CHAPTER I

INTRODUCTION
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Different aspects of personality development in children depend upon levels of social interaction. School is an important place for such development. Therefore John Dewey (1944) regarded school as a miniature society. He also remarked that there is no adequate theoretical recognition on what the school needs do to develop the pupils ability to think. All the characteristics of society are visible in the classroom situations. Along with the face to face teaching learning process the classroom situation helps the children to socialise for better adjustment. The classroom situation provides individual learning to develop the cognitive aspects and also indirectly helps the students, through social interaction, to gather sociability or social efficiency. From childhood normally sociability grows up in the behaviour of the children. In the classroom situation the different behaviour patterns caused by the individual differences are important aspects of educational psychology to be studied for guiding the students in proper manner.

In a classroom there are different kinds of students having different personality traits, they may be classified children as : gifted, average, abnormal, backward retarded, high achievers, low achievers, disciplined, indisciplined, creative and achievement motivated. Again on the basis of
the sociometric status, students may be classified as "Stars", "Isolates" and "Leaders" etc.

Terrance (1969) has put a notable remark with regard to the gifted children of the age group 12 to 16 years. According to him the gifted children between the range of 12 to 16 years are able to produce remarkable performances in imaginative, artistic, musical, and mechanical fields. During this period the interpersonal relationship develop and as a result they become quite fearful of rejection by their peers. Similarly, they worry about peer acceptance, and their fears cause them to avoid situations which involves exploration, testing their abilities and so on. So there is great need to extend help to these children in order to develop specific short range goals. Which requires practical knowledge for making vocational choice. Therefore, exciting but difficult projects are also needed. It is also necessary that they should not be forced to be too different from their peers. On the contrary they should be provided social plus intellectual skills for influencing their group and raising the levels of their group. On the basis of the sociometric status, the teachers and the guidance workers can create necessary and well planned educational setting through which their creative growths can be sought.
1.1 STATEMENT OF THE PROBLEM

The school is a socially organised institution where the pupils' behaviours and capabilities are cultivated and nourished through formal education. But the behaviour of the society reflected through the curriculum and reshaped the behaviour of the pupils. The development of the society depends upon the novel and socially useful activities of its members. Many outstanding creative scientists, writers, performers of many kinds. It is observed, start their productive career during high school years. Scientific innovations are the products of creative thinking and competitive modes of behaviour of the members of the society. The school's, the methods of teaching, learning processes and the educational environment play vital role in improving and reshaping the inborn and inherited potentialities of the pupils. The need for achievement or achievement motivation is a great driving force which can be directed for the benefit of both intellectual learning and personality development of the pupil. In the productive orientation the individual is creative and he realizes and he accepts himself as an individual rather than losing himself in the group. Within the group the individual is aware of himself and he thinks, acts and feels in reference to his own need as well as with reference to those of others. Only, the productive orientation permits the satisfying realization of human potentialities. Both
achievement motivation and creativity are intrinsic characteristics of the concerned individual. The extrinsic factors like the casual intimacy, permanent friendship, closed friendship may also influence the behaviour of the pupils.

1.2 CONCEPT OF STARS AND ISOLATES

The dictionary meaning of 'Star' is any mark, shape, emblem or the like resembling such figures. Similarly, the dictionary meaning of 'isolate' is to set apart from others or to place alone. The very word 'isolate' originate from the latin word Isola - an island (Webster's 1977) Isolation is a negation of interdependence and consequently inimical to both individual and social development. According to dictionary of sociology Fairchild (1955) 'isolate' refers to separating from social relations; to reduce or eliminate social contacts.

According to Encyclopedia of psychology (1984), social isolation refers to minimal social contact or maximum social distance among individuals and/or groups. Voluntary or planned isolation of one's group in relation to alien groups is frequently used as a means of heightening the internal cohesion of the isolated group.

From sociological stand point 'star' can be defined as an individual who is colourful and interesting to others,
He is more involved and interested in people than in things. Again from another sociological angle it may be explained that almost everyone in a group claims that the 'star' is an intimate friend even though he does not reciprocate many of the friendship choices. Every one admires him because of outstanding quality. Thus 'stars' may be defined as having extrovert personality who are able to make friendship with others to do things together and live in a society with pleasurable and satisfying states of mind by interacting with each others. On the opposite extreme 'isolates' are those who have no close friends, who belong to no sete or crowd and who feel that no one cares for them or have any interest in them. Crow and Crow (1967) defined 'isolates' as 'children' who for one reason or another fail to achieve popularity among their friends/peer group. They become miserable or withdrawing and aggressive. Presssey and others (1967) stated that some individuals who do not belong to groups are isolates. They are bewildered and miserable unhappy over their lack of popularity and are establishing characteristics of timidity or resentment towards others which may continue throughout their life. There are two kinds of isolates: voluntary isolates and involuntary isolates. Voluntary isolates withdraw from the group because of lack of interest in group members, or their activities. The voluntary isolates may be talented or bright. In contrast involuntary isolates are
rejected by the group even though they would like to be identified with the group.

It is clear from the foregoing discussion that isolates may be defined as introvert personalities living aside in the society, having no close relationship and interaction with fellow children. A truly general definition of isolation can be negative only; it is a condition in which certain relations with other human beings are lacking. However, we may distinguish (a) strictly physical isolation of Alexander Selkirk, (b) social isolation of seared society—gypsy, (c) mental isolation. The later kind of isolation may range all the way from self-contained thought patterns of a dogmatist to the autistic reveries of a Schizophrenic. Social isolation implies pessimism about the possibilities of achieving meaningful interpersonal relations and gaining satisfaction from the daily transactions required in the carrying out of social role behaviour.

Young and Cooper (1944), Pinter et al. (1937), Vreeland and Corey (1938), Upamanyu (1972) and many others have tried to find out factors associated with popularity. However, no factor has yet been located which is markedly associated with popularity.

Northway (1944) conducted a most important study and found three types of isolates whom she classified as recessive, socially uninterested and socially ineffective.
The first type was characterised by lacking in vitality, physically below par, poor intelligence, careless about their appearances, possessions and works. The second type were quite and made no effort socially. They took more interest in their persons and possessions. They were shy and uncomfortable in society. The third type was found to be noisy, rebellious, boastful, arrogant, sometimes delinquent and usually a nuisance in the class.

Bonney (1943) showed that a strict control by the teacher may mark differences in status among the children. In a teacher dominated classroom, a class may appear to lack both leaders and isolates.

Jennings (1943) found that isolates tend to be self bound and unable to bridge the gap between themselves and others. Moreno and others (1960) found that isolation results as the product of special insensitivity between the individual and specific other persons, but to such an extent that he can conveniently be described relatively as self bound.

Paul and Backman (1974) stated that the term isolation does not refer to lack of worth of social relations but to a kind of detachment in which the persons assigns low, reward value to goals and beliefs which are typically valued highly in society.
Kour (1978-79) stated that 'stars' are considered as those students who receive the highest number of acceptance on liking choices from their classmates; whereas 'Rejectless' are considered as those students who receive the highest number of disliking choices from their classmates. He also chalks-out the personality traits of the star acceptances viz. hard working, obedient, well behaved, respectful, interested in studies, disciplined and regular, neat and clean and more active.

Laskatz (1969) reported that Jennings described 'to make off chosen persons as isolates and unusually popular individuals as stars'.

Morano (1969) defines a star as the individual who receives the expected number or more than the expected number of choices, on the same criteria isolates means not choosing and being unchosen on any criterion.

Koranna's (1973) study revealed that the 'stars' were characterised by good, cheerful nature, honesty, good conduct, punctuality, industriousness, good study habits, better performances and participated in extra curricular activities. He also reported that 'stars' were self sufficient in their studies but the 'isolates' remained absent, quite often. Also found that 'stars' like to move with friends whereas 'isolates' with their family members.
Conceptually, 'stars' and 'isolates' refers to social position or a sociometric status, which is determined by fellow members of the group with maximum and minimum choice patterns which is mostly depended upon the perceived and objective personality traits of the concerned individual members of the group. This sociometric status ascertained the nature of society and its individual members interacting within a similar personal and environmental conditions.

1.3 CONCEPT OF ACHIEVEMENT MOTIVATION

Being one of the important personality dispositions achievement motivation has received great attention of the research workers. Hurry (1938) popularised the idea of achievement motivation or need for achievement or n Ach on the basic proposition that motivation may have effects on fantasy. The psychoanalytical theory of motivation also underlines the importance of unconscious mind as a store house of fantasy.

Hurry (1938) defined need achievement 'as the desire or tendency to do things as rapidly and to accomplish something difficult, to master, manipulate, organise physical objects, human beings or ideas to do as rapidly and independently as possible, to overcome obstacles and attain a high standard to excel one's self, to rival and surpass others
and to increase self regard by the successful exercise of talent.

Later on McClelland et al. (1948) carried out experiments on fantasy to establish the reason that fantasy reflects state of hunger which every one agrees to be motivational. As such McClelland’s (1953) study is characterised by a concern for excellence expressed in a tendency to compete with standard of excellence and called it need for achievement or n Ach or achievement motivation.

Conceptually, n Ach can be described as an urge to do well or to undo somethings with long period involvement in doing and through competition and unique accomplishment. Motives are of two types : (a) primary motive, (b) secondary motives. It is assumed that primary motives are present in a state of need relative to survival of the organism while secondary motives are acquired or learned. The need for achievement is categorised as secondary motives.

The theoretical sketch on achievement motivation was drawn by McClelland (1951). Motives are defined and classified in the McClelland system primarily in terms of expectations and secondly in terms of results of action. This was developed by Atkinson (1964). According to Atkinson the tendency to success (TS) is equal to the multiplication product of motive to success (MS), probability of success (PS) and the
incentive value of that goal for the individual (IS) Atkinson and Feather (1966) elaborated the theory and regard the resultant motivational Tendency (T) as the difference between the tendency to achieve success (TS) and Tendency to avoid failure (TF). The tendency to avoid failure is a function of the motive to avoid failure (RAF), the subjective probability of failure (pf=1-ps) and the negative incentive of failure (1pf−ps). Thus TS = (RA−RAF) PS (1−PS) Rayner (1969) examined the theory and formulated the concept of Contingent path and Non-contingent path. The concept of contingent path captures the idea that future success in an area of achievement skill is often dependent on more immediate success. On the other hand future orientation should not affect the strength of the present motivation in a contingent path.

Atkinson and Birch's (1970) dynamic theory assumes that motivational tendencies underlie the corresponding activities which are initiated and terminated in behaviour. Motivating tendency (T) is the resultant of an action tendency (T) representing positive motivation to do it and a negation tendency (N) representing a tendency not to do it. The resultant tendency is equal to the difference between the action and Negation tendency (T = T − N).

Keckhausen (1967) propounded that achievement motivation can be defined as the striving to increase or keep as high as possible one's own capabilities in all activities,
in which a standard of excellence is intended to be achievement and where the execution of such activities can lead to success or failure. He also developed dual motive theory of achievement behaviour and termed as "Hope for success" (HS) and "Fear for failure" (FF). According to him "Hope for success" refers to striving to increase or keep as high as possible one's own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore either succeed or fail. The term used by Heckhausen as "Hope for success" and "Fear for failure" to corresponds, Atkinson's Motive to success (MS) and Motive to avoid failure (MAdF), Moulton (1959) reanalyzed the earlier study of Atkinson relating to "Fear of failure". The "Fear of failure" score was found negatively related to recall of uncompleted task. Various other findings indicate that the "Hope of success" scores are measures of a positive motive for achievement where as "Fear for failure" is not. The differentiation of "Fear for failure" from "Hope of success" indicates that the original n Ach scoring procedures were conglomerates. Horner (1972) conceptualised the term "Fear for success (FS) which attributes Motive to avoid success. Motive to avoid success means a disposition to become anxious about achieving success because they expect negative consequences (such as social rejection).
The theory of achievement motivation has undergone extensive modification from time to time with addition and correction. It is pertinent to explain that under the periphery of personality characteristics n Ach is an integral part of individual's personality with considerable degree of individual differences. The most important component of n Ach that constitutes are—(a) tendency to success (TS), motive to achieve success (MS), motive to avoid failure (MAF), incentive to success (IS) incentive to failurs (IF), hope for success (HS), fear for failure (FF) and fear for success (FS) or motive to avoid success.

1.4 CONCEPT OF CREATIVITY

According to Webster's creativity is derived from the word "CREARE" which means to create. To create is to bring into existence something new or novel as the result of thought and imagination.

Maslow (1954) present a list of 15 characteristics of a selfactualised person of which creativeness is one. He explained that a person having special kind of creativeness or originality or inventiveness that has certain peculiar characteristics. The concept of "Primary process" and "Secondary process" of Freudian theories are taken into consideration while Maslow (1959) classified the creativity as Primary creativeness and Secondary creativeness. He stated
that primary creativeness originates in the unconscious and it is the source of new discovery — of real novelty — of ideas which depart from what exists at this point. The other kind of creativity termed as "Secondary creativity" occurs in rigid, constricted people, Maslow differentiates the nature of creativity in self-actualised people as productive creativity which reflected in poetry, art, music and invention etc.

Now-a-days, the researchers have recognised the importance of creativity and its relation to the creative growth of children in their creative talent, mental hygiene, educational achievement, vocational success and fully functioning personality and social welfare. It brings in innovation in the life style of the human being. Gatsala and Jackson (1962) regarded creativity as a distinct aspect of conventional intelligence while Guild Ford (1950) explained that creativity sometimes refers to creative potential, sometimes to creative productivity. Torrance (1969) defined creative thinking as the process of sensing gaps or distributing, missing elements, forming ideas or hypotheses and communicating the results possibly modifying and retesting hypothesis. Godd and Markel (1959) described creativity as a quality in thought to be composed of broad continum upon which members of the population may be placed in different degree. Hebb (1949) expressed creative thinking as a function
of relative strength of conscious and unconscious processes, the harmony that exists between external, world of reality and individuals internalized needs. Drevdahl (1956) defines creativity as the capacity of a person to produce compositions, products or ideas of any sort, which are essentially novel and previously unknown to the producer. Mustaka's (1967) concept of creativity is an abstraction that attains a meaning, concrete forms in a particular and in unique relation.

To be creative means to experience life in one's own way, to perceive from one's own person, to draw upon one's own resources, capabilities roots. There are two basic requirements, that a person be direct, honest, consistent in his own feelings and in his own convictions that he feels a genuine devotion to life, a feeling of belonging and knowing. According to Sinnott (1975) creativity is not common, but it is certainly far from rare. It is found among all sorts of men and women who are faced with the need, sometimes the consuming passion or desire to gain a new insight into truth and beauty to solve problems in science, to bring life a painting out of pigment, oil and canvas or to set a poem drawn in words. Rogers (1975) defined creativity as a process that is the emergence in action of a novel relational product, growing out of the uniqueness of the individual on that one hand and the materials, events, people or circumstances of his life on the other.
The individual creates primarily because it is satisfying to him, because this behaviour is felt to be self actualizing. Razik (1975) expressed that creativity could no longer be left to the chance occurrences of the genius, neither could it be left in the realms of wholly mysterious and the untouchable. Men have to be able to do something about it; creativity had to be a property in many men; it had to be something as identifiable it should be and subject to the effects of efforts to gain more out of it. Jha (1978) described creativity as the capacity of the individual to avoid the usual routine, conventional ways of thinking and doing things and to produce a quantity of ideas or products which are original, novel or uncommon and which are workable. It must be purposeful or goal directed. It may involve the forming of new patterns and combinations of information derived from past experiences and transplanting of old relationships to new situations or the generating of new relationships.

In the past creativity was more or less similar with terms like intuition, insight, and imagination. The results of recent number of studies show that creativity has become delineated into a number of aspects like dimensionality, dynamics, personality and measurement. Good and Nekel (1959) tentatively described the factors of creativity as associational and ideational fluency, originality, adaptive
and spontaneous flexibility and ability to make logical evaluation. It may be pointed out that creative thinking is accepted to be marked by the action of mind purposefully directed to manipulate the environment with a view to creating new ideas and to establish novel patterns and relationships.

Thus the concept of creativity may be described in terms of imagination, originality, inventiveness, discovery, innovation, sensitivity, flexibility, ingenuity, elaboration etc. and such concepts may be seen in terms of inventions, scientific theories, artistic creation, improve products or method, musical composition, writings drawings, paintings, and other creative expressions. On the basis of the foregoing discussion creativity may be defined as a product and as a process. The novel productions offer to the culture or to the individual is included in all most all definitions of creativity.

We can define creativity as an intrinsic factor of personality of an individual reflected on production from abstract things, ideas and thoughts to a novel and concrete one with usability to the society.

In other words creativity is an ability of an individual to produce innovative and workable ideas and solutions to given problems.
1.5 IMPORTANCE OF THE STUDY UNDERTAKEN

Our present education system is rigid and extremely examination centred. Fostering of divergent thinking is set aside for the objective is to get through the examinations. Progress in varied dimensions like economic growth, technological well-being of a nation rests basically upon the creative talents and achievement related motivation of the individuals. Due to the prevailing education system and examination system, the potentialities and talents of the students remain unidentified. The present educational system demands a shift from mere subject mastery to acquisition of a capacity to think, assess facts and to arrive at original contributions. It is an important function of education to develop creative and critical thinking.

Our country is democratic. The success of democracy depends on able, active and creative citizens of the state. For achieving the social and national goals, it is increasingly being realised that human resource development is a necessary conditions. Mehta (1969) found that a country's economic and industrial growth is to a great extent determined by the people's motivation. McClelland (1961) discussing the social origin of the achievement motive and its implications for society argues that a high level of achievement motivation with a particular society is partly responsible for high level of commercial and business oriented
activity culminating in economic growth and productivity. Likewise, development of thinking in children should be the aim of education. Unfortunately, marksheet oriented achievements are accepted at the time of admission in different faculties. This brings about the emergence of the unemployment problem in the state to a great extent. The future inventions and new products depend upon the creative potentialities of the students and their creative potentialities may be explored through education. Torrance (1968) remarked that the future of our civilization, our very survival depends upon the quality of the creative imagination of our next generation. Democracies collapse only when it fails to use intelligent imaginative methods for solving the problems.

Industrialization and urbanization have made technological advances and have produced many fundamental changes in modern society. The scientific and technological advancement of today is the result of cumulative past years from the stone age to space age. The development of industries has opened up many possibilities for further advancement not only in the field of space research but also in the field of art teaching and professionalism. So, it requires that the creative talent of the creative child has to be located and identified and nourished as early as possible and allowed to grow in the best atmosphere of school, under best teachers.
Indeed, the psychologists and educationists have understood the new challenge and are earnestly attempting to understand the nature of learning and teaching with a view to cope up with the industrial development of the country. McClelland (1961) found that n Ach is associated with economic development. So, he remarked that in the broadest sense the rise of technological civilization might even be seen as an effort by people with high n Ach to produce more than they could consume as efficiently and economically as possible. Also, McClelland and Winter (1971) reported that high need achievement leads to entrepreneurial activity and when possessed by a manager, to more rapid expansion of his firm.

Due to lack of qualitative production by the schools and colleges emerges the unemployment problem in the state which calls for identification and classification of the learners with a view to providing better scope to proceed further with studies and indirectly extending help to the economic growth of the state. The Education Commission of India (1968) opined that creativity grows in the best atmosphere and under the best teacher. The Education Commission (1968) has rightly pointed out that the destiny of a nation is being shaped in the classroom and that education should be used as an instrument of social change.
According to Murphy (1968) there is a great deal of potential creativeness which is being wasted through unplanned channelisation. Society also needs creativeness not only from a few genius but from most of the members of the community. Lingwa (1981-83) reported that creativity depends upon cultural setting because he found significant difference belonging to the cultural setting of Meghalaya and Nagaland.

The creative individuals are mainly responsible for invention of innovative method. Consequently, it is important to study both a Ach and creativity and after exploration this will indirectly forward help in the economic growth of the country. Because, motive to achieve, influence one's social, personal and intellectual pursuits. Christian (1977) reported that a Ach has high concern for the nation's economic, social and political situations and even international situations. Phutela (1977) found need achievement has been positively and significantly related to educational and vocational aspiration and also found that need for achievement is one of the predictor of the academic achievement.

Creativity in Adolescence continues to be neglected field of research and application (Torrance 1964) Adolescence may be seen as an important segmental space where 'self striving' for purposes of its own actualisation is
viewed and evaluated in terms of its health and adequacy to proceed through the present 'self concept' which emerges as the most significant event from birth on words (Rogers 1939). According to Guilford (1968) creativity is the key to education in its fullest sense and to the solution of mankind serious problems. Kureshi (1975) has stated that the adolescent with his self image shows much enthusiasm for exceptional and exemplary attainment, and thus develops a strong need for achievement. Jha (1978) has found that the peak age of creativity is generally during the thirtieth. Barnes (1975) expressing the findings of Getzel and Jackson (1958) states that among bright students in most highly creative one's excels in achievement to as great or degree as do the highest IQ students. Ayishabi (1987) found achievement motivation as a predictor of secondary school biology achievement.

The position in one's group has an important bearing on the behaviour, achievement and personality of the individual. Sociometric analysis is able to identify 'stars' and 'isolates' according to the number of interactions, one has within one's group. Individuals chosen by most of other individuals in the group are referred to as 'stars' while those who have little interaction are called 'isolates'. Sociability and social efficiency are present in the 'stars' but are lacking in the 'isolates'. To study these personality traits, it is necessary to investigate the level of achieve-
motivation and level of creativity in 'stars' and 'isolates'. Aggarwal (1988) reported that social acceptance and social rejection play an important role in the adjustment of adolescent students.

Social psychology tries to analyse and explain social phenomena in terms of psychological conditions and is concerned with how people affect one another's thought, feeling and behaviour. Classroom is a socialising agency. The classroom situation is a social situation. Where the teachers impart teaching to the group but the individual student has to accomplish his task through performance, evaluation, individually. The teachers participate in the classroom situation as model and the students are necessary part in any teaching endeavour. Torrance (1972) conducted a study on group dynamics and creative function. He reported that new ideas of fifty-four percent occurred through some kind of group interaction. Also, he reported that the group composed of freedom oriented individuals expressed little need for clarification from the instructors than control oriented group. In conclusion he reported that the composition of groups, the kind of feedback they are given, the procedure they use and the likes are powerful enough to make differences in the creative functioning of the group as a group and in individual members of the group. By employing sociometric techniques and other relevant devices the teacher can help by acquiring some knowledge of
social relationships among the students. In a classroom situation there are some kind of social behaviour such as competitions, friendship and leadership. The individual choice behaviour has a general importance for his life and for the life of his group.

Therefore, it is the teachers who should plan the classroom activities in such a way as to pose challenge to the students. Learning in a classroom depends on the impact of positive and negative social reinforcements. The school is an organisation in which various types of interactions take place and learning is promoted. Terrance (1967) in his study questioned whether creative students are popular with their peers and he noted that divergent boys in the first three years in a school tended to be labelled by other children as having 'silly' or 'crazy' ideas by their peers. Whereas creative girls did not gain such recognition. Lindram (1972) argued that a Ash is often contrasted with need for affiliation, a need that relates to socialising, interacting with others, particularly with peers, pleasing others and winning their affection expressing and maintaining attitudes of loyalty to family and to friends.

McGilliland (1961) referred the Olin Larson's strategies of advancement as a product of achievement motivation and creativity. Because Larson took some of the responsibilities of finding people to make changes and additions to
the file and he was ready himself to help them carry these through the strategies of advancement. McClelland (1963) suggested that an important characteristic of creative individual is willingness to take risks. This finding agrees with Barron's (1969) finding that creative individuals prefer complexity and are independent and highly resistant to group pressure.

Aarren and Malathasha (1972) have found strong relationship between achievement motivation and creativity. Kumar (1978) showed that high creative individuals were more achievement motivated than the low creative ones while Lal and Chilona (1977) reported negative correlation between achievement motivation and creativity.

Finally, the present investigator undertakes this study because never before has a study of the kind been attempted in Assam to locate the creativity except Gakulannathan's (1979) study on achievement motivation among tribals of Assam, Deka's (1983) study on achievement motivation among tea workers children and Das's (1986) study on peer influence on aspiration among the secondary school student of Assam.

The present study has undertaken to investigate the achievement motivation and creativity—the two important variables associated with the social and economic growth of the country in relation to the types of interaction one has in one's group. The study of these two variables in relation
to 'stars' and 'isolates' will help in understanding how far achievement motivation and creativity are linked to the social position one has in one's group. Such understanding may help in fostering these factors by manipulating the social interactions in the classroom in desired direction.
REVIEW OF THE RELATED RESEARCHES

The present section is devoted to review related literature. It has been divided into four different parts to classify the various studies already conducted in India and abroad. The present investigator tries to review the related literatures giving more stress on Indian studies and also on the studies conducted more recently.

1.6.1 Review of the literature on 'stars' and 'isolates'

There are various factors on which interpersonal relations depend, such as attraction through appearance, attraction resulting from similarity in attitude, attractiveness versus similarity, similarity and race prejudice, making friends and acquaintances, attraction due to complementarity, attraction resulting from frequent exposure. In order to study interpersonal attraction of individual group members, J.L. Moreno (1953) used the sociometric test in social structures of work groups, play groups, and classroom groups.

Newcomb's (1956) theory of interpersonal attraction shows that from the beginning, irrespective of similarity in attitudes and values members intend to be attracted, but with the passing of time, mutual liking grows stronger among individuals with similar attitudes and beliefs. Study by Byrne and Wong (1962), revealed that white segregationists
reported themselves as more attracted to Negro segregationists than they were to white integrationists.

Hendrick, Bixanatine and Howkina's (1971) study showed that subjects were attracted primarily on the basis of similarity in views and racial differences whereas racial similarities has little effect.

Izard (1960) found that personality test patterns of mutual friends were more similar than those of randomly selected pairs. Also He (1965) found such similarity among college freshman friends but not among seniors.

Rosenfeld and Jackson (1965) studied the friendship patterns and found that mutual friends who had been employed a year or less were indeed similar with respect to scores on personality tests but those who had been employed longer than a year were similar in one office but not in the others.

Miller (1963) noted that similarity alone is not a basis for mutual liking. Generally speaking strength in a dimension of behaviour is more conducive to attraction than its deficit.

Winch (1958) explained attraction to each other not because their particular patterns of needs are similar, but because they are different, although in complementary ways.
Banta and Hetherington (1963) found more similarity than complementarity among mutually attracted persons.

Homans (1958) stated that with the increase of the frequency of interaction between two or more persons the degree of liking for one another increases and vice versa.

Neighbourhood is another condition for attraction. Whyte (1956) found that co-participants were neighbours. Priest and Sawyer (1963) found that students were more likely to choose their friends from those who lived near them, although being members of the same class in college was also an important factor. Yoshioka and Athanasion (1971) in their study found that it apparently takes about three months for a new resident to become acquainted with the recent arrivals and to have more friends living at a major distance than did those who had been living there for some time.

Children tend to have friends who live close by socio-economic factors who had an effect upon friendship. Kelu (1985) identified live determinants for friendship: professional level of parents, educational level of mothers, income level of parents, socio-economic status score, educational level of fathers these lead to sociometric preferences.

Tiwari (1984) explained that achievement motive is an acquired motive and grows under the effective control of individual experiences in certain realms of social interaction.
Achievement motive and creativity depend upon some environmental conditions, societal status to some extent may be treated as a determinant of achievement motive and creativity.

Venable (1954) investigated friendship pattern in a group of college girls and defined 'star' as an individual chosen as a best friend by at least five others and 'isolate' as one chosen by none. Akhtar and Khanna (1990) found that the similarity in interpersonal values is stronger among the friend dyads who are associated with longer period of time than those who are not. Halinan and Soreson (1985) explained that the institutional characteristics of a school have an impact on the influence process. The interaction and shared experiences of students who are assigned to the same academic track increases the likelihood that they will become friends.

French (1956) found that persons with high need for affiliation chose others who they liked as persons for future interaction while those with high need for achievement chose those who were the best performers in the group.

Shanmugan (1989) concludes that both typical 'stars' as well as typical 'isolates' seem to tend to be ruled by immediate needs for gratification rather than by long range goals. The 'isolates' are inferior to 'stars' in social conformity.
Pathak (1971) concluded that sociometric status irrespective of father’s economic position is related to father’s educational and professional background.

Shing and Jadav (1977) reported that creativity does not go with social acceptability. In all sociometric group Panda (1983) found that there is no significant difference between upper and middle class persons in the value area of aesthetic.

Agarwal (1988) stated that socially accepted group do not find difficulty in developing friendship, they are good at conversation, carry out every work with responsibility and are more emotionally stable and good at studies. They are liked by their classmates where as this is not true in case of socially rejected group.

Gill and Kapur (1989) studied the Dependency in relation to parental Acceptance and Rejection and the results indicated that parentally accepted children showed more independence as compared to the parentally rejected ones.

Das (1986) found that peer influence was stronger among the students of rural schools in comparison to urban schools.

Seetharam (1980) concluded that sociometric seating plan helped to improve their social relations among the unaccepted (Isolation and neglects). The study indicates
that there is much beneficial effects of sociometric groupings.

Nagar (1973) found that 'stars' and rejectees had almost common interest patterns but the rejectees had shown more inclination. Secondly, stars were found to belong to the families of higher socio economic background in comparison to rejectees. Thirdly, stars were found more intelligent on intelligence test than the rejectees.

Pal's (1976) study revealed that ill adjusted student leaders had more liking for cultural, athletic and religious affairs whereas well adjusted student leaders had more liking for educational social, vocational and political affairs. Singh (1977) found that popular's mean scores on all factors of creativity were significantly higher than the mean scores of isolates and rejectees. The mean score of creativity of isolates was not significantly lower than that of rejectees in any area of creativity.

Agarwal(1980) concluded that the factors of socialisation process produce to facilitate or inhibit the development of n Ach.

Suchir (1989) also found no relationship between social skills of the pupils with n Ach.

Joshi (1981) found that 'stars' differed from 'isolates' in certain personnel factors and also differed
On certain psychological factors i.e. they had good memory, positive attitudes, towards works.

Study by Biaht (1982) revealed that 'isolates' were significantly better than 'stars' on word analogy, number series, reasoning, fairness, moral character, discipline and scholarly tests. On a test out of 19 teaching aptitudes the 'stars' are better.

Shrivastava (1974) reported that among accepted and rejected boys there was a significant difference in computational, scientific, persuasive and social service fields and there was no significant difference in outdoor, artistic, mechanical, musical and classical fields.

Patal (1975) observed that all the groups showed positive choices were received from children of same sex and mutual choices were made absent entirely on the same sex rather than the opposite sex and negative choices were given to and received mostly from children of the opposite sex.

Koranna (1973) studied on sociability with reference to schooling and he found that sociability of children was affected by father's education but not by his occupation and the proposition of 'isolates' increased with the class size.

Vyalhit (1973) carried out an interesting study to explore relations in effective classroom group and have found
superiority in 'stars' as compared to those of ineffective one's. The number of 'stars' was larger and the number of 'isolates' was smaller in effective classroom groups than in ineffective one. It was also reported that interpersonal relation was better in co-educational classroom group than in 'boys' and 'girls' ones. It was also found that the number of 'stars' in the girl's classroom group was smaller than in boys and co-educational one's.

Mehdi (1977) found both boys and girls who were creative seemed to be sociable. Joshi (1980) found high achiever prefers technical field in selection of future vocation and also found that 'stars' prefer mathematics and science as favourite subjects. The important finding was that 'stars' belonged to higher income families and were having high achiever friends.

Sivaras (1977) studied interpersonal relationship in classroom situation as reflected on social desirability contributed to interaction process in a group and determined social acceptability and friendship relation in a group. It was also found that sociometric choice status was stable over sixteen weeks period and it was related with social desirability characteristics.

Tiwari (1989) proposed a theoretical model of rural development which recognised that development is a multi dimensional process jointly determined by individual and
societal level variables. The social variables provide a support system for the individual.

The foregoing review clearly states that personality variables entangle with in the frame of social influences. On the societal context interpersonal attraction mutually influences the interaction on the growth of personality which leads to change of behaviour pattern. Because of the socialisation process and the experiences gathered in the social atmosphere embodied in the skeleton of personality. In this connection, it may be logically inferred that parental values and interaction cannot be kept aside on the personality development of a child. Family being the main shaping agent plays a vital role to meet the immediate needs of the individual. Though home environment and environment of the schools are not alike yet similar factors in most cases influence personality interaction in the map of the society.

1.6.2 Review of Literature on Achievement Motivation:

Researches on Achievement Motivation shifted the importance from biological orientation to behavioural dimensions of human personality. This has led to study the factors governing origin and growth of n Ach and it attempts to identify the environmental factors which produce a change upon Achievement motivation. Murray first adopted the Thematic Apperception Test (TAT) in 1943 and later on Atkinson
and McClelland (1943) successfully conducted studies in this area. At the initial stage, researchers conducted to find out the techniques to measure the achievement motive. The usability of the T.A.T. was judged by experimental studies conducted by Veroff (1958), McClelland et al. (1953), Ricciuti and Clark (1954), Wundt (1955), Angelini (1955), Martire (1956), O'Connor (1960), Itoichi (1962), Herber and Alport (1964), Tomhanker (1967), Sinha (1970) found it successful. The T.A.T. is the only instrument which is most widely used till date from 1943. In the course of time, researches developed in this area use different questionnaires, sentence completion instrument to measure the n Ach.

As a subject matter of personality dynamics in n Ach finds important place in the works of Adler (1927). Consequently, after the formulation of the theory of achievement motivation several studies have been conducted to test the implication of the theory by studying the relationship between different personality variables. Siddique and Akhtar (1969) conducted a study on the characteristics of achievement motivated students and reported that indisciplined students were higher in n Ach. Bharav (1972) found that there was no correlation between levels of aspiration and achievement motivation whereas Phutala (1977) found n Ach are positively and significantly related to educational and vocational aspirations. Baquer (1974) compared self esteem
between American and Indian students and demonstrated positive significant correlation with n Ach for American but only slightly for Indians. Mohan (1975) found that in most of the differential growth curve low and average groups indicated parallel growth while high group scored higher on all variables on self. The data on the correlational study conducted by Prasad (1978) showed that high and low n Ach subjects did not differ significantly with regard to actual self but they differed significantly with respect to ideal self ratings and the discrepancy between actual self ratings and ideal self ratings. Shrivastava (1979) reported that there was positive correlation between achievement motivation and self concept, while Gupta (1982) found that there was no significant effect of achievement motivation on self concept of the high school students. Considering adjustment as a personality correlates Banarjee (1974) reported adjustment was found to be significantly and positively related with n Ach in Tribal group. To some extent Sarma and Mehta (1988) reported the similar findings that the subjects having high n Ach were found to have significantly higher psychological adjustment in comparison to subjects having low n Ach. It is also reported by him that there was no significant effect of n Ach upon social adjustment. Similarly Gupta and Swain (1987) reported that urban and rural adolescents do not differ on the variables of personality adjustment. Killey and others
(1973) showed that high achievers are tended to perform at
higher level than low achievers. It is also found a suppor-
ting view in the study of Patal (1975) that talented boys
differ significantly from average and below average boys
in respect of Ach motivation. Christian (1983) found highly
motivated had better study habits than the pupils who were
low motivated. Hasnain and Bahl (1978) concluded from the
study that a high n Ach is persistent in his work and tries
to achieve higher position and gets promotion sooner than
the low achiever. The study conducted by Natesan and Seetha
(1986) indicated that high achievers have high n Ach scores
and vice versa. Banerjee (1974) studied behavioural pattern
of children in terms of achievement motivation and found
that the relationship between n Ach and competition was very
low and not significant. Study conducted by Youseuf and Saha
(1976) revealed that n Ach found to be significantly related
to risk taking dependence process. Shrivastava's (1980)
study reveals the results that achievement motivation and
anxiety are negatively and significantly correlated to each
other, personality factors explored by Verma (1986) shows
that level of ego strength, internal control, emotional
maturity affects achievement motivation positively.

The inter crossed review has posed that achieve-
ment motivation is related to personality. Being a per-
sonality factor achievement motivation plays a vital role in
the behaviour of human being.

In achievement motivation research interest grows to study the relationship of several residential, socio-cultural and educational factors and studies on socialization process received ample attention. It has clearly showed in the study of Klinger and Fredrick (1969) that social class is associated with n Ach scores and there is credible evidences that mobility can effect n Ach. Shing (1970) has observed that industrial entrepreneurship is higher in n Ach than the agricultural entrepreneur. Residence is one of the factors that affects the n Ach Bakulanathan and Mehta (1972) and Shrivastava (1979) found significant difference between rural and urban residence. Shrivastava (1979) demonstrated higher n Ach among urban resident than in the rural resident on the contrary Brawat and Shing (1987) and Gupta and Swain (1987) show no significant difference between urban and rural in achievement motivation. Parikh (1976) study revealed that the mean scores of the Bombay city pupils were higher than that of the pupils of Madras, Delhi, Baroda, Kaira, USA Brazil and Germany. Similarly, Lyndoh (1976) also found higher level of n Ach for Delhi, Madras, Baroda and Assam. Mehta (1974) found Sindhi and Punjabi boys are higher in the level of n Ach than the boys in Hindi linguistic group. Lalitha (1985) in both the cases (tribal and non-tribal) the r value show lack of any relationship between n Ach
and school marks. The insignificant difference between Tribal and Non-Tribal in Achievement motivation reported in the study of Lyndah (1976), although the Meghalaya tribal students found higher than the non-tribal. Rubayi (1976) found that the environment of schools and not the cultural background was found to be the factor influencing their n Ach level. Again the n Ach level of the pupils from rural schools was higher in the case of non-tribal pupils, the pupils from the urban non-tribal school revealed a higher n Ach than the rural non-tribal schools. Khan and Shing (1984) found both parental education and economic status of the family closely related to n Ach. It also found that science students were found to have significantly higher achievement motivation than arts and commerce students. While Suchir (1989) found parental education, socio-economic status and family income were not related to student's level of n Ach. Patil (1983) observed and found that higher degree of motivation helps the students to solve more number of problems.

The review gives an indication that n Ach may differ according to the environment of residence, schools and social factors.

Several studies have shown that sex is an important determinant of motivational level. There are several investigations which indicate an inverse relationship as
well as correlation between achievement motive and sex.
Rundall's (1973) study revealed the result that there was
significant relation between a Aoh and sex. Mishra (1967),
Easther (1968), Relinkian, Lynn and Gimbere (1971),
Chaudhary (1972), Gakulathanth (1979), Agarwal (1974),
Parikh (1976), Patel (1977), Narula (1979), Sundaram (1981),
report significant difference on achievement motivation
between the sexes whereas Botha (1971), Simons and Bibb
ment motivation insignificant in sex differences. Relinkian
Lynn and Gimbere (1971) found statistically significant
difference between male students while Rubayi (1976) reported
the significant difference between girls of non-tribal
schools and tribal schools. Grewal and Shing (1987) found
no significant difference between rural and urban boys,
rural girls and urban girls. Easther (1968), Chaudhary (1972),
Gakulathanth (1979), Agarwal (1974), Patel (1977), Gupta
(1986), Parikh (1976) evidently showed that girls were
higher on achievement motivation than the boys on the con­
trary, Narula (1979), Sundaram (1981), Panda and Mishra
(1985), Suchir (1989) showed that boys were higher on
achievement motivation than the girls. Deka (1983) reported
insignificant sex difference showing boys were higher
than girls. Lalliana Ralts (1981-82) found that male
college students are group achievement oriented than the female college students. Prakash's (1985) study revealed that a Ach factor has not significant interaction with sex with regard to learning performance. Almost similar findings were also reported by Shing (1989) that sex and Achievement motivation does not interact significantly in relation to the study habits of Adolescents. Pillai (1983) reported the difference by degree but not by sex in regard to achievement motivation. Significant differences exist between high Masculine and low Masculine subjects with respect to each motivation. The research findings reviewed so far show that there exists sex difference but other situational factors play a role which demonstrate disagreement too.

Another determinant of Achievement motivation is Age. Although there is no such consistent result in the review of the recent researches. Winterbottom (1988) found that the mothers of boys having high n Ach were less respective and expected 'self reliant mastery' at an early age. Rosen (1959) concluded that early mastery training produce high n Ach in all cultures, it is not intended as a rejection. McLeodland (1961), in a sample of Indian students noted that younger children may have higher n Ach. He also found that in India a young entrepreneur had higher n Ach than older ones. Mehta (1967) compared the German and American children and found similar n Ach in German and American team
age boys. The result of the study conducted by Rehta and other (1970) indicates that teachers as well as their pupils continued to maintain the gains in their levels of achievement motivation and the pupils from the experimental group continued to show greater n Ach than those from the control groups.

Sinha and Choub (1972) reported that age alone does not seem to have strong effect on achievement motivation. Tidrick (1973) found that university students have in fact significantly higher n Ach than the college students. Hence age played a vital role on n Ach. Parikh (1976) on the other hand reported that eighth standard students had higher n Ach scores than the ninth and tenth grade pupils. The comparison of the results obtained by Tidrick (1973) and Parikh (1976) showed opposite trends in achievement motivation.

Christian (1979) conducted study on girls from Pre-University to Post-graduate stage and found that n Ach is an independent motive and chronological age is not a factor affecting the level of n Ach. Contradictions of results was also supported by the findings of Christian (1977) that the n Ach had no relation with age. Lalliana Ralta (1981-82) also reported supporting the view that age as a factor found to have no effect on n Ach at the college level. Lewis (1983) showed that all adolescents do not perceive academic achievement as being necessary for success in life. It indicates a lack of n Ach in adolescents as the contrary Tiwari (1984) demons-
trated that the correlation between \( n \text{ Ach} \) and age was found to be significantly positive.

**Achievement motive or secondary motive arises as a result of experience, social pressure and aspiration.**

McClelland has conducted extensive studies on achievement motivation. In 1965 McClelland used a short term training to generate stronger \( n \text{ Ach} \) in adult Experimentally Kelb (1965), Mehta (1968) tried to adopt the training programmes and found successful results. Allan and Roger (1978) reported that the students were successful in increasing their achievement imagery determined by comparing their achievement motivation scores before and after training. Agarwal (1980) found that training in \( n \text{ Ach} \) should be imparted, since its objectives are in agreement with in aim of education. Singh (1980) conducted a study on agricultural entrepreneurship and found that high \( n \text{ Ach} \) appears to be the special features of a successful agricultural entrepreneurship. By developing \( n \text{ Ach} \) among Indian farmers agricultural output may be increased as well as material in put in the field of agriculture.

Similarly, in the field of education Mehta (1988) conducted study shows that improvement in academic performance of under achieving high school boys was possible through motivation training and that such training could be done through regular classroom programme by teachers trained in achievement motivation. Consever (1988), study found that the young
Turk needs some kind of an external force to initiate in him the urge for achievement. It was found by Nancy (1971) that early training in self-reliance was significantly related to achievement motivation in boys. Independence training was unrelated to achievement motivation in girls.

The review of the researches shows that training in achievement motivation is feasible to aggravate the strength of achievement motivation.

1.6.3 Review of the related literature on creativity

Creativity is regarded as one of the highest faculty of the human being one of the greatest resources of mankind. People have been trying to unveil the mystery of creativity. It consists in uniqueness and thinking in divergent directions. A creative individual behaves in his own way. There are evidences that creativity is alive with the works of artists, scientists, musicians, painters and the like. Bhata (1986) stated that creativity is possible in all areas of life, thinking, working, playing or in social interaction creative thinking passes through four stages preparation, incubation, inspiration and verification. L.L. Thurstone, C.W. Taylor, J.P. Guildford and their associates are the pioneers in stimulating researches in the field of creativity. Guildford's (1985) Pioneering efforts on the theory of creativity as a psychological construct and on the
development of creativity tests for identifying such abilities led to massive works by E.P. Torrance.

A great deal of scholarly attention has been devoted to identify creative individuals and in understanding the ways in which they differ from others. In India some sporadic individual researches have been done in some Universities of India and perhaps Manas Raychaudhury in 1962 paved the way in the field of research in creativity.

Several researches conducted in the area show that creativity among school children is related to their psychological, social and environmental characteristics. So creative pupils can be identified with any one of the characteristics. Majority of the research works were correlated studies assessing the relationship of creativity with variables belonging to any of the psychological, social or environmental dimensions.

Creativity is an intrinsic factor of personality. Shrivastava (1962) found that there was positive correlation between the scores of creativity and the scores of different personality factors. Results obtained by Krishnan (1980) appeared to support the contention that creative individuals are flexible in their thinking, prone to openness of experience, attend to a broader span of environmental events and are willing to make rapid and drastic changes in intellectual orientation. Sougathan (1980) made a survey on creative
artists and described one who produces a genuine and unique work having aesthetic value can be considered as creative artists. He identified forty personality characteristics of creative artist and suggested some areas for future studies. It is an established thought that creativity is a distinct part of intelligence. Dhaliwal and Salni (1976) found that the component of creativity are positively related to intelligence. Creativity is affected by intelligence, fine art interest and culture and their interactions as found in the study of Sarma (1974). It was also discussed by him that high level of intelligence is necessary for development of creative thinking. Jeral and Sarma (1980) studied on the interactional effects of intelligence and creativity found that intelligence plays a significant role in the determination of student's creative abilities. Students with high and low intelligence differ significantly among themselves on fluency, flexibility, and total creativity. Shing (1981) in his study found that no significant relationship exists between creativity and level of aspiration. Reddy and Reddy (1983) conducted study revealed that the total creativity scores and mental abilities were found to be significantly correlated. But the correlation was insignificant in higher ability sub-group. Kogan (1974) found that self confidence and creativity are positively related. Also further support studies that detected no difference between male and female in level of creative ability.
In regards to the relation between creativity and authoritarianism, Russell Eleseman and Herbert (1970) found significant relationship between authoritarianism and creativity and between authoritarianism and originality. Several studies on creativity and adjustment have been conducted. Nair (1975) reported that creative pupils were better adjusted than the non-creative pupils, personally as well as socially. While Markham (1977-78) found no significant difference between high non-verbal creative adolescents, in their adjustment problems. Shing (1981) highlighted the existence of low positive relationship between creativity and adjustment where as Gupta (1982) showed that the relationship between creativity and adjustment are insignificant, low and negligible.

Paramesh (1987) found that the creative high school students to be neither extroverted nor introverted. Also found that creative individuals to be stable in personality organisation and are characterised by higher theoretical and aesthetic values. Results of the study conducted by Joshi (1982) have shown that creative thinking can contribute to the acquisition of instruction and educational skills. Rastogi and Mathewat (1982) studied the effect of creativity on mental health. They found that emotionally secure adolescents have high creative level as compared to their emotionally insecure counterparts and also no significant difference was
found for sex. Keusar (1982) found relationship between curiosity and creativity and was significant only for certain age-group. Saxena and Kumar (1985) study revealed that there exists negative and significant relationship between creativity and anxiety. They also concluded that anxiety is a differential correlates for high average and low creative students. Kogon (1974) found that self confidence and creativity are positively related. Also further studies support that no difference between male and female in level of creative ability is detected.

Though among the personality variables it is impossible to mark consistency of the results, it can be concluded that different personality variables are visible on the part of the creative persons. Deka (1982) reviewed a number of studies conducted and has categorised his review into four different sections (i) creativity and intelligence (ii) creativity and mental health (iii) creativity and personality (iv) creativity and training. Deka, highlighted a considerable number of personality factors of a creative person and he concluded that creativity is the distinct aspect of conventional intelligence. Creativity is different at the different stages of human life and he stressed on the exploration of physiological basis of creativity.

Both Shrinivas (1978) and Ahmed (1980-81) found the similar results that nonverbal creative thinking of girls
significantly increased due to creative teaching with instructional materials.

Numerous studies have been conducted in diverse areas such as culture, socio-economic status, home environment, material employment etc. Dharmaganda's (1981) study on creativity revealed that in the verbal part of the tests urban children score significantly more than the rural children. Shing (1982) reported similar findings that the mean creativity score of the urban students was higher than that of the students from rural areas. Pasai (1982) also reported that urban students are superior to rural students in creativity. Shing (1970) found that disadvantaged children regardless of culture (a) do not necessarily score low on the verbal part of creativity part (b) with an increase in socio-economic status abilities, such as flexibility originality excellent at the cost of redefinition of and fluency and elaboration. Dowlis (1979), study revealed that homes with rural cultural set up do not promote creativity. Ahmed (1980) found that mean scores of creative thinking of disadvantaged home children were lower than advantaged children. Upadhaya (1981) found that the factors of home environment considered didn't significantly affect creativity. Prasad and Ojha's (1987) study revealed that difference in creativity can be attributed to cultural differences.
It is found from the study of Devi (1979), Ahmed (1980) and Upadhye (1981) that residence and home environment is one of the factors that affect creativity. Asha (1983) conducted a study and showed that maternal employment is a factor that facilitates development of creativity in children. Pandey and Rai (1988) compared the rural urban subjects and found the urban students tend to have a superior creative potential in comparison to rural students. They assumed that it may be because of the fact that urban students have a better stimulating environment than the rural students. The environmental deficiency perhaps damages the creative abilities of rural students. Lower creativity scores of rural students may be ascribed to the fact that there is lack of scope of applicability of knowledge in rural students.

Several interesting research studies are conducted to determine the sex difference in regards to creativity. Ogetter (1971) found the girls excelled over boys significantly on all creative measures. In a specific age group girls are more creative than boys as reported by Raust and Garg (1977). It was also reported in the study of Dutta (1982) that on the nonverbal part of the creative thinking girls are higher than boys. Chadha and Gosh (1985) show significant differences between males and females on the dimensions like fluency, flexibility and composite creativity. Females scored more than males on composite creativity, fluency,
flexibility and originality. In contrast, to the above findings in regard to sex differences, Chauhan (1977) reported that the growth of originality among boys confirms better than girls in the mid adolescents. Dharmagadan (1981) found that boys score significantly more than the girls. Similar findings are also reported by Shrivastava (1982), Shrivastava and Shrivastava (1980), Jhandani (1983) reported that boys are more creative than girls. Shukla and Saras (1986) had obtained in the results in terms of insignificant difference between boys and girls on various counts on scientific creativity. Kegan (1974), Tiwari and Saras (1978) in their studies detected no difference between male and female in respect of the creative ability. Shrivastava (1988) found similar type of creativity prevails for the male and female pupils in the urbanised hill area. Venkateswaran (1987) supported this above view by showing no significant differences between male and females in regards to creativity. Raina (1970), attempted to find out sex difference among teachers in creative thinking ability and also endeavoured to determine whether such variables as experiences were related to creative ability. Results as found by Raina (1970) indicated that though females scored higher than males except on originality were not significant. Passi (1982), concluded that sex acts as a correlates of creativity. But with the present state of affairs it is not possible to conclude
that which particular sex is superior to the other in creativity and its components.

Age is an important correlate of creativity, as it was reported by a large number of studies already conducted.

Oenina (1956) studied the relationship between age and productivity among scientists. Lehman (1953) concluded that superior creativity generally rises rapidly to its highest point in the thirties and declines slowly thereafter. Rossman (1935) found that the most active period of patenting was 26 to 29 years of age. Stevens (1951) has corroborated Lehman’s findings in his own studies that the creativity of scientists declines after 40 years of age while Rawat and Agarwal (1977) found that up to 15th of age boys are better than girls but after 15th years this is a consistent downward trend in boys whereas girls gradually grow with the age. At the 16th years the girls performance is better than boys. In the age group of 12-15 years, Rawat and Garg (1977) found that girls are more creative than boys. Chauhan (1977) reported that creativity consistently grows through late adolescence. Passi (1982), made a survey on the conducted studies on creativity on the basis of 60% support of the findings concluded that there exists a relationship between creativity and age and also found that creativity increases with age up to a particular age level beyond which it starts decreasing Raina (1970) reported negative and insignificant correlation between creativity and
age in regards to fluency while in regards to total creativity found positive and significant correlation between creativity and age. Keuser (1982) found relationship between curiosity and creativity and was significant only for certain age group. Ogletree (1971) found that children of upper grade levels scored higher on all of the creative variables. Older obtained higher creativity scores than their younger peers. Similarly Dharmangadan (1981) reported that both 14 years and 15 years old children score significantly more than 13 years old children. Only in the verbal part of the test 15 years children score significantly more than the 14 years old children.

1.6.4 *Review of correlational studies between creativity and age*

Both creativity and achievement motivation being the factors of personality produce symmetrical influences on the individual. Torrance (1969) shows that creative children like to attempt difficult tasks. Many highly outstanding individuals have been utilising their ability to cope with failure and frustration. The thinking that led to the Theory of Relativity, Einstein tried to clarify many questions. Wertheimer (1961) saying that Einstein questioned the Maxwell equation, Michelson findings, Lorentz's solution and faced obstacles and after a long run, by overcoming all
the hindrances he could bot a satisfactory theory of Electromagnetic phenomena and finally formulated the Theory of Relativity. On the theoretical basis creative individuals are Achievement motivated. With a view to generalising this assumption several correlational studies conducted. Rasson and D Andrade (1980) observed parents behaviour in relation to problem solving activities of their sons and found that mothers of high n Ach boys reacting with warmth to success and with rejection to families. Sinha and Pandey (1970) found that high n Ach persons do well and create resources more than a group or control group. Arron and Malathasha (1972) assessed motivation in terms of achievement through a standardized T.A.T. instrument and a strong relationship was found between creativity and Achievement motivation. Shrivastave and Budhari (1990) found n Ach to be positively correlated with composite verbal creativity. Lal and Chilone (1977) reported that the creative scores were negatively related with achievement motivation in science students. The correlational values were not significant. Also found negative and insignificant correlation between creativity and Achievement motivation for students of biology and Mathematics group. Kumar (1978) found that high need achiever had a high degree of creativity. Zarzar (1980) reported high need achievers had high degree of creativity (verbal) Sheel(1981) conducted study revealed the result that fluency is depen-
dent on n Ach promoted task performance among male subjects (S^a) but among female S^e it was independent while promoting task performance. Flexibility independent of n Ach promoted task performance, originality independent of Achievement promoted task performance among female S^e. Saxena (1981) found that there was no significant relationship between n Ach and creativity. He also found that the various groups composed on the basis of creativity scores did not differ significantly on need achievement score. Ali Ashgar (1989) found that n Ach have got positive and significant correlation with performance and creativity. Acharya and Dhilen's (1987) study result indicated that socio-economic class influence, n Ach and abstract reasoning. The interaction of socio-economic class and sex brings about differences in need achievement and abstract reasoning among boys and girls of different social class. Raina (1968) studied the effects of competition on creativity and observed that creativity test scores may be improved by the use of competitions. But Raina (1970) found conflicting results of the role played by motivation in generalizing creative performances. Similar conflicting results with regard to motivation and creativity have been observed by Halpin and Halpin (1973) and Haddi (1965) and thus suggested a pluralistic approach type theory among the present motivational scheme.
and concluded need for novelty in any one of the necessary factors in production of creative arts.

Ali (1989) conducted a study on the destitute boys and girls and concluded that both boys and girls live in restricted environment and personality needs more or less are same. Lack of facilities make them passive. Their inferiority complexity might cause less creativeness.

1.7 The Present Study

The present study has been undertaken keeping in view the importance of Adolescence years of socialization. The socialisation experiences of a social disadvantaged child make him pessimistic, helpless and passive. He tends to believe that external forces control his life and he cannot intervene and change his conditions. Interactions within the group is an important factor in the development of personality. A child who is interacting more in the group gets more social stimulation while a child who is interacting less in the group gets little social stimulation. Also the positive evaluation from other members of the group enhances the self concept and makes it more alive. So the present study seeks to study the impact of such stimulation as provided by social acceptance or isolation on such important characteristics as creativity and achievement motivation, therefore, the followings are the major objectives of the study.
1. To study the difference of achievement motivation and creativity in 'stars' and 'isolates'.
2. To study the sex difference of achievement motivation and creativity in 'stars' and 'isolates'.
3. To study the age-wise difference of achievement motivation and creativity in 'stars' and 'isolates'.

1.0 Rational of the hypothesis

Human behaviour can be understood only in relation to a framework of factors or in social settings. Researches conducted in this area evidently analyses the associated factors with sociometric status. Kelu (1985) concluded in his study that five social variables significantly influence the sociometric preferences of primary school pupils. Secondly, the individual can display his individual merits, he possesses and the group is willing to be recognised and rewarded. Being a member of the group the individual plays his role through participation and co-operation which manifests itself in his behaviour seen in games, plays, conversations, friendship and similar forms of interaction. Thirdly, this investigation aims to study the impact of social interaction on achievement motivation and creativity. It is hypothesised that the children who are 'stars' feel good and satisfied with classroom situation. They feel specially rewarded and so their achievement motivation may be higher.
than that of the 'isolates' who are ignored by fellow children. They do not get social reinforcement or feel rewarded. Fourthly, the 'stars' are recognised by the fellow children and as a result they act in a state of satisfying mind on the contrary the 'isolates' have different types of social experiences unlike the 'stars'. Fifthly, the social interaction not only develops the sociability or social efficiency but it indirectly helps to develop the cognitive aspects of the children and helps to raise the competitive urge in the children in a social setting which in turn urges that children to achieve that goal with an excellent standard. Sixthly, similarity of personality may be regarded as determinants of attraction. Shing (1973) conducted the experiment to ascertain the effect of similarity in attitudes and personality characteristics on interpersonal attraction. The results of the two experiments show that personality similarity had an effect on attraction and that attitude similarity had a greater magnitude of effect than personality similarity. Finally, the environment created by the group members and the borrowed idea from the society interact and as a result the development takes place on the part of the learner through associated learning. Living aside from the society the isolates may have higher degree of anxiety, frustration, complex and conflicts so that it may differ from the stars by sex and by age too. In view of existing evidences following hypotheses were formulated.
1.9 **Hypothesis**

1. Achievement motivation and creativity in 'stars' are higher than 'isolates'.

2. Achievement motivation scores are higher in boy 'stars' and boy 'isolates' than the girl 'stars' and girls 'isolates'.

3. Creativity scores are higher in boy 'stars' and boy 'isolates' than girl 'stars' and girl 'isolates'.

4. Achievement motivation scores are higher in older in age 'stars' than older in age 'isolates'.

5. Creativity scores are higher in older 'stars' than in older 'isolates'.