CHAPTER III

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Review of related studies is an important prerequisite of actual planning and then execution to keep abreast of the work already done on the subject, to acquaint about the procedure adopted to explore the field, to avoid the pitfalls of the past researches and the repetition of the field already carried out. Besides, the trends of the results as identified on the basis of review, the related studies provides guidelines for the formulation of hypotheses.

Hence, in the present chapter, an attempt has been made to review studies which have adequate relevance to the present problem and to arrive at trends depicted in these studies.

3.1 STUDIES RELATED TO INTELLIGENCE

Many scientific researches in the past have shown and given a considerable weight to intelligence as a major influencing factor in determining the individual differences. For example, findings of study by Puranik and Kundley (1971) revealed that educationally backward and bright children differed significantly on intelligence
and vocabulary, bright ones scoring high on each test. In a similar study Pathak (1972) revealed in his study that the high achievers had a significantly high IQ than the low achievers.

Srivastava (1974) studied the intellectual ability of criminal's children and non-criminal's children. Criminal children were selected from Ashram schools of Allahabad, Lucknow and Kanpur where they formed a group of children of ex-criminal tribes. 80 non-tribal boys were selected from the same cities. Study revealed that the children of criminal tribes possess low intellectual ability.

Verma (1975) concluded that there were significant differences among rural, rural-urban and urban groups of children in intelligence.

Gupta (1977) concluded that scholastic achievement promotes intelligence both in boys and girls through the ages of thirteen, fifteen and seventeen years. Intelligence grew upto fifteen years and declined thereafter in high scholastic achievement adolescents and low scholastic achievement girls. Intelligence declined upto fifteen years and grew thereafter in low scholastic achievement boys and high scholastic achievement
adolescents and low scholastic achievement girls. Intelligence declined up to fifteen years and grew thereafter in low scholastic achievement boys and high scholastic achievement girls.

Joshi (1982) conducted a study with the aim to identify factors affecting the educational pursuit of the weaker sections. According to the study, the problems in the way of learning by children of the weaker sections were below intelligence, poor comprehension and low educational level.

Basu (1984) in his study on a sample of 180 refugee girls, 100 Tibetans and 90 East Pakistanis ranging from 1st. to IVth standard found that the East Pakistani and Tibetan refugee subjects showed a marked difference among themselves on intelligence test scores; Tibetan children whether backward or normal were better than the East Pakistanis in intelligence.

Dixit (1985) designed her investigation to study the academic achievement and intelligence of adolescent boys and girls studying in Class IX and XI. The sample for the study consisted of 80 students studying in classes IX and XI. She found that among Class IX and Class XI students there was no difference
in the academic achievement of intellectually superior and intellectually very superior boys and girls. At all the other intellectual levels the academic achievement of the girls was superior to that of the boys.

Singh (1994) in his study found that self-concept of more intelligent hostellers was higher as compared to the less intelligent hostellers.

Lata (1996) in her study found that delinquents and non-delinquents differ significantly from each other in their level of intelligence and mean score of non-delinquents was higher than that of delinquents. However, Shankar (1978) found that there is no casual relationship between the below general intelligence and delinquency.

In one of the studies, Choudhary (1996) observed that socially advantaged and socially disadvantaged students differ significantly from each other in their intelligence level and the level of intelligence of socially advantaged students was higher as compared to their counterparts.

Thus, from the above studies, it can be concluded that there are individual differences in the intellectual
level between different groups of children, and pattern of these differences may show variation from the children of the community to another community, and hence these findings justify further research in this field.

3.2 STUDIES RELATED TO CREATIVITY

With regard to the creative ability as a factor in determining individual differences, very little direct evidence is available to the researcher. However, it may be worthwhile to review those studies and draw inferences indirectly suggested by these studies.

Olive (1972) found that the ability of creative thinkers increases with the socio-economic status of the pupils.

Gupta (1977) conducted a cross-cultural study in creativity. The sample of the study comprised 240 students which was selected through the use of stratified random sampling technique. It was observed that fluency and creative production were promoted at fifteen years and thereafter respectively. Originality in girls was demoted at fifteen years, but promoted thereafter. Creativity grew after fifteen years. Fluency in high achievers grew up to fifteen years in boys and
declined in girls.

Singh (1977) by taking a random sample of 442 B.Ed. students of Lucknow City compared high and low creative groups in terms of value orientation, family background, age, sex, residence, religion and caste. The study revealed that high creative among student-teachers tended to go with higher economic value, better family background and urban living.

Kershner and Ledger (1985) in their study of the effect of style of thinking and sex on students creativity found that, sex and style of thinking had an effect on different dimensions of students creativity. They further suggested that performance on each of the creativity subsets may be strongly influenced by different psychological and social class factors.

Patel (1987) concluded that three groups of secondary school children viz., schedule caste, scheduled tribe and advantaged children differ significantly in their intelligence and creativity level. On the variables of intelligence and creativity, the advantaged children scored significantly higher than the scheduled caste and scheduled tribe children.
Pandey and Rai (1988) reported that urban students have a superior creative potential in comparison with rural students.

Kumari (1994) in her study also found the impact of socio-demographic factors on the creativity of the child.

It was observed from the results of Choudhary's (1996) study that difference in the mean value of verbal fluency, flexibility and originality of socially advantaged and disadvantaged secondary school students was significant at .01 level and the verbal fluency, flexibility and originality of socially advantaged students were higher as compared to the verbal fluency, flexibility and originality of socially disadvantaged students.

Review of studies related to creativity though indirect and very scanty is indicative of the fact that there are individual differences on this important variable. To see the direction and extent of the difference between children of minority and non-minority communities, is the aim of the present study.

3.3 STUDIES RELATED TO VALUES

Following paragraphs deal with the studies
related to the values as the review of this may give
some insight into the individual differences on the
basis of the variable of values pattern.

Cronbach (1968) reported striking differences
among upper and lower class groups in their value
system.

Lowell (1969) studied the values of sex male
adolescents and their families from middle socio­
economic group using Allport-Vernon study of values.
The result indicated that male adolescents values were
derived from complex interaction within family unit.
Further, it was shown that type of family, kind of
parental identification and community seemed to have an
effect on the development of values.

Wright and Wright (1976) in their study
concluded that the social class remains the primary
determinant of self-direction of values.

Fernando (1974) studied the effect of religious
experience and community participation on the values
of high school students using Allport-Vernon-Lindsey
study of values. It was reported that religious
experiences and community participation do influence the
value pattern of adolescents. These have a positive influence on their values.

Lahri (1977) concluded that vagabonds and delinquents had moral values to accept social norms.

Anamtharaman (1980) studied the effect of sex and social class on the values of adolescents. In this finding, he reported in upper social class religious values were more developed as compared to lower social class.

Joshi (1984) in his study on the hill area students found that most preferred value of adolescents was theoretical value and least preferred value was aesthetic value. He further observed that school and home environment effect the value system of the children.

Vishal (1985) concluded that yogis differed from general population in their mean scores on values.

Kapoor (1986) in his investigation compared the value system of students of Saraswati Shishu Mandir and Public Schools of Meerut City. The sample of 378 public school students and 312 Saraswati Shishu Mandir students who studied at least for three years in their
respective institutions were selected randomly from Class VIII. Findings were - Saraswati Shishu Mandir's students had more respect for religious, social, democratic, knowledge and power values whereas the public school students paid more regard to aesthetic, economic, hedonistic and health values.

Kumari (1987) made a comparative study of the male and female teachers on the variable of values. The sample comprised of 500 teachers (300 male and 200 female). Teachers from rural and urban secondary schools were selected through a stratified sampling technique. She concluded that male teachers secured better points in the aesthetic, political and social values. Male (urban) teachers secured better points in the aesthetic, theoretical and social values than the rural male teachers. Urban female teachers preferred economic and social values while rural female teachers showed high preference for aesthetic and religious values.

A research study was made by Shukla (1996) to investigate the difference between the values of literate working and non-working women of Kanpur City. Personal Value Questionnaire by Sherry and Verma was administered on a random sample of 100 women (50 literate
and 50 illiterate) and 100 literate women (50 working and 50 non-working of different area of Kanpur City. The data was statistically computed for t-test. After analyzing the data it was concluded that women irrespective of their literacy and job have got awareness towards social values, political values and health values but there was no significant change in religious values. Literate working women have materialistic attitude than illiterate and non-working women. They have a strong desire to earn much more money as well as give importance to their own convenience and overall pleasure to whole family thus a significant difference is seen in economic and hedonic values. It was interesting to note that illiterate and literate non-working women were much more conscious about their family reputation than literate working women i.e. significant difference was marked in intellectual values. To sum up, there was no significant difference in religious, social, political, health and aesthetic values but a significant difference was marked in controlling family reputation i.e. intellectual value, hedonic and economic values of working and non-working women as well as in literate and illiterate women.

Studies presented above are related to value system and show that values of different groups of
children or persons are different. This trend necessitates further research in this field.

3.4 STUDIES RELATED TO PERSONALITY:

The aim of Lahri (1977) study was to find the differences in the personality pattern of normal, vaganbond and delinquent children. The sample included 300 male children, (100 normal, 100 vaganbond, 100 delinquent). Purpositive sampling was employed to select vagabonds from Observation Homes from Delhi. It was found that adolescents normals, adolescents vagabonds and delinquents differed more in personality patterns than pre-adolescents belonging to similar groups.

Siddiqui (1979) conducted a study with the objectives to study the differences with respect to personality among rural, urban and overseas students and concluded that personality traits differed in urban, rural and overseas students.

Pramanick (1931) conducted a study with the aim to determine the personality characteristics of adults of three religio-cultural groups - Hindu, Muslim and Christian. The major findings were - Hindu middle class adult personality was characterised by highly favourable attitude towards family, a positive social
self-esteem, least aggression, less authoritarianism and religiosity. Muslim middle-class adult personality was highlighted by the most favourable attitude towards parents, high religiosity, unfavourable attitude towards family and authority, negative private self-esteem. Christian middle-class adult personality was highly aggressive and authoritarian, least religious and unfavourable attitude towards parents.

Basu (1984) conducted a study with the aim to compare the personality characteristics of Tibetan and East Pakistani backward refugee children. The sample consisted of 190 refugee girls (Tibetans (100), and East Pakistani (90) ) ranging in age from 9-11 years. The study revealed that inadequate ego function and other personality traits like rationalisation and need for autonomy were characteristics of backward children from both the groups.

Rawal (1984) in his study concluded that emotionally disturbed children belonging to various age groups did not vary significantly as regards their personality adjustment. In a similar study Sahney (1984) found that delinquents showed significant differences from non-delinquents in respect of extraversion/introversion.
and social maladjustment. Similarly, Tiwari (1934) observed that privileged students did not differ from non-privileged student on factors A and B of HSPQ. On factor C, D, G and Q3 of HSPQ deprived students outscored privileged students. Privileged pupils - boys and girls, scored significantly higher than the deprived pupils, boys and girls on factor F and J of HSPQ, whereas with respect to factor H, I and Q2 deprived pupils, boys and girls outscored the privileged ones.

The study of Gupta (1935) was designed to see if there were any significant differences in personality characteristics among bright and dull students. It was found that bright students differed from dull students as regards nurturance, change, endurance, needs exhibition, authority and affiliation. In a similar study Vishal (1985) concluded that yogis differed from the general population in their mean scores on certain factors of personality.

Sharma (1986) obtained that there existed no differences in personality traits or leaders with regards to sex and locality. By and large, male and female had similar personality traits. In a similar study Tiwari (1986) found that unemployed youth felt more insecurity as compared to employed youth.
Sujatha and Yashodhara (1986) in their study on Scheduled Caste/Scheduled tribe and non-scheduled caste/non-scheduled tribe on a sample of 1340 class IXth students (half SC/ST and half on SC/ST) concluded that both scheduled caste/scheduled tribe and non-scheduled caste/schedule tribes were low on the personality factor B (less intelligent vs more intelligent) and were average on the other factors viz. C (affected by feelings/emotionally stable), G (expedient/conscientious) Q2 (group dependent/self-sufficient) of Cattell's HSPQ.

Patel (1987) conducted a study with the objective to compare the personality differentials of the disadvantaged and advantaged secondary school children. The findings were - all the three groups viz., scheduled caste, scheduled tribe and advantaged children differ significantly in their personality traits. Lai (1985) while conducting study on scheduled caste children also obtained similar results.

Rai (1983) in his study tried to find out the similarity and differences between the blind and sighted in terms of personality adjustment. He found that blind were less adjusted on emotional stability, mood and conformity.
The investigation taken by Kothari and Joshi (1992) on a sample comprised of 40 students of Xth grade drawn from schools of Indore city and 40 delinquents from Remand Home and special school for delinquent boys revealed that certain personality characteristics such as factors C, E, G, H, M, N, Q₁ and Q₂ have shown significant difference between delinquent and non-delinquents while rest of the characteristics such as factors A, B, F, I, L, D, Q₂ and Q₃ showed no significant difference. The study further revealed that emotional instability has been the important cause of delinquency (factor C). The cause of submissive and yielding nature of the delinquents would be the present circumstances in which they live and anxiety of facing the society when they get freedom from Remand Home.

Lata (1996) in her study on delinquents and non-delinquents (60 delinquents and 180 non-delinquents) concluded that significant differences between male delinquents and non-delinquents was found out on twelve personality factors out of 16 personality factors. These were factor A, B, E, F, G, H, I, L, O, Q₂, Q₃ and Q₄. These differences characterised the male delinquents as stiff, aloof, less intelligent, submissive, evades rules, shy, sensitive, tough-minded, mistrusting, depressed, worried, indisciplined and tense and male non-delinquents as good natured, adaptable, emotionally expressive, more
intelligent, conscientious, socially bold, cheerful, confident, controlled and relaxed. In case of female sample, differences were obtained on seven factors i.e. Factor A, B, G, H, O, Q3 and Q4, thus characterizing the female delinquents as stiff, aloof, less intelligent, evade rules, depressed, worried, indisciplined and tense, while the female non-delinquents as good natured, adaptable, emotionally expressive, more intelligent, conscientious, socially bold, confident and relaxed.

3.5 HYPOTHESES:

The present investigation was advanced within the framework of the following hypotheses:

(1) Intellectual level of adolescents belonging to minority and non-minority communities differ significantly from each other.

(2) Creativity level of adolescents belonging to minority and non-minority communities differ significantly from each other.

(3) Values pattern of adolescents belonging to minority and non-minority communities differ significantly from each other.
(4) Personality characteristics of adolescents belonging to minority and non-minority communities differ significantly from each other.