Chapter-VII

RELATIONSHIP BETWEEN CREATIVITY AND SOCIO-ECONOMIC STATUS

This chapter deals with the study and comparison of relationship between creativity and socio-economic status (total sample and high, average and low socio-economic groups; among the intellectually gifted and average children) to test the following hypothesis.

4(a) A significant positive relationship exists between creativity and socio-economic status of intellectually gifted children.

4(b) A significant positive relationship exists between creativity and socio-economic status of intellectually average children.

4(c) There is no significant difference in the relationship between creativity and socio-economic status of intellectually gifted and average children.

I. Relationship between Creativity and Socio-Economic Status of Intellectually Gifted and Average Children

Product moment correlation between creativity measures and socio-economic status of intellectually gifted and average children for the total sample and also for different socio-economic groups were computed and these values have been entered in tables 7.1 and 7.2 and also presented in figures 7.1 and 7.2.
Table 7.1
Product Moment Correlation between Creativity Measures and Socio-Economic Status of Intellectually Gifted Children for Total Sample and High, Average and Low Socio-Economic Groups

<table>
<thead>
<tr>
<th>Creativity Measures</th>
<th>Total Sample</th>
<th>High SES Group</th>
<th>Average SES Group</th>
<th>Low SES Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>0.026</td>
<td>0.249*</td>
<td>0.355**</td>
<td>0.043</td>
</tr>
<tr>
<td>Flexibility</td>
<td>0.113</td>
<td>0.285*</td>
<td>0.314**</td>
<td>0.067</td>
</tr>
<tr>
<td>Originality</td>
<td>0.002</td>
<td>0.120</td>
<td>0.254**</td>
<td>0.017</td>
</tr>
<tr>
<td>Total Creativity</td>
<td>0.046</td>
<td>0.213</td>
<td>0.344**</td>
<td>0.033</td>
</tr>
</tbody>
</table>

High SES level:
- Value of r significant at 0.01 level = 0.311
- Value of r significant at 0.05 level = 0.239

Average SES level:
- Value of r significant at 0.01 level = 0.254
- Value of r significant at 0.05 level = 0.195

Low SES level:
- Value of r significant at 0.01 level = 0.317
- Value of r significant at 0.05 level = 0.244

Table 7.1 shows that for the total sample, the values of r between various creativity measures (fluency, flexibility, originality and total creativity) and socio-economic status are 0.026, 0.113, 0.002 and 0.046 respectively. All these values fail to reach any acceptable level of significance, indicating that no significant
Fig. 7.1. Relationship of creativity measures with socio-economic status gifted children for total sample and high, average, and low socio-economic levels.
relationship exists between creativity and socio-economic status when the sample is taken as a whole. For the low socio-economic group also, all the values of $r$ between various creativity measures and socio-economic status were found non-significant and so were the values between originality and socio-economic status and between total creativity and socio-economic status for the high SES group. However, for the average SES group, all the values between creativity measures (fluency, flexibility, originality and total creativity) and socio-economic status turned out to be significant at 0.01 level (the values being 0.355, 0.314, 0.254 and 0.344 respectively, vide table 7.1) and for the high SES group also, the values between fluency and socio-economic status and between flexibility and socio-economic status were found to be significant (the values being 0.249 and 0.285 respectively, vide table 7.1).

So hypothesis 4(a) which states that "a significant positive relationship exists between creativity and socio-economic status of intellectually gifted children" is not confirmed when the sample is taken as a whole, though a mixed picture emerges when the different socio-economic groups (high, average and low) are taken into consideration.
Table 7.2

Product Moment Correlation between Creativity Measures and Socio-Economic Status of Intellectually Average Children for Total Sample and High, Average and Low Socio-Economic Groups

<table>
<thead>
<tr>
<th>Creativity Measures</th>
<th>Total Sample</th>
<th>High SES Group</th>
<th>Average SES Group</th>
<th>Low SES Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>0.018</td>
<td>0.157</td>
<td>0.030</td>
<td>0.120</td>
</tr>
<tr>
<td>Flexibility</td>
<td>0.034</td>
<td>0.104</td>
<td>0.086</td>
<td>0.326**</td>
</tr>
<tr>
<td>Originality</td>
<td>0.007</td>
<td>0.246*</td>
<td>0.155</td>
<td>0.042</td>
</tr>
<tr>
<td>Total Creativity</td>
<td>0.028</td>
<td>0.204</td>
<td>0.073</td>
<td>0.123</td>
</tr>
</tbody>
</table>

High SES level:
- Value of r significant at 0.01 level = 0.277
- Value of r significant at 0.05 level = 0.212

Average SES level:
- Value of r significant at 0.01 level = 0.212
- Value of r significant at 0.05 level = 0.161

Low SES level:
- Value of r significant at 0.01 level = 0.280
- Value of r significant at 0.05 level = 0.215

The values of r between various creativity measures (fluency, flexibility, originality and total creativity) and socio-economic status for the total sample are 0.018, 0.034,
FIG. 7.2. Relationship of creativity measures with socio-economic status of intellectually average children for the total sample at high, average and low socio-economic level.
0.007 and 0.028 respectively (vide table 7.2). All these values are non-significant, suggesting that no significant relationship exists between creativity and socio-economic status for the total sample. Likewise, all the values of r between various creativity measures and socio-economic status for average socio-economic group fails to reach 0.05 level of significance. For high socio-economic group also, the values between fluency, flexibility and total creativity on one side and socio-economic status on the other fail to reach any acceptable level of significance and so were the values between fluency, originality and total creativity on one side and socio-economic status on the other for low socio-economic group. Our finding goes in line with the findings reported earlier by Lalitha (1957), Smith (1965), Badrinath and Satyanarayan (1979), Agarwal (1982), Dutt (1988), Kaile and Kaur (1993). For the high socio-economic group, the value of r between originality and socio-economic status (r=0.246) and for the low socio-economic group, the value of r between flexibility and socio-economic status (r=0.326) were found to be significant.

So hypothesis 4(b) which states that "a significant positive relationship exists between creativity and socio-economic status of intellectually average children" is not accepted for the total sample and also for average socio-economic group, though a mixed picture is observed when high
II. Comparison of Relationship between Creativity and Socio-Economic Status of Intellectually Gifted and Average Children

For testing whether the relationship of creativity measures with socio-economic status of intellectually gifted and average children is differential for total sample and different socio-economic status groups, values of r’s between creativity measures and socio-economic status were converted into Z functions and, then the values of critical ratio were found. These values have been entered in Table 7.3.

Table 7.3 shows that for the total sample, the values of CR for difference between creativity with socio-economic status of intellectually gifted and average children are 0.091, 0.408, 0.057 and 0.206 respectively. All these values of CR do not reach 0.05 level of significance, suggesting that no significant difference exists in the relationship between creativity and socio-economic status of intellectually gifted and average children. However, a mixed picture emerges when the different socio-economic groups are considered. For the high and low socio-economic status groups, significant difference (CR = 2.19 and 2.97, respectively) was found between the r’s of flexibility and
<table>
<thead>
<tr>
<th>Creativity Variables</th>
<th>Measures</th>
<th>Total sample</th>
<th>High SES level</th>
<th>Average SES level</th>
<th>Low SES level</th>
<th>Difference CR</th>
<th>Z function of Intellectually Gifted</th>
<th>Z function of Average Children</th>
<th>Significance of Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.090</td>
<td>0.381</td>
<td>0.149</td>
<td>0.013</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.285</td>
<td>0.025</td>
<td>0.059</td>
<td>0.25</td>
<td>1.26</td>
<td>0.094</td>
<td>0.017</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.256</td>
<td>0.358</td>
<td>0.248</td>
<td>0.077</td>
<td>0.206</td>
<td>0.219</td>
<td>0.008</td>
</tr>
</tbody>
</table>

Table 7.3

Indicates values significant at 0.05 level of significance.

† Indicates values significant at 0.01 level of significance.
socio-economic status of intellectually gifted and average groups, whereas the no significant difference was observed between the r's of remaining creativity measures and socio-economic status. As regards the average SES group, significant difference was found between r's of fluency, flexibility and total creativity (CR = 3.96, 2.73 and 3.22, respectively) with socio-economic status of the two groups under consideration, whereas the difference between r's of originality with socio-economic status of the groups was found non-significant (CR = 1.25, vide table 7.3).

Thus hypothesis 4(c) which states that "there is no significant difference in the relationship between creativity and socio-economic status of intellectually gifted and average children" stands accepted for the total sample, whereas it is confirmed for high socio-economic status and low socio-economic status groups except the difference in relationship between flexibility and socio-economic status and for average socio-economic status group only for the difference in relationship between originality and socio-economic status.

The discussion in this chapter leads to the following conclusions:

1. For the intellectually gifted group, no significant
relationship was found between various creativity measures and socio-economic status when the total sample and low socio-economic status group were considered and also between originality and total creativity on one side and socio-economic status on the other for high socio-economic status. However, significant association was observed between all the creativity measures and socio-economic status when average socio-economic status group was considered and also between fluency and socio-economic status and between flexibility and socio-economic status for the high socio-economic status group.

2. For the intellectually average group, no significant relationship was found between various creativity measures and socio-economic group when the total sample and different socio-economic status groups (high, average and low) were taken into consideration, except the relationship between flexibility and socio-economic status for the high and low socio-economic status groups, which were found to be significant.

3. No significant difference was found in the relationship between creativity and socio-economic status of intellectually gifted and average children for the total sample. For the high and low socio-economic status groups,
only the differences in relationship between flexibility and socio-economic status were significant for average SES group, only for all the differences in relationship between various creativity measures (except originality) and socio-economic status turned out to be significant.