CHAPTER - VI

SUMMARY AND CONCLUSIONS
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Resume of the Investigation

The investigation has been taken with a view to estimate the extent of relationship or the influence of SES on creativity, intelligence and academic achievement.

The sample selected for the investigation consisted of 450 children studying in different schools at Hubli-Dharwad Corporation area by employing stratified random sampling technique.

The independent variable of the study is socio-economic status. The scale used was Kuppuswamy Socio-economic Status Scale (1981). The other tests used were Baquer Medhis Creativity Test Battery translated to Kannada version by Smt. Nayana Tara. To test the Intellectual capacity of Children Raven's Progressive Matrices was used. To find out the Academic Achievement, the marks obtained in the previous three years for English, Mathematics and Science subjects were taken.

The data collected and subjected to statistical analysis The technique used is 2-Factor analysis of variance and Scheffe's test for post hoc comparisons. Besides these, product moment correlation was also used to determine the extent of relationship between the factors.
By analysing the data the following conclusions were drawn.

1. The different socio-economic status groups differed significantly in fluency which is a component of creativity. But the boys and girls do not show any difference in fluency factor. The mean difference is shown between the high, middle and low groups indicating that middle group is more creative than the others. There is a sex difference in fluency factor.

2. The different SES groups and also the sex difference were found to be significant. The mean values do not show any difference. Low SES groups show poor verbal ability.

3. In originality, no difference was found between SES groups and also the boys and girls. Mean values also indicate the same trend.

4. The composite creativity score for verbal creativity test obtained in the study shows significant difference for different SES groups. The post-hoc comparisons show a significant difference in composite creativity scores between high and low, middle and low in Scheffe's F test.

5. *Creativity Non-Verbal*: The different SES groups studied in the present investigation do not show any difference in originality factor. Mean values also show no variation.
6. In the non-verbal creativity, the elaboration factor does not show any significant difference between the different SES groups and sex groups. Mean values also indicate the same trend.

7. Composite Creativity Score: Composite creativity score also shows no significant difference between the SES groups and also between the sex groups. Mean values also indicate the same trend.

8. Total Creativity: It is surprising to find that a significant difference was found between different groups in total creativity. The mean scores of different SES groups show difference.

9. Intelligence:
   i. Different SES groups differ significantly in intelligence

   ii. The different sex groups studied in the investigation show no difference in intelligence

   iii. The different SES groups and sex interact significantly in intelligence.

   iv. The different sex groups belonging to different SES differ significantly in intelligence
10. **Academic Achievement**:

i. The present investigation shows a significant difference between different SES groups in academic achievement.

ii. Boys and girls belonging to different SES groups also show significant difference.

11. **Correlations**:

i. The correlation indicated that there is no relationship between creativity and intelligence.

ii. The correlation obtained for intelligence and academic achievement indicate no relationship between two variables.

ii. The correlation score obtained for creativity and academic achievement indicate significant relationship between them.

12. In the light of above results, the hypothesis proposed for the present study has been rejected.
SUGGESTIONS

The investigator feels that the present study will be of help to those interested in this area of study and those who concerned with theory building in this area.

It is further hoped that the study will stimulate further research work with wide scope and objectivity.

In the present study the statistical technique used is ANOVA. The results can be strengthened if the statistical techniques like Factor Analysis are used and factor structures of the group are compared.