REVIEW OF THE RELATED LITERATURE
CHAPTER - II

REVIEW OF THE RELATED LITERATURE

The accumulated research in all the disciplines for the past twenty years has encompassed a host of sub-areas within the field in each discipline and interdisciplinary fields, with the result that the present day researches seem to be altogether different from the studies which were conducted in the past. Therefore, a review of the previous literature, for the development of objectively based hypotheses and enunciation of the new research designs has become essential. According to Tuckman (1972), "the purpose of the literature review is to expand upon the context and background of the study, to help further, to define the problem, and to provide an empirical basis for the subsequent development of hypotheses. The length of the review will depend upon the number of relevant articles and the purpose for which the research report is being written".

Keeping this criterion in mind, the present investigator surveyed a sizable amount of the studies reported in the field of creativity. This included both conceptual readings as well as the empirical and the
related studies. Since the present study has a definite direction, only a few areas were minutely reviewed. The review is, therefore, restricted to:

2.1 Studies on Creativity and Vocational Interests;
2.2 Studies on Creativity and Adjustment; and
2.3 Studies on Creativity and Scholastic Achievement.

2.1 STUDIES ON CREATIVITY AND VOCATIONAL INTERESTS.


The study was conducted with the following objectives:

(i) to find out the functional constituents of literary creativity, (ii) to find out the factors contributing to creative writing, (iii) to study the relationship between literary creativity and demographic factors such as sex, age, grade, community, parental occupation and parental educational background.

The sample consisted of 1000 boys and
girls of IX and X classes within the age group of 14-15 years. The subjects belonged to both rural and urban areas. A battery of tests of literary creativity prepared by the investigator and personal data schedule were administered on the sample for the collection of data.

The data was subjected to statistical analysis for computing mean, S.D. and 't' values.

The findings were that (i) sex as a variable did not affect the creative performance of the subjects; (ii) the increase in age showed increase in creative performance - 13 to 14 years could be considered as a critical period where creative performance is in full bloom. The increase in sequential grade showed increase in creative performance.


The major aim of the study was to investigate common personality factors of highly creative persons in different fields, viz., poetry, painting, science and music.

The sample consisted of 20 persons who had been
rewarded or recognised in their fields. Cattell's 16 P.F.Test, (Form A) was administered on them. Scores on 16 P.F. interms of 'O' and 'C' and also trait-wise, constituted the basic data of the study.

'Q' technique of factor analysis was used to analyse the data. Factor extraction was done by Thurstone's Centroid Method, and six factors emerged which were further orthogonally rotated. The six factors were identified as emotionality, sensitivity, ego-ideal, emotional introversion, creative mood and social will.

Longitudinal interpretations of factor matrix revealed that: (i) poets possessed factors like emotional sensitivity, creative mood and social will; (ii) painters profile consisted of factors like emotional sensitivity and creative mood; (iii) scientists profile consisted of common factors of ego-ideal, emotional introversion and social will; and (iv) musicians profile showed factors of ego-ideal and social will.


The investigation was undertaken to identify and compare the interest patterns of high and low creative students.
A sample of 85 students studying in ninth grade was drawn from different high schools of Aligarh District. The subjects were in the age group of 13 to 14 years.

The tools used for the study were: (i) Chatterji's Non-Language Preference Record; and (ii) Test of Creative Thinking Ability by Torrance.

The data was put to suitable statistical treatment by computing mean, S.D. and significance of difference.

The findings revealed that the three interests viz., literary, scientific and fine arts have positive effects over creativity. Specifically, the high creatives had greater interest in the three areas than the low creatives. Household and outdoor interests were found to be the cold affectors of creativity. The study indicates the differential patterns of high and low creatives.


The objective of this study was to compare the aspiration levels of high and low creative groups.
A sample of 124 students reading in 9th and 10th classes of Dehradun District was taken randomly. The age of the sample subjects ranged between 13-17 years.

The tools used for the study were :(i) Verbal test of Creative Thinking by Baquer Mehdi;(ii) Educational and Career Aspiration Inventory by Singh and Mehra.

The data was analysed by employing 't' test and Pearson's product moment correlation. The results revealed, that high creatives preferred unconventional occupations as air hostesses, lawyers, and scientists, whereas low creatives preferred conventional occupations like teaching. Further, low creatives were more aspirants than high creatives.

V. Bharadwaj,R. (1978) Vocational Interests as a Function of Creativity Components, Intelligence and Socio-Economic Status.

The project has its main focus on the study of six vocational interests as they relate to creativity, intelligence and socio-economic status. A sample of 300 college students from different colleges of Agra District was drawn for the purpose of investigation. Three research tools were used for the collection of data. The data obtained were subjected to suitable statistical
treatment by applying Analysis of Variance and Pearson's product-moment correlation.

The findings revealed that: (i) interest in agricultural pursuits was found in high creatives of mid-socio-economic status; (ii) interest in artistic pursuits was found among the students of high socio-economic status; (iii) executive and literary interests were found among the creative students of mid-socio-economic status; (iv) scientific interest was found among the creative students of high socio-economic status with less intelligence and social interest was found among the creative students of high socio-economic status with low intelligence.


The purpose of this study was: (i) to find out the degree of relationship between creativity, intelligence and vocational interests; and (ii) to find out the vocational interests of high and low creative students.

The sample consisted of 50 students of both the sexes. Three tests viz., (i) Wallach and Kogan Test of Creativity; (ii) Catell's Culture Fair Intelligence Scale; and (iii) Thurston's Interest Schedule were used to collect the data.
Data were subjected to analysis of variance and chi-square.

The results revealed that: (i) high creatives were significantly higher in their vocational interests as compared to low creatives; (ii) the creativity had a significant effect on persuasive, linguistic, artistic and musical interests; (iii) high intelligent subjects seemed to contribute for high degree of interest in artistic vocation.


The main objectives of the study were: (i) to study the effect of intelligence upon creativity; (ii) to study the effect of interests upon creativity; (iii) to study the effect of culture upon creativity; (iv) to study the interacting effects of intelligence and interest upon creativity; (v) to study the interacting effects of intelligence and culture upon creativity; (vi) to study the interacting effects of interests and culture upon creativity; and (vii) to study creativity as affected by the interaction of intelligence, interest and culture simultaneously.
A sample consisting of 414 urban and 210 rural boys, in the age group of 14-16 years, studying in high schools and intermediate colleges of Agra District, was selected using stratified random sampling technique.

The tools used for the collection of data were:
(i) Sarjanatmaka Pariksha and Varn Viparyas Pariksha for the measurement of creativity; (ii) Jalota's General Mental Ability Test; and (iii) Chatterji's Non-Language Preference Record.

The data were analysed using extreme group analysis and inter-level analysis. The findings revealed that:
(i) high intelligent subjects were significantly higher in creative thinking than the subjects of low intelligence;
(ii) in both the urban and rural samples, the creative thinking showed significant progressive trend with intelligence; (iii) literary and agricultural interests did not affect creativity; (iv) fine arts interest affected creativity; (v) scientific, medical, technical, crafts, outdoor, sports and household interests showed inconsistent effect over creativity; and (vi) the rural sample was found to be more creative than the urban.
The objectives of the study were: (i) to find out how creative and non-creative subjects stand on various areas of adjustment viz; home, health, social, emotional and educational; (ii) to find out if sex makes any decisive difference in the scores of creative and non-creative samples in various areas of adjustment.

The study was conducted in the city of Srinagar and there were seven colleges to participate in the research programme. 400 subjects (boys and girls) were selected randomly from these colleges. Subjects were in the age range of 15 to 19 years and were reading in P.U.C.

The research tools used in the investigation were: (i) Verbal Test of Creative Thinking Ability of Baquier Mehdi (1973); (ii) Adjustment Inventory by Sinha and Singh (1980).

The data were put to suitable statistical
treatment by computing mean, S.D. and 't' values. The findings revealed that (i) creative boys have more adjustment problems than non-creative boys; (ii) creative girls also face a lot of problems in their adjustment as compared to non-creative girls; (iii) creative boys and creative girls differ significantly in their adjustment, and (iv) creative girls have more problems in emotional and social areas.


The objectives of the study were to (i) identify the high and low creative students; and (ii) to compare the psychological factor structures of high and low creative students.

The study was conducted on a sample of 262 secondary school pupils (107 boys and 155 girls) of 9th grades. They were selected through stratified random sampling technique. Subjects were in the age range of 15-16 years and were chosen from 12 secondary schools of Kerala district.

The research tools administered were (i) the
Kerala Verbal Test of Creativity (Nair and Sumangala); (ii) the Kerala University Verbal and Non-Verbal Group Test of Intelligence (Nair and Amma); and (iii) Kerala Socio-Personal Adjustment Scale (Nair).

Identification of high and low creative students was done on the basis of ± SD. Pearson's product moment correlation and the factor analysis were used as statistical techniques.

The results revealed that (i) psychological factor-structures of high and low creative students were different from each other; (ii) sex played no role in creativity; and (iii) high creatives were less adjusted as compared to low creatives.


The study attempts to find out the relative extent of the contribution of intelligence and social adjustment in predicting creativity. Three hypotheses were tested, (i) the predictor variables, intelligence (verbal and non-verbal), and social adjustment will have significant and positive relationship with creativity; (ii) the relationship
between each predictor variable and creativity when freed from the effect of other two variables will remain significant; and (iii) the combined effect of the predictor variables verbal intelligence, non-verbal intelligence and social adjustment on creativity will be significant.

The sample for the study consisted of 262 secondary school pupils (107 boys and 155 girls) of standard IX, selected from 12 schools using the stratified random sampling technique.

In selecting the sample due representation was given to factors like locality (urban/rural); efficiency level of schools (superior, average, inferior); the type of management of schools (Government/Private) and sex of the subjects.

The research tools used for the study were (i) the Kerala Verbal Test of Creativity (Nair and Sumangala 1978); (ii) the Kerala University Group Test of Intelligence (Pillai, Nair and Amma 1968); (iii) the Kerala Non-Verbal Group Test of Intelligence for Secondary Schools (Nair 1968); and (iv) the Kerala Socio-Personal Adjustment Scale (Nair, 1976).
The data were put to suitable statistical analysis by computing: (i) Pearson's Product Moment Coefficient of Correlation; (ii) Partial Correlation; (iii) the coefficient of Multiple Determinations, $R^2$; and (iv) the coefficient of Multiple Correlations, $R$.

The findings revealed that: (i) the coefficient of correlation between creativity and each one of the three predictor variables was significant; (ii) the co-efficient of multiple correlation was found to be highly significant. Further, the relation between creativity and social adjustment was positive and significant.


The purpose of the investigators was: (i) to find out the degree of relationship between adjustment and creativity; and (ii) to differentiate the adjustment patterns of high and low creative students.

The sample comprised of 192 students of 9th grade. They were selected randomly from five schools of Ludhiana district.

The research instruments used in the study were:
(i) Verbal Test of Creative Thinking by Mehdi (1973);
(ii) Adjustment Inventory for School Students by Sinha and Singh (1980).

The product moment correlation technique was used to find out correlation between creativity and different aspects of adjustment. Critical ratios were calculated to find out the significance of the difference between the means.

The findings revealed that there was a positive relationship between creativity and adjustment (educational, emotional and total), but no relationship was found between social adjustment and creativity. Significant differences were obtained between high and low creatives in emotional, educational and total adjustment. No significant difference was found in social adjustment.


The objectives of the study were: (i) to differentiate the personality patterns of high and low creative adolescents; (ii) to differentiate the adjustment problems of high and low creative students; and (iii) to
compare high and low creative students in their intelligence.

A sample of 500 students, for the study, was selected on the basis of random sampling technique from the schools under Delhi Administration. The subjects belonged to the middle socio-economic groups. The age-range of the sample subjects was 13 and were reading in the 8th grade.

The tools administered on the subjects were: (i) Verbal Test of Creative Thinking by Baquier Mehdi; and (ii) Horschach Inkblot Test to measure Personality Patterns of high and low creative students.

The data was subjected to subsequent analysis for fulfilling the proposed objectives. Chi-square ($x^2$) and analysis of variance were used.

The results revealed that high creative students were significantly different from low creative ones on certain aspects of personality and were alike on others. The personality patterns in which these two groups differed were that (i) high creative students possessed more organizational capacity, fine control over intellectual functioning and superior capacity. High creatives were self-assertive and critical, constructive, and were
having good adjustment. High creatives possessed
original thinking and high level of aspiration and
interests.

Variables Associated with
Creative Writing in Hindi.

The objectives of the study were: (i) to discover
personality variables which characterise Hindi creative
writers; and (ii) to discover the personality variables
which differentiate between high creative and low creative
individuals.

An initial list of 177 living Hindi writers was
prepared on the basis of whether they had been
acknowledged by the central or state sahitya academies,
whether their writings had been published several times
by reputed publishing houses or whether their works had
been frequently published by standard Hindi Journals. The
list was given to 120 juniors, of whom only 100 responded.
They were asked to draw up a list of fifty creative
writers on a three point scale - highly creative, fairly
creative and low creative. The final sample comprised
fifty two living creative writers - forty three males and
nine females. For the purpose of comparison, two sub-groups
of high creatives and low creatives were formed on the
basis of ranking.
The tools used were: (i) Rorschach Inkblot Test; (ii) 16 P.F. Questionnaire; (iii) Personal Value Questionnaire (Verma and Sherry); (iv) Bell's Adjustment Inventory (Adult Form); (v) Cattell's Culture Fair Scale-III (Hindi Version) by Rao; and (vi) a Biographical History Interview Schedule prepared by the Investigator.

The data was put to statistical analysis by computing mean, SD and 't' values.

The findings revealed that (i) creative writers showed greater ability to view and handle the darker side of life and consequent anxiety and tension and were sensitive to colour; (ii) the total sample was more intelligent, more reserved and more assertive; (iii) when compared on extreme basis, high creatives were more experimenting, were more careless, and seemed to get upset more easily and were full of tensions; and (iv) high creatives were found to have the aesthetic value and were better adjusted in home, health and occupational areas. Also, they were less adjusted in social and emotional areas.


The study was carried out to achieve the following
objectives: (i) to find out the nature and extent of relationship between creativity and adjustment, b) creativity and frustration reaction, c) creativity and level of aspiration; (ii) to find out the extent to which high and low creative students differ in respect of adjustment, frustration reaction and level of aspiration; (iii) to find out the prediction of creativity i.e., to establish the regression equation between creativity (as criterion) and adjustment, frustration reactions and level of aspiration (as predictors).

Random sampling procedure was used to select 600 male students of Class IX and Xth from Secondary Schools of Agra City.

The research instruments used for the study were: (i) Verbal Test of Creative Thinking by Baquier Mehdi; (ii) Adjustment Inventory by Sinha and Singh; (iii) Frustration Scale by Chauhan and Tiwari; and (iv) Level of Aspiration by Shah and Bhargara.

Frequency distribution, percentage mean, S.D. 't' test, Product-moment correlation, multiple regression analysis and multiple 'r' were used as the statistical techniques for the analysis of data.
The findings revealed that: (i) creativity was found to be positively and significantly related to total, social and educational adjustment at 0.05 level, but creativity was not found to be significantly related to emotional adjustment; (ii) no significant relationship was found between (a) creativity and level of aspiration, and (b) creativity and frustration; (iii) high and low creative students were found to differ significantly in their total, emotional and educational adjustment. There was no significant difference between high and low creative students in their social adjustment.


The objectives of this investigation were to: (i) find out if there is any difference between the mean scores of adjustment of high and low creative students; and (ii) to find out the relation between creativity and adjustment.

The sample for the study was drawn from secondary schools. 100 male and 100 female, 11th class students, in the age group of 14-17 years participated in the study.

The instruments used for the collection of data
were (i) Wallach and Kogan Battery of Creativity Instrument (Adopted in Indian Context); and (ii) Mohnsin-Shamshad adaptation of Bell's Adjustment Inventory to assess adjustment patterns of students.

Mean, S.D., 't' test, Analysis of Variance and Pearson's Product moment correlation were used for the analysis of the data.

The result revealed that the main effect of adjustment in the high and low creative groups was significant only in the fields of home and health, while in the fields of social and emotional adjustment the interaction turned out to be insignificant. Further, the relationship between different dimensions of adjustment viz., home, health and emotionality and creativity of boys was significant while as there was no significant relationship between the different dimensions of adjustment and creativity of girls.


The study aimed at the following objectives: (i) to determine the relationship of composite creativity scores and different dimensions of creative thinking, i.e.,
fluency, flexibility, originality and elaboration with adjustment of students; (ii) to find out the relationship between creativity and adjustment at different levels (high, average, and low); (iii) to determine differential problem areas of high and low creative students.

A randomly selected sample of 200 IXth grade boys, were drawn from three higher secondary schools for boys of Patiala City.

The tools used were: (i) Torrance Test of Creative Thinking (Figural Form A); (ii) Asthana's Adjustment Inventory; (iii) Student's Problem Checklist developed by the Central Bureau of Educational and Vocational Guidance.

The data were analysed by employing 't' test and Product moment correlation. The results revealed that (i) the relationship between creativity and adjustment was negative but very low and insignificant; (ii) creativity and adjustment were insignificantly related at different levels; (iii) the high and low creative students did not, on the whole, differ in their problems. Only socio-psychological related areas emerged as the problem area which differentiated the two groups, the high creative encountering significantly more problems.
in this area than low creatives. On the remaining problem areas no significant differences were observed.


The purpose of the investigator was to: (i) find out the degree of relationship between health adjustment and creativity; and (ii) find out the mean difference among high, low and average creative students in health adjustment.

The sample of the study consisted of 510 boys and 590 girls with a mean age of 14.78 and 14.65 years respectively. The subjects were studying in class X in 24 secondary schools of Trivandrum District.

The research tools used for the study were: (i) test of Creative Thinking Ability prepared by the investigator; (ii) Adjustment Inventory by Raja Lakshmi.

Analysis of Variance was used for the analysis of data.

The results revealed that highly, moderately and less creative groups of boys and girls were more or less homogenous with respect to health adjustment. Also, it
was found that highly creative children do not have more health problems than their less creative peers.

2.3 STUDIES ON CREATIVITY AND SCHOLASTIC ACHIEVEMENT.


The aim of the study was to clarify the nature of relationship among creativity, intelligence and school achievement, and especially to test for interactive effects of intelligence and creativity upon achievement in different school subjects.

A random sample of 400 urban pupils (200 boys and 200 girls), drawn from 12 schools, located in Guntur and West Godavari districts of Andra Pradesh, was used in this study.

The Torrance Test of Creative Thinking (TTCT) both verbal and non-verbal (translated into Telgu) was used to find out the creativity index of the subjects. Intelligence was measured through Cattell's Culture Fair Intelligence Test (CFIT). Achievement was based on two successive school examination marks in five subjects.
The data was put to statistical treatment by using correlation and analysis of variance.

The findings of the study were: (i) there were no sex differences in intelligence, figural creativity and achievement in Telgu general science and social studies. Significant sex differences in verbal creativity and achievement in English and mathematics were found in favour of girls. The performance of either sex was better on the verbal creativity than on the figural creativity; (ii) the average correlation between intelligence and verbal creativity \((r = 0.21)\) was not only significant but also higher than between intelligence and figural creativity \((r = 0.10)\). These correlations were higher for girls than for boys.


This study has been designed to find out the relationship between i) Creativity ii) Cognitive Styles and (iii) Academic achievement.

150 female students of first year B.A. (Hons.) within the age range of 18-21 years were drawn from various constituent colleges of Delhi University for this study. In order to have a uniform standard of
estimation of their academic achievement level, only those students who had passed Class XII from the All India Secondary School Examination were chosen for the investigation.

The research instruments used in this study were i) the Embedded Figures Test (Form A): ii) the Torrance Test of Creative Thinking (TTCT) - Verbal and non-verbal; iii) the Remote Association Test (RAT).

The data were put to statistical treatment by computing mean, S.D, significance of difference, analysis of Variance and Pearson's product moment correlation.

The results revealed that: i) cognitive styles have significant relationship with creativity and achievement; ii) high, middle and low academic achievers on four creativity measures reveal high significant differences i.e., high achievers were high creatives and low achievers low creatives.


This study attempts to understand the (i) nature of creativity, intelligence, achievement motivation, personality adjustment and scholastic achievement and
also (ii) to understand the relationship between creativity and these variables.

The sample consisted of 300 students of class 10th in the age range of 14-16 years reading in Government schools. The subjects were chosen through random sampling technique.

The tools used in the study were as follows: (i) Torrance Test of Creative Thinking (Verbal and Figural Form); (ii) Cattell's H.S.P.Q.; (iii) Raven's Advanced Progressive Matrices; (iv) Sinha's Adjustment Inventory; (v) Rao's Achievement Motivation Scale; and (vi) the average of the marks of the annual examination of Class IX and half yearly examination marks of class X were taken to assess the scholastic achievement of the subjects.

Descriptive statistics, correlation and multiple techniques, inferential statistics and discriminate functional analysis were used.

The findings revealed that: (i) there is insignificant relationship between creativity and intelligence when effect of scholastic achievement is partialled out; (ii) there is significant relationship between creativity and scholastic achievement when
the effect of intelligence is partialled out; (iii) Creativity and Factor G (Expedient vs conscientious) were positively correlated; and (iv) Creative students had better scholastic achievement as compared to low creatives.


In the study the investigator had the following objectives: (i) to find out the relationship between creativity and academic achievement (subject-wise).

Random sampling procedure was employed to select 350 students of classes IX and X from eight high schools in the District of Balasore (Orisa). The students selected were within the age group of $14^+$ and $15^+$ years and the mean income of their parents was Rs. 450 per month.

The tools used in the study were: (i) Torrance Test of Creative Thinking (Verbal and Figural Form A); (ii) Academic Achievement of the sample subjects was measured through the percentage of marks obtained in the final examination.

Mean, S.D. and significance of difference were used as statistical technique for the analysis of data.
The results revealed that almost all correlations of creativity with achievement in school subjects were positive and significant except in case of achievement in English.


The study was undertaken to explore the relationship of creative thinking and intelligence with the academic achievement of high school students both boys and girls.

A sample of 300 tenth grade students (154 boys and 146 girls) was drawn randomly from four randomly selected high schools situated in the districts of Simla and Solan of Himachal Pradesh. The age of the subjects was 15 to 16 years.

The research tools used in the study were: (i) Jalota's General Mental Ability Test (GMAT); (ii) Verbal Test of Creative Thinking developed by the investigator to measure creative thinking among students; (iii) the total marks obtained by the students in the annual Matriculation examination were taken as the academic achievement of the students. The data was subjected to analysis of variance.
The findings revealed that: (i) high creative high school students of Himachal Pradesh have significantly higher academic achievement than low creatives, irrespective of intelligence both for boys and girls; (ii) the high intelligent high school students exhibit higher academic achievement, more markedly among girls, in comparison to boys especially from high creatives; (iii) the high school students of Himachal Pradesh do not show significant gender differences, though girls tend to be high achievers than boys, both among high and low creative students especially for high intelligent subjects.


The objectives of the study were: (i) to find whether 'r' between academic achievement and creativity is significant; (ii) to compare the high achievers and low achievers on their creativity; (iii) to compare the male and female students on their creativity; (iv) to compare female high achievers and low achievers in their creativity; (v) to compare male high achievers and female high achievers on creativity; and (vi) to compare the relationship between creativity and academic achievement in boys with that of girls.
For this study, the sample constituted one hundred students of 11th and 12th standards selected from higher secondary schools in Madurai. The random sampling technique was used for the same.

The tool for the measurement of creativity was: (i) a questionnaire "How Creative You Are"? by Eugene Raudsep; (ii) Academic achievement was assessed through the obtained marks in previous annual examination.

For the analysis of data, mean, S.D, Pearson's product moment correlation and 't' test were computed.

The results revealed that: (i) no difference was found between high and low achievers in creativity; (ii) there was no significant difference between boys and girls in creativity; (iii) male high achievers and low achievers were not different in their creativity indexes; (iv) male high achievers were as good as female high achievers on creativity scores; (v) male low achievers and female low achievers had no significant difference in their creativity scores; and (vi) there was a negative correlation between academic achievement and creativity.
The main objectives of the study were: (i) to find out the effect of sex on creative thinking ability of students; (ii) to find out the effect of achievement on creative thinking ability of students; (iii) to find out the interaction effect between sex and achievement of creative thinking ability of students.

The study was conducted on a sample of 200 Gujarati speaking children (70 boys and 130 girls). These pupils were chosen by random sampling technique from four schools of Anand and Vallabh Vidyanagar, a semi-urban in Kheda district of Gujarat. The age group of the boys and girls ranged from 9 to 13 years (average being 11 years).

G.G. Choudhary's Creative Thinking Ability Test was administered to find the divergent thinking ability of the students. The academic achievement scores of the annual examination, for all the students selected for the study, were collected from the school records.

The data were subjected to analysis of variance
and the results revealed that: (i) the main effect of sex was significant. Boys were superior to girls in C.T.A.; (ii) the main effect of achievement was significant. The mean difference was in favour of low achievement. It was concluded that students with high achievement were less creative; (iii) the interaction effect of sex and achievement were totally insignificant.


The study aimed at finding the extent to which academic achievement and socio-economic status serve as predictors of creative talent. Two hypotheses were tested, (i) high creatives differ significantly from low creatives with regard to their academic achievement; (ii) high creatives differ significantly from low creatives with regard to their socio-economic status.

The sample comprised 425 pupils attending six selected secondary schools of the Travendrum district in Kerala. The age of the sample subjects ranged from 13-15 years.

Further, out of six schools, three were selected
from urban areas and the other three from rural areas. Care was also taken to include almost an equal number of boys and girls in the sample. Stratified proportionate sampling was the basic method employed for the selection of the sample.

The tools used were: (i) the Kerala University Test of Creative Thinking by Nair (1973); (ii) Socio-economic status scale by Nair (1970); and (iii) Academic achievement was measured in terms of the average, of the total, marks obtained by the pupils in the different school subjects in the first and second terminal examinations.

The data was put to statistical analysis by computing mean, S.D. and test of significance.

The findings revealed that: (i) there was a significant difference between high creatives and low creatives in academic achievement and the difference favoured the high creative group. It means that high creatives have better academic achievement than low creatives, (ii) there was significant difference between high creatives and low creatives in socio-economic status. The difference favoured the high creative group i.e., high creatives have good socio-economic status.
The objective of the study was to find out the relationship between creativity and achievement in English, Mathematics, Science, Vernacular and Geography.

The sample of the study was drawn from secondary schools. 155 male students in the age range of 15-16 years, reading in class 10th, constituted as the sample in the study.

The tools used for the study were: (1) Wallach and Kogan's Creativity Test to measure creativity indexes; (ii) the annual examination marks of the students were taken to determine their academic achievement.

The data were analysed by using Pearson's product-moment correlation technique.

The findings of the study revealed that there was no significant relationship between student's creativity and their achievement in different school subjects.
A COMMENT:

The works cited above reveal that a large number of studies in the area of creativity have been conducted by a number of researchers. The titles of these studies indicate that researchers have investigated specific factors which are supposed to be related with creativity. These include adjustment problems, scholastic achievement, socio-economic status, level of aspiration, sex, personality characteristics, intelligence and values. Some investigators have compared high and low creative students with some of the factors mentioned above.

For the measurement purposes the creative thinking ability test by Baquier Mehdi; annual examination results to consider the scholastic achievement, adjustment inventory by Singh and Sinha, Bell and Asthana were employed to arrive at their proposed objectives, but there is inconsistency in the inferences drawn by these researchers. 26 studies have been discussed in the present chapter under three captions but the divergent results have come out. Besides, there are some other studies which also have shown contradictory results. Some studies have shown that
high creatives are less adjusted than low creatives in some of the adjustment areas (Pathak, 1989; Summungala, 1988; Zargar & Dhar, 1988; Kaile and Kour, 1987; Singh, 1982 and Asha, 1980). Also some studies reveal that some areas of adjustment are related to creativity (Kaile and Kour, 1987; Summangala, 1987; Singh, 1981 and Singh, 1980). While others refute these findings (Jarial and Sharma, 1981; Sinha and Sharma, 1980; Misra, 1977 and Kumari, 1975). So the contradictory findings need further exploration in this matter.

Similarly, scholastic achievement and creativity has been a matter of interest among researchers as some say that creativity is related to scholastic achievement (Bal, 1988; Chadha, 1987; Misra, 1987; Singh, 1987; Asha, 1980; Vijayalakshmi, 1980 and Raina, 1968). On the other hand, no relationship between creativity and scholastic achievement was found (Zargar, 1980; Sandu, 1979; Singh, 1977 and Paramesh, 1976 and Pathak, 1962). So the above discussion gives an impression to probe further.

Lastly researchers have tried to find out the the interest patterns of school going students. A host of studies have been conducted in this direction (Porus, 1987; Raina, 1987; Rawal, 1984; Yadav, 1983; Mohan and Randhava, 1977; Sidhama, 1977; Vohara, 1977;
Mathur, 1975; Singh, 1972; Singh, 1967; Patel, 1967; Pandey, 1960 and Ginzberg, 1951). All these studies referenced above have been conducted on general public. Very few studies have been conducted on creative individuals, it has been found that the creatives prefer to be as artists, scientists, musicians, writers (Kumar, 1981; Singh and Mehra, 1981; Bharadwaj, 1978; Parmesh and Narayanan, 1976; Sharma, 1971; Tripathi, 1969 and Dauw, 1966).

The above discussion makes it clear that due to the lack of research evidences on vocational interests and creativity, further probe is needed. The present study is an attempt in this direction.