, are internal scores and scores towards lower end are externals. As a corollary to the first hypothesis, therefore, it can be predicted that the relationship between locus of control and creativity will be positive and significant.

**Hypothesis - TWO**

Internal locus of control children will have better educational achievement than external locus of control children.

As discussed in the review of researches, locus of control is significantly related with educational achievement when observed under each of the single subjects like reading habit, arithmetic, spelling, language, as well as total achievement (Chance, 1972; Crandall, et al. 1965; Panda and Panda, 1978). It is also observed that the subjects who are internal locus of control are academically superior to those of external locus of control. ILCs believe that their success depends on hard labour whereas ELCs believe that some factors remain in the environment and determine their achievement without their control. Since ILC children would have higher educational achievement scores than external children, it can be predicted that the
relationship between locus of control and educational achievement will be positive and significant.

Hypothesis - THREE

Advantaged children will have higher scores in the locus of control scale than disadvantaged children.

The review of researches in the previous chapter contains that economically better off parents are capable of supplying adequate food, toys, dresses etc. to their children. But poor parents can not do so. Educated parents can feed broader ideas and knowledge about the environment to their children. Moreover, caste is one of the important factors to determine individual behaviour. It develops the sense of security in some people's life. Thus, high caste people feel more secured and as such they have higher aspiration and achievement than low caste people (Rath, Dash, and Dash, 1979). Social class, ethnic group and culture have significant effect on locus of control (Battle and Rotter, 1963). Disadvantaged children have lower self esteem (Miller, 1970), and externally controlled (Riessman, 1962) than advantaged children. Das, Jachuck and Panda (1970) have reported that poor home environment lack significant stimulation for cognitive growth. Thus, the feeling of inadequacy seems to be related to the child's perception of control over his environment. With these ideas, it
is hypothesized that irrespective of urban and rural subcultures advantaged children would have higher locus of control scores than disadvantaged children.

Hypothesis - FOUR

Among the three disadvantaged samples the urban disadvantaged children are likely to have highest locus of control scores compared to rural and tribal children. Among the latter two, the tribal will be at the lowest end of the LC scores.

The home environment influences the child's personality and his perception about the world around him. Urban children live comparatively in rich and complex atmosphere. The surrounding provides opportunities to interact with wide varieties of stimuli involving different sense modalities. Children are exposed to broader environment due to communication facilities, cinema, theatre, radio, television and due to wide personal contact. But the tribal home environment is very much different from this sort of influences. Literary speaking the urban culture is nonexistent in the tribal circle. Children are deprived of toys, books, magazines, as well as cultural artifacts for personality growth. Hazijan children living in villages are not as up to date as city dwellers or not deprived as tribals. They have residences without healthy atmosphere. Not only there are ignorance and lack of resources, but lack of motivation for improvement. Although children in villages are culturally poor yet they are nearer to 'growing cities' than tribal children. Hence, it can be predicted
that locus of control scores of disadvantaged urban children are likely to be highest, tribals would be lowest, and that of rural children would be inbetween urban and tribal children.

Hypothesis - FIVE

Advantaged children will have higher creative thinking than disadvantaged children.

Disadvantaged children have inadequate linguistic development (Rath, Dash and Dash, 1979; Sahu, 1978). They have poor home environment. As they are economically poor, they don't have toys, books etc. as a result of which they do not have opportunity to explore the situation. But the advantaged children have the exploring facilities. Therefore, it is hypothesized that irrespective of subcultures advantaged and disadvantaged children would differ in creativity scores. Advantaged children would have higher scores than disadvantaged children.

Hypothesis - SIX

Among the three disadvantaged samples urban children will have highest scores on creativity subtests, tribals will have lowest, and rural children will have scores in between urban and tribal children.

It has been discussed earlier that creativity is affected by sociocultural factors and also by subcultures. On one extreme the home environments are not congenial for tribal children for cognitive growth. It is depressed and
devoid of intellectually stimulating conditions. Moreover, their linguistic background is extremely poor. On the other extreme disadvantaged urban children have comparatively better linguistic background. They can discriminate, manipulate and evaluate better than tribal children. Since home background is highly related to the cognitive abilities, it can be predicted that Harijan children in urban sample would have higher scores on creativity subtests than tribal children. Harijan children in rural sample would remain in between urban and tribal groups.

Hypothesis - SEVEN

Advantaged children will have better educational achievements than disadvantaged children.

Advantaged children have elite home environment having educated and rich parents. Such children can purchase all sorts of books, magazines and different learning-aids. They can have residential tutors in pre-school and school going periods to make them well informed. Moreover, they can possess radio, television, and visit cinema, theatres which can help them in academic prosperity. On the other hand, disadvantaged children are poor and deprived of almost all sorts of facilities as described above. Therefore, they are supposed to have lower educational achievements than advantaged children.
Hypothesis - EIGHT

Among the three disadvantaged groups of children, the urban group will have highest scores on educational achievement, tribals will have lowest, and rural children will have Ed Ach scores in between the two.

Although the schooling effect is almost equal for urban, rural, and tribal disadvantaged children yet its concomitant variables are different. For example the home environment, cognitive style, language etc. affect the child in various ways under different subcultures. Urban environment is comparatively better than the tribal one. And hence, it is expected that the urban disadvantaged group would do better in the Ed Ach tests than the tribal group. The rural disadvantaged group is likely to remain in between urbans and tribals.

Hypothesis - NINE

Educational achievement and creative thinking will have significant and positive relationships.

The hypothesis can be understood as such that a highly creative child will have high scores on educational achievement. The relationship between creative thinking and Ed Ach has been observed by various authors (Getzels and Jackson, 1962; Hasan and Butcher, 1966; Torrance, 1962; Yamamoto, 1964). It is also presumed that there will be significant relationship between these two variables in each of the subcultures such as urban, rural and the tribal culture.