SUMMARY

INTRODUCTION

The origin of secondary education in India can be traced to the efforts of Christian Missionaries. They established private institutions in Bengal during the later part of 18th and beginning of 19th century with the main purpose of spreading English Education, European culture and Christian faith amongst the natives. Historically, secondary education in India made a dent with Charter Act of 1813 putting the responsibility of education on East India Company, which was ruling over some parts of India. Macaulay’s Minute of 1835, laid down, “The great object of British Government ought to be the promotion of European literature and science amongst the natives in India; and that all the funds appropriated for the purpose of education would be best employed English Education alone.” Supported by the resolution, the government set up English schools 1835 to 1854 with the obvious aim of creating a class of people- Indian in blood but English in culture. The wood’s dispatch (1854) gave it further impetus relegating the mother into the background and making English the medium of instruction with secondary education. The recommendation of Hunter commission (1882), helped in the growth of secondary schools with academic curriculum by 1902 there were about 5124 schools with an enrolment of 6,22,868. The number of secondary or high schools and intermediate colleges increased tremendously as the result of the Calcutta university commission of 1917. By 1935, the grant-in-aid system started, technical schools grew up and the idea of diversification developed.

Secondary education is sure to be affected by the expansion of primary education. Accordingly, the number of students in secondary classed has gone up and the main objective of secondary education at present is to make available more facilities in high and higher schools. The number of students in secondary classes is 15 times more than what was in the beginning of the century. But with the fulfillment of the objective of compulsory primary education the number of students in secondary
classed will increase so much that the present institutions will not be able to admit majority of these students.

**Socio-economic Status**

Socio-economic status (SES) and health are intimately connected. Generally speaking, people with higher SES enjoy better health and lead longer lives (*Goode, 1999*). Consider three possibilities (*Adler, 1994*). One is that there is no causal connection between health and SES. Perhaps both SES and health reflect genetic factors. For example, “good genes” might lead both to good health and to high social standing. Second, poor health might lead to socio economic “drift” (that is, loss of social standing). Third, SES might affect biological functions that, in turn, influence health.

The term “Socio economic status” means any group of persons coming closer to each other on the continuum of occupation, income, education, and culture (*Kulshreshta, 1975*). *Chapin* (1928) defines it as the position that an individual or family occupies with reference to the prevailing average standard of cultural possessions, effective income, material possessions and participation in group activity of the community. The SES scale used in the present study has the following component variables:-

a. Education
b. Occupation
c. Income
d. Cultural living or cultural standard
e. Social participation

A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community (such as contacts within the community, group associations, and the community's perception of the family), note Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein (1993). Families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to
promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help them better prepare their young children for school. Crnic and Lamberty (1994) discuss the impact of socioeconomic status on children's readiness for school: “The segregating nature of social class, ethnicity, and race may well reduce the variety of enriching experiences thought to be prerequisite for creating readiness to learn among children. Social class, ethnicity, and race entail a set of 'contextual givens' that dictate neighborhood, housing, and access to resources that affect enrichment or deprivation as well as the acquisition of specific value systems.”

Ramey and Ramey (1994) describe the relationship of family socioeconomic status to children's readiness for school: "Across all socioeconomic groups, parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games, and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development. Even in families with above-average incomes, parents often lack the time and energy to invest fully in their children's preparation for school, and they sometimes face a limited array of options for high-quality child care--both before their children start school and during the early school years. Kindergarten teachers throughout the country report that children are increasingly arriving at school inadequately prepared." Families with low socioeconomic status often lack the financial, social, and educational supports that characterize families with high socioeconomic status. Poor families also may have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunizations and nutrition. Zill, Collins, West, and Hausken (1995)
state that "low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers." Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning. As a result, children from families with low socioeconomic status are at greater risk of entering kindergarten unprepared than their peers from families with median or high socioeconomic status. In developed countries, socioeconomic status has been identified as one of the most important demographic and social determinants of older adult health. The relationship has not been well studied or contrasted across much of the developing world. Yet, with population aging occurring rapidly in much of Asia, understanding the factors that distinguish between those in better and worse health becomes important.

PERSONALITY

Personality of an individual plays very important role in adjustment of a person in required environment. Each of us has unique personality. If all people were exactly alike there would be no need of talking about personality. Man is a social animal. The individual and society both reach upon each other. An individual can learn very little by herself. The learning situation is also effected by the personality and behaviour of teacher for the student's response to what is being taught is determined largely by the response of the teacher. In school, students spend most of the time with teachers.

Resultantly her basic attitude and action, her likes, dislikes tastes on her students. In and attitude have great influence democratic country like India, required to have a number of traits. It is the responsibility of the teacher to make major and desirable changes in the society through her students by leading them in a proper channel for the well being and prosperity of the nation. The teacher is expected to be a related balanced personality perfectly sound in body and mind. She must be a man of her moral character. She must have a competency for developing the feeling of democratic values among students.
The word personality often is used to describe a person’s physical appearance, form of speech or manner or amount of it or grammar she possessed. To some people personality is that some thing with which an individual is born which is unaffected by environmental influences and which permits all her actions other regard an individual's personality as the person herself and they are the two terms, personality and person interchangeably.

The term “personality” is derived from the Latin word *persona*, which was the name given to the masks that actors wore and the characters they portrayed. The meaning of the word personality has changed little since classical times and comments like what does he see in her? She has such a poor personality”, or “look at that young man, what a fine personality she has” are quite common. Remarks like this make us believe that personality is a thing or quality that is possessed by all of us and we can paste labels such as fine, good or poor on it on the basis of the physical make-up, manner of walking, talking, dressing and a host of other similar characteristics of individuals. However, this is a very limited view and the psychological concept of personality goes further and deeper than mere appearance or outward behaviour. The question of how best to interpret or define personality has long exercised the minds of psychologists. Watson (1930), the father of behaviourism, on the basis of her behavioural studies, concluded:

**LEARNING-THINKING STYLE**

The style literature contains different style labels such as learning styles, cognitive styles and thinking styles. These styles although differ, have one thing in common; they are individuals' preferred way of processing information and using abilities that they have. Styles are not abilities. The research in difference in the way of thinking of individuals resulted in the formation of theories of thinking styles. Thinking style is our preferred way of thinking and managing our activities. Sternberg (1997) defines thinking style as a personality attribute to utilization of abilities. Schools and other institutions value certain ways of thinking more than some others. Pupils whose ways of thinking do not match Intelligence Quotient (IQ) those valued by the institutions are usually penalized. For example, in university students, even after age, gender and academic' discipline were controlled, particular thinking styles
predisposed students to particular teaching style (Zhang 2002). It is necessary that schools take into account student's style and consider the chances of bit between the way of teaching a subject and the way the student thinks. Since science is a body of knowledge, way of investigation and way of thinking, the process aspect of science mainly concentrates on the way of thinking. The awareness of style of thinking is useful in perceiving the students as she/he is. ‘We should teach students how to think instead of teaching what to think’ Clemen and Lochhead (1979) argued that styles contribute to achievement beyond what can be expected by student’s intelligence.

Learning-thinking is an incredibly complex process and the most difficult concept in psychology to define or explain (Valentine, 1965). However, it has not deterred the thinkers, and many different definitions exist. Some of them are given here. In strict psychological discussion it is well to keep the learning-thinking for an activity which consists essentially of a connected flow of ideas which are directed towards some end or purpose (Ross, 1951).

All the foregoing definitions fall into two categories: One class of definitions maintains that thinking is a process of internal representation of external events, belonging to the past, present or future, and may even concern a thing or an event which is not being actually observed or experienced by the thinker. The second category of definitions describes learning-thinking in terms of problem-solving behaviour. These latter definitions are more concrete as well as more definite because they do not rely on unobservable internal representations and define thinking as problem-solving activity that can be readily studied and measured (Fantino and Reynolds, 1975).

Whatever the apparent difference may be, both classes of definitions actually tell the same story. The internal representation of external factors influences problem-solving behaviour and the problem-solving behaviour provides evidence for the existence of internal representation. Therefore, what is representational may be used as functional and vice versa. The process of thinking and the product of thinking are both actually assessed by what is obtained as a result of learning and thinking. The lines along which individuals think must, therefore, always be inferred from the way they behave. Internal representation or mental explanation of the thing or events i.e.,
internal behaviour, should be made an essential aspect of the thinking process used in the problem-solving behaviour. Therefore, a workable definition of learning-thinking must combine internal behaviour and the product of thinking or the aims or purposes of thinking. *Learning-Thinking may thus be defined as a pattern of behaviour in which we make use of internal representations (symbols, signs etc.) of things and events for the solution of some specific, purposeful problem.*

**CREATIVITY**

Creativity is the capacity or ability of an individual to create, discover or produce a new idea or object including the rearrangements or reshaping of what is already known to him. The term creativity can not be used synonymously with giftedness. Creativity in all shapes and all forms is the highest expression of giftedness that may or may not be found in a particular gifted child. It is universally acknowledged fact that the progress of any nation depends mainly on the utilization of potential of its intellectually gifted and creatively talented individuals to the maximum. According to Chavo (1991), “the gifted are considered to be a valuable human resource which can enhance the standard of living and promised better life for the country. Now-a-days, most of countries in the world are concentrating their efforts on maximizing the potential of their gifted and talented in order to meet the special needs of gifted individual on the one hand and to enhance national competitiveness in the world on the other hand”. A large amount of research is available on creativity and creative individual. Still researchers remain engaged in exploring new dimensions in the concerned fields. Investigations related to stylistic variations among creative students have recently drawn the attention of researchers.

Psychologically speaking personality is all that a person is. It is the totality of one’s behaviour towards oneself and others as well. It includes everything about the person, his physical, emotional, social, mental and spiritual makeup. It is all that a person has about himself. The term personality signifies something deeper than mere appearance or outwards behaviour. How should it be given a proper meaning or definition, is a difficult problem. Actually its subjective nature does not allow reaching a clear cut, well agreed definition. That is why; it has been defined by so many psychologists in so many ways according to their own points of views. As
according to Watson, “Personality is the sum of the activities that can be discovered by actual observations over a long enough period of time to give reliable information.” In this manner Watson gives emphasis upon the behaviour of an individual and says that personality is nothing but the useful effect one makes upon the person coming into his close contact.

The cultural, scientific and the social progress of any country depend on the extent of the development of creativity among its citizens. Creative men and women are born in different social, economic and political circumstances. Now what is this creativity? What are the characteristics found in poets like Tulsidas and Kalidas by which their activity could be inferred? In the history of the world there had been several philosophers, poets, writers and painters who were turned out of their school classes, condemned as backward students, but who created great works in their later life. Hence, in modern times the progressive nations try to develop activity in their new generations. The concept of activity, therefore, occupies a very important place in educational psychology. Psychologists have presented various definitions to explain the meaning of creativity. In 1953 Morgan pointed out 25 definitions of creativity scattered in literature. One thing was common in these definitions and that was the uniqueness of creativity, though all the scientists do not consider uniqueness to be the necessary characteristic of activity. These definitions also reveal that there had been not one single criterion to define creativity. This is so since the researchers have looked to creativity from different aspects. In the process, the individual, the efforts and results of creativity different definitions have laid emphasis on one or the other aspect. Every researcher has studied creative behaviour from his own particular standpoint.

**RATIONALE OF THE STUDY:**

During the last few decades, there has been a radical change in every field on account of scientific inventions and technological advancement. To meet the challenges and requirements of this fast developing society, young people need to grow in the ability to think rationally and to express their thoughts clearly. Independent thinking, careful analysis and objective assessment contribute to the success in any field. Thinking is related to the learning because Knowledge of a
person affects ones thinking pattern. Thinking is one of the most important aspects of one’s cognitive behaviour. It is universally acknowledged fact that the progress of any nation depends mainly on the utilization of potential of its intellectually gifted and creatively talented individuals to the maximum. This study will be deliberate attempt to the learning and thinking style in relation to socio-psychological correlates (i.e. personality and socio-economic status) of secondary school students.

There is a great deal of interest and enthusiasm among teachers with regard to thinking skills and creativity. Many teachers and schools are developing innovative approaches and introducing programmes to help pupils improve their abilities to think, reason and solve problems.

Our ideas about thinking and about different kinds of thinking come largely from two fields of enquiry, philosophy and psychology. Part of the activity of philosophy is learning how to support and justify the claims that we make. It is associated with giving reasons, weighing up pros and cons, constructing arguments, solving problems and making decisions. It relies on reasoning and logic and is deliberate and purposeful. The process is often referred to as ‘critical thinking’. Part of the activity of psychology is to investigate the ways in which we generate and develop ideas and to consider the factors that might influence this process, such as the depth of our knowledge and the impact of emotions and stress. It reflects a process that involves forming or making something new and can include just mulling things over rather than deliberately trying to solve a problem. It relies on imagination, intuition and divergent thinking. It is often referred to as ‘creative thinking’ or ‘creativity’.

Creative thinking almost involves critical thinking in selecting from alternatives and evaluating outcomes and solutions. Similarly, creative thinking makes an important contribution to critical thinking, for example, in generating reasons and in the imaginative exploration of points of view other than one’s own. Problem solving and decision-making will usually involve elements of both creative and critical thinking. For example, problem solving and decision-making involve generating ideas and alternatives, and making judgments about what are the most promising or best of these to pursue and test out.
Attempts have been made to relate cognitive style to creativity. Majority of studies revealed that highly creative students do have distinctive cognitive style. As regards learning and thinking style and creativity in relation to socio-psychological correlates, no study could be traced. In view of the above the present study is designed to find out relationship in Learning-Thinking style and creativity among secondary school students.

STATEMENT OF THE PROBLEM:

“A STUDY OF SOCIO-PSYCHOLOGICAL CORRELATES OF LEARNING-THINKING STYLE AND CREATIVITY OF SECONDARY SCHOOL STUDENTS”

OBJECTIVES OF THE STUDY:

O\(_1\) Objectives related to Socio-Economic Status (SES) and Learning Thinking Style (LTS) of Secondary School Students.

\(O_{1,1}\) To see the relationship between socio-economic status and learning thinking style of secondary school students.

\(O_{1,2}\) To see the significance of difference between learning thinking style of secondary school students belonging to above average socio-economic status and below average socio-economic status group.

\(O_{1,3}\) To see the significance of difference between learning thinking style of boys and girls of secondary schools.

\(O_{1,4}\) To see the significance of difference between learning thinking style of rural and urban students of secondary schools.

O\(_2\) Objectives related to Socio-Economic Status (SES) and Creativity of Secondary School Students.

\(O_{2,1}\) To see the relationship between socio-economic status and creativity of secondary school students.
O\textsubscript{2.2} To see the significance of difference between creativity of secondary school students belonging to above average socio-economic status and below average socio-economic status group.

O\textsubscript{2.3} To see the significance of difference between creativity of boys and girls of secondary schools.

O\textsubscript{2.4} To see the significance of difference between creativity of rural and urban students of secondary schools.

O\textsubscript{3} Objectives related to Personality and Learning Thinking Style of Secondary School Students.

O\textsubscript{3.1} To see the relationship between personality and learning thinking style of secondary school students.

O\textsubscript{3.2} To see the significance of difference between learning thinking style of secondary school students belonging to activity and passivity groups of personality traits.

O\textsubscript{3.3} To see the significance of difference between learning thinking style of secondary school students belonging to enthusiastic and non-enthusiastic groups of personality traits.

O\textsubscript{3.4} To see the significance of difference between learning thinking style of secondary school students belonging to assertive and submissive groups of personality traits.

O\textsubscript{3.5} To see the significance of difference between learning thinking style of secondary school students belonging to suspicious and trusting groups of personality traits.

O\textsubscript{3.6} To see the significance of difference between learning thinking style of secondary school students belonging to depressive and non-depressive groups of personality traits.

O\textsubscript{3.7} To see the significance of difference between learning thinking style of secondary school students belonging to emotional instability and emotional stability groups of personality traits.
Objectives related to Personality and Creativity of Secondary School Students.

**O4.1** To see the relationship between personality and creativity of secondary school students.

**O4.2** To see the significance of difference between creativity of secondary school students belonging to activity and passivity groups of personality traits.

**O4.3** To see the significance of difference between creativity of secondary school students belonging to enthusiastic and non-enthusiastic groups of personality traits.

**O4.4** To see the significance of difference between creativity of secondary school students belonging to assertive and submissive groups of personality traits.

**O4.5** To see the significance of difference between creativity of secondary school students belonging to suspicious and trusting groups of personality traits.

**O4.6** To see the significance of difference between creativity of secondary school students belonging to depressive and non-depressive groups of personality traits.

**O4.7** To see the significance of difference between creativity of secondary school students belonging to emotional instability and emotional stability groups of personality traits.

**HYPOTHESES OF THE STUDY:**

**H1** Hypotheses related to Socio-Economic Status (SES) and Learning Thinking Style (LTS) of Secondary School Students.

**H1.1** There exists no significant relationship between socio-economic status and learning thinking style of secondary school students.
H_1.2 There exists no significant difference between learning thinking style of secondary school students belonging to above average socio-economic status and below average socio-economic status group.

H_1.3 There exists no significant difference between learning thinking style of boys and girls of secondary schools.

H_1.4 There exists no significant difference between learning thinking style of rural and urban students of secondary schools.

H_2 Hypotheses related to Socio-Economic Status (SES) and Creativity of Secondary School Students.

H_2.1 There exists no significant relationship between socio-economic status and creativity of secondary school students.

H_2.2 There exists no significant difference between creativity of secondary school students belonging to above average socio-economic status and below average socio-economic status group.

H_2.3 There exists no significant difference between creativity of boys and girls of secondary schools.

H_2.4 There exists no significant difference between creativity of rural and urban students of secondary schools.

H_3 Hypotheses related to Personality and Learning Thinking Style of Secondary School Students.

H_3.1 There exists no significant relationship between personality and learning thinking style of secondary school students.

H_3.2 There exists no significant difference between learning thinking style of secondary school students belonging to activity and passivity groups of personality traits.

H_3.3 There exists no significant difference between learning thinking style of secondary school students belonging to enthusiastic and non-enthusiastic groups of personality traits.
There exists no significant between learning thinking style of secondary school students belonging to assertive and submissive groups of personality traits.

There exists no significant difference between learning thinking style of secondary school students belonging to suspicious and trusting groups of personality traits.

There exists no significant difference between learning thinking style of secondary school students belonging to depressive and non-depressive groups of personality traits.

There exists no significant difference between learning thinking style of secondary school students belonging to emotional instability and emotional stability groups of personality traits.

Hypotheses related to Personality and Creativity of Secondary School Students.

There exists no significant relationship between personality and creativity of secondary school students.

There exists no significant difference between creativity of secondary school students belonging to activity and passivity groups of personality traits.

There exists no significant difference between creativity of secondary school students belonging to enthusiastic and non-enthusiastic groups of personality traits.

There exists no significant difference between creativity of secondary school students belonging to assertive and submissive groups of personality traits.

There exists no significant difference between creativity of secondary school students belonging to suspicious and trusting groups of personality traits.
H₄.₆ There exists no significant difference between creativity of secondary school students belonging to depressive and non-depressive groups of personality traits.

H₄.₇ There exists no significant difference between creativity of secondary school students belonging to emotional instability and emotional stability groups of personality traits.

DELIMITATIONS OF THE STUDY:

Keeping in the view the time available and limited sources, the present study has been delimited to the following aspects:

1. The present study has been restricted to 600 students of Haryana.
2. The study is delimited to 300 urban and 300 rural schools of Haryana.
3. The study is delimited to 300 boys and 300 girls of Haryana.
4. The present study has been confined to socio-psychological correlates i.e. socio-economic status and personality only.

METHODOLOGY:

Descriptive Survey Method of research was used in executing the present study. Descriptive method provides a method of investigation to study.

SAMPLE:

The sample of study was comprised 600 secondary students studying in various secondary schools of Haryana. In order to keep the study manageable, a purposive sampling procedure adopted in the study. The school in each zone was taken from the list available in the Directorate of Education, was used for the selection of schools for the sample. However rural and urban secondary schools were considered. 300 students (150 girls and 150 boys) from rural secondary schools and 300 students (150 girls and 150 boys) from urban secondary schools constituted the sample.
TOOLS USED:

1. *D. Venkataraman. Style of Learning and Thinking (SOLAT) English.*

STATISTICAL TECHNIQUES USED:

Statistical data analysis is the culmination of the long process of hypotheses formation, tools construction and data collection. Statistical analysis can take a number of forms but generally consists of analyzing relationship between two or more variables. In the present study the techniques which have been used and the rationale for using these techniques are given below.

(i) Correlation technique was employed in order to find out the correlation between socio-psychological correlates with dependent variables i.e. learning-thinking style and creativity of secondary school students.

(ii) ‘t’ test was employed to assess whether there exist any significant difference in the scores of various variables of study.

MAIN FINDINGS

On the basis of the analyses and interpretations in the previous chapter the following findings have been drawn out.

SECTION-A

FINDINGS RELATED TO SOCIO-PSYCHOLOGICAL CO-RELATES AND LEARNING-THINKING STYLE

The socio-psychological correlate variable has been taken as the combination of two variables i.e. socio-economic status and personality.
Findings related to Socio-Economic status and Learning-Thinking Style of secondary school students:

- There exists positive and significant relationship between socio-economic status and learning-thinking style of secondary school students.
- It is found out that there exists significant difference between the learning-thinking style of secondary school students belonging to above and below average socio-economic status.
- It is found out that there exists significant difference between the learning thinking style of boys and girls of secondary schools.
- It is found out that there exists significant difference between the learning thinking style of rural and urban secondary school students.

SECTION-B

Findings related to Socio-Economic status and Creativity of secondary school students:

- There exists insignificant relationship between socio-economic status and creativity of secondary school students.
- It is found out that there exists no significant difference between the creativity of secondary school students belonging to above and below average of socio-economic status is not significant.
- It is found out that there exists significant difference between the creativity of boys and girls of secondary schools.
- It is found out that there exists significant difference between the creativity of rural and urban secondary school students.

SECTION-C

Findings related to Personality and Learning-Thinking Style of secondary school students:

- It is found out that there exists a positive and significant relationship between personality and learning-thinking style of the students.
• It is found out that there exists significant difference between the learning thinking style of secondary school students belonging to activity and passivity group of personality traits.

• It is found out that there exists significant difference between the learning thinking style of secondary school students belonging to enthusiastic and non-enthusiastic group of personality traits.

• It is found out that there exists no significant difference between the learning thinking style of secondary school students belonging to assertive and submissive group of personality traits.

• It is found out that there exists significant difference between the learning thinking style of secondary school students belonging to suspicious group and trusting group of personality traits.

• It is found out that there exists significant difference between the learning thinking style of secondary school students belonging to depressive and non-depressive group of personality traits.

• It is found out that there exists significant difference between the learning thinking style of secondary school students belonging to emotional instability group of personality traits and emotional stability group of personality traits.

SECTION-D

Findings related to Personality and Creativity of secondary school students:

• It is found out that there exists positive and significant relationship between personality and creativity of the students.

• It is found out that there exists no significant difference between the creativity of secondary school students belonging to activity and passivity group of personality traits.
• It is found out that there exists significant difference between the creativity of secondary school students belonging to enthusiastic and non-enthusiastic group of personality traits.

• It is found out that there exists no significant difference between the creativity of secondary school students belonging to assertive and submissive group of personality traits.

• It is found out that there exists significant difference between the creativity of secondary school students belonging to suspicious and trusting group of personality traits.

• It is found out that there exists significant difference between creativity of secondary school students belonging to depressive and non-depressive group of personality traits.

• It is found out that there exists significant difference between creativity of secondary school students belonging to emotional instability and emotional stability group of personality traits.

DISCUSSION OF THE RESULTS

The present study shows that there is a significant and positive relationship between learning style and socio-economic status of secondary school students. The findings also show that there exists a significant difference between learning-thinking style of secondary school students belonging to above average socio-economic status and below average socio-economic status group. The finding is in agreement with Sternberg and Grigorinko (1995) who found out that secondary school students from high socio-economic status families obtained significantly higher score on legislative thinking style than students who came from lower socio-economic status families.

The finding vide table no. 4.4 shows that there exists a significant difference between learning-thinking style of rural and urban students of secondary school which is not in agreement or in contradictory with findings of Verma (2001) who found that rural, urban differences in thinking-learning style are most negligible. Review shows that gender-based style differences are more in functions of thinking and negligible in
learning of thinking styles. Significant gender difference was found only in one out of thirteen thinking styles (Cilliers and Sternberg, 2001). Females showed significant stronger preference for executive thinking style than male students did. Male students scored significantly higher on the global thinking styles (Zhang and Sachs, 1997), Verma (2001) also noted that female college students had more inclination towards the use of legislative and executive thinking style whereas male students had higher tendency to adopt monarchic thinking styles. Gender had significant influence on executive, anarchic, and external thinking styles (Verma and Monika, 2006).

The finding from table 4.9 shows that the calculated value between personality and learning-thinking style of secondary school students is significant. It means that there exists positive and significant relationship between personality and learning-thinking style of the students. This study is found to be in agreement with results of study conducted by Zhang, L. F. (2005) and Zhu, C. and Zhang, L. F. (2011).

The findings from table 4.5 show that the calculated co-relation value 0.027 between socio economic status and creativity of secondary school students is not significant at 0.01 level of significance. It means that there exists insignificant relationship between socio-economic status and creativity of secondary school students. The above finding is in agreement with the study of Gupta, A. K. (1980) who concluded that creativity is independent of socio economic status.

The findings vide table no. 4.6 show that there exists no significant difference between creativity of secondary school students belonging to above average group and below average group of socio-economic status which is contradictory with the findings of Singh, O.P. (1982), Bilqies (1988) and Kumar, M.A. Sudhir (1992), who concluded that moderately high positive linier relationship was observed between the variables of creativity and socio economic status. The students from high socio-economic background were definitely superior to those from the lower strata in their creative thinking ability. It was also concluded that the students with a higher family facility score possessed a higher creativity score than their lower family facility counterparts.
Mehdi, B. (1977) conducted a study on rural children and their difference from urban children in respect of personality traits related to creativity and found out that the relationship was significant but considerably low between personality traits and creativity. It is also concluded that there is a significant difference between rural and urban children in respect of their personality traits related to the creativity and the finding is in correlation with the findings of the present study which shows that there is a significant difference between creativity of rural and urban students of secondary schools.

It is also found out that there exists a significant difference between personality and creativity of secondary school students. The present result is in agreement with the results of Bali, S.S. (1981) and Rama Devi, M. and Subrahmanynam (1994), who concluded that creativity and personality were positively correlated with each other. Ray, T. (1989) also found out that there is a significant relationship between personality characteristics of creative minds.

The present study also concluded that there is a significant relationship between personality and creativity of secondary school students and there exists a significant difference between creativity of different groups of personality traits. The results of the present study is in agreement with study of Zhag, D.S. (1979), Muddu, V. (1980), Srivastava, B. (1982) and Jain, S. (1992) who found that there is a positive and highly significant correlation between creativity and personality factors.

**EDUCATIONAL IMPLICATIONS**

The present study has a wide range of implementation in the field of education. Some of the implications are given below:

- The present study has its implications for parents. Parents influence their children by involving in their day to day activities. Parents want to develop the innate qualities and personality of their ward. For that they look forward for their all round development. As findings directly indicate that there is a positive correlation between socio-economic status and learning-thinking style
of secondary school students. Thus the parent should try to raise their socio-economic status.

- Parents at home and the teachers in classroom situations always have the opportunity for nurturing the creativity, personality and learning thinking style of secondary school students. They may channelize a child’s creative energy into constructive dimension. They should not block their divergent thinking. But they should act as facilitators for the same. Student’s unusual ideas must be welcomed at home as well as in classrooms, rather their unusual ideas should be kept in record.

- Parents should also try to satisfy every unusual query of the children. They should not snub child’s curiosity in the name of discipline. Classroom situations should be made free from rigid plannings. Let the children be free from anxiety and to play with their imaginations. Boys should be encouraged to be divergent in their thinking.

- Teachers and parents should give such type of environment to children so that they can touch the edge of their imagination. Their original responses should be welcomed and they should be encouraged to bring the solutions or ideas which have not been expressed by someone else. Their curiosities should be free to ask question from the teacher.

- Training/orientation of teachers at cluster level particularly on academic aspects like classroom transaction, school effectiveness programmes, potentials of technology, pedagogy of the implementation of technology and changing roles of teachers to facilitate learning of children during transmission through different learning-thinking strategies beneficial for children and improving professional competencies of teachers. This helps in utilizing their services effectively in classroom for optimum benefit of learning-thinking style transmission particularly for improving learning of children.

- The study showed significant correlation between creativity and personality. Our education system in schools should be like a place where students are free to learn and think independently. So our aim of education, curriculum, method
of teaching and especially examination system should be reformed. Therefore
the policy makers, national and international level of organization like
UNESCO, NUEPA, NCTE, NCRT, etc. should play a major role in reforming
the curriculum and examination system. Moreover, spirit of teachers as a
dimension of organizational climate proved to be a significant predictor of
creativity in students.

- Some personality development programmes, which play a significant role in
  the career of secondary school students should be organized in the schools by
  head of the institutions.

- Trained and competent teachers be invited and engaged during the
development of content for transmission along with other resource persons.
Suggestions of working teachers be invited and duly acknowledged by
incorporating it in the development of learning thinking style, creativity and
personality.

SUGGESTIONS FOR FURTHER STUDIES

- The sample of the present study was taken from secondary schools of Haryana
  only. The same study can be undertaken on a large population drawn from
  other states and national capital territory of Delhi and on a longitudinal
  basis, so that more generalisable findings can be obtained.

- Similar study can be conducted by taking students from different groups i.e.
  normal and exceptional students of different level of learning.

- Further studies can be conducted to find out the extent of influence on factors
  like curiosity, academic behaviour, anxiety, academic achievement,
educational background etc.

- Present study was conducted on the students at secondary level only, similar
  attempt can be made at elementary as well as higher secondary school
  students.
• Studies on impact of socio-psychological correlates on different dependent variable like interest, motivation, problem solving ability can also be conducted.

• The present study has been conducted by using the statistical techniques like ‘t’ test and correlation. Similar study can be conducted by using ANOVA etc.