CHAPTER II

REVIEW OF THE LITERATURE
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A review of investigations of various psychological factors used in the present study indicates that they are associated with SES.

Significantly a large number of research studies in social and behavioural sciences like sociology, education, psychology etc., frequently employ the socio-economic status as one of the independent variables. Several studies reveal that socio-economic factors bear a significant relationship to dependent variables such as scholastic achievement, self confidence, cooperativeness, intelligence and so on. Thus any meaningful programme of research cannot neglect the consideration of the effect of socio-economic status, or background on the experimental outcome.

As early as 1928, Chaplin in USA made a pioneering attempt to develop a scale to quantify socio-economic data. Cattell (1942) discussed the concept of social status and its relevance to personality development. Cantril (1943) stressed the importance of socio-economic class as a fact in social and psychological research. Swell (1943) standardized a sociometric scale. Belcher (1967) evaluated Swell’s scale and restandardized Swell’s socio-economic scale to study the rural and urban families SES. Lewes and Dillons developed a scale to classify the rural and urban families in accordance with the SES. Kappor and Kochhars (1970) developed socio-economic scale for urban population taking into account
the parental occupation and education, education of siblings, type of house, possession of articles like radio, T.V., refrigerator etc., expenditure on Newspapers, Magazines etc and information about psychological indicators like level of aspiration and concept of social prestige.

Sharma (1975) attempted to study the relationship between SES and personality characteristics, value and intelligence of female college students. The major findings of the study with a sample of 300 randomly selected students were

(1) There is a significant and positive relationship between SES and sociability and political value.

(2) The relationship between SES and thoughtfulness and emotional stability was found to be positive.

(3) The significant differences were found among different social classes in respect of expressed interest, curricular activities, expectation, importance attached to academic achievement, fatalistic ideas about success and liking for the system of Government.

The social classes studied were not found to differ significantly in respect of leisure activities goal, self concept of academic ability, cooperativeness and leadership goal.
Korenne (1973) reports that the family size negatively and father's education and economic condition were positively related with sociability of school pupils. It also showed relationship with intelligence, study habits, attendance and participation in extra-curricular activities.

Mishra (1974) shows the degree of activities associated with level of academic achievement, socio-economic status, attitude towards authority and degree of political awareness and affiliation.

Phatak (1973) studied the motor and mental growth of Indian babies from 1 month and 30 months and reports that SES and sex were related and had an influence on the mental and motor growth of babies.

Bansal (1977) studied the need differences among urban high school boys and girls at different levels of general intelligence and socio-economic status.

The study revealed that (1) there were no significant differences in the needs of urban high school boys and girls except in affiliation and aggression. When averaged over the different levels of intelligence and SES the urban high school students were found to be high on this scale of need change in comparison to the students of low SES.

Bisht (1978) reports that the parental education and income were found to have significant influence on educational aspirations. The urban boys
had a higher educational aspiration than rural boys. The boys studying in English medium had a higher educational aspiration than the boys studying in other mediums.

Upadhayaya (1976) found that the SES was not related to aptitude for teaching to improve academic achievement among the pupils.

Vasantha (1972) investigated into the work values and the relationship between SES, influence of SES on intelligence.

**CREATIVITY AND SES**
The researches in the area of creativity show that creative abilities of students are influenced by a number of independent variables of which SES is one. It has been observed that although the creatives come from high SES perform poorly compared to low SES students.

Kathiyar et. al. (1981) report that low SES scored significantly higher than the high SES on verbal creativity which was significant at .01 level. A sample of 80 IX class students were studied. The $2 \times 2 \times 2$ factorial design revealed the interaction effect of sex and SES on verbal flexibility and composite verbal creativity.

Singh (1981) has found that SES has significant effect on creative thinking abilities. A sample of 435 high school children were studied. There was
sex difference in creative abilities when correlational research was applied.

Hussain and Sajid (1989) report $r$ values indicating higher the SES greater the creativity. The sample consists of 400 high grade students, 't' values were significant at .01 level.

Dhillon and Mehara's (1990) work got on ANOVA indicating significant difference of the two classes on all factors of creativity. Positive significant relationship between SES and creativity and its factors is also reported.

A sample of 160 children, 40 boys and 40 girls of age group 9-11 years, were studied showing significant difference between sexes and interaction effects on factors of creativity.

Kelageri et al. (1989) report that urban children have more creative ability than the rural children. A sample of 200 students studying in 8th, 9th and 10th standards were investigated. The factor of sex and creativity scores were non-significant.

Baer John Mets Jr. (1991) reports that the divergent thinking group scores significantly higher on the story telling, story writing and poetry writing at .05 level. A sample of 20 matched subjects of second grade were selected for the study.
Galik Ying et. al. (1980) report that social influence improved creativity.

Phatak and Hyderli (1990) studied a sample of 200 college students at Bihar using Hindi adaptor of Wallach Kogans Creative Instruments which were administered to three socio-economic groups. They found that SES has effect on creativity index. The high and middle groups were found to be superior to low group.

Srivastava and Budhori (1989) studied a problem on a purposive sample of 103 rural female high school pupils with a mean age of 14.6 years. They used Baquer Mehdi's test prepared in 1973 for Indian conditions. This test is on the lines of Guilford and Torrance creativity test. Their finding was that high intelligence shows the nature of verbal creative abilities.

INTELLIGENCE AND SOCIO-ECONOMIC STATUS
At present, the educational research workers are interested in finding out which social class membership has intellectual development. A distinction among social classes are quite sharp in Indian society which represent distinct sub-cultures and the interaction between members of different classes is limited. The class stratification is reflected conspicuously due to differences in home life, education, recreational outlets and community activities.
In the beginning the concept of intelligence produced a number of generalizations. The most important one was that the high intelligence is correlated with high socio-economic status. It has been found that intelligence tests heavily weighed towards facility in verbal abilities, arithmetic scales and handling abstractions. These are in favour of upper class experience and content. The intelligence tests were equally familiar to all levels of children and has reduced the difference in intelligence.

The occupational analysis done during the standardization of Stanford Binet tests, the mean IQ is varied from 110 for children of professional and semi-professional men to 94.6 of urban and rural labourer's children.

Neff (1939) and Loevinger (1940) report a difference in the mean IQs of professional men and unskilled labourers.

The Scottish mental survey conducted for by the Scottish council for research in education in 1953 reports a positive relationship between parental occupation and the mean IQ scores of children. A similar result was found in the age groups of 6-12 years by a survey of French School pupils by Heweyr (1950).

Havighurst and Janke (1944-45) tested 10-16 year old employing Warner technique. The 13 year old group was given Thurstone test of primary mental ability. The other two groups were examined with
verbal and performance test of reading and spatial mechanical aptitude. All tests showed a tendency for scores to rise with social status.

Basavanna and Ujwalarani (1983) studied a sample of four groups of VII and VIII standard students. They report that there is no difference with regard to non-verbal intelligence between the socially-economically advantaged and disadvantaged students. They do not differ in intelligence and scholastic ability. The social disadvantages affect verbal and numerical abilities.

Seashore (1951) administering WISC obtained higher IQ on the performance scale of children belonging to different parental occupations. The finding of this research is that intelligence differs in children belonging to different socio-economic status.

Sharma (1975) studied the relationship between SES and personality characteristics and intelligence of female college students. He found a positive and significant relationship between ability and thoughtfulness.

Korranne (1973) reports further education on economic condition correlated with intelligence.

Banial (1977) found a significant difference in different levels of general intelligence and SES.
Civhan Samuel Dexter Jr. (1988) studied blacks as well as whites and found a significant relationship of IQ and socio-economic status. The significance was more conspicuous among whites.

Pushpa Chowdhary (1990) reports a significant relation between SES and intelligence, when 175 adolescents were tested. The results were analysed by partial multiple correlations and showed the contribution of intelligence and SES.

School marks in a UNESCO sponsored study of elementary and high school children in Sao Paulo, Brazil, reported that academic achievement is highly influenced by SES, on the other hand intelligence verbal and non-verbal, is influenced by environment.

**SES AND ACADEMIC ACHIEVEMENT**

A child handicapped by poverty and his environment is likely to perform below his ability show that students' grades are correlated positively with social class position. The children from upper level of society perform better and secure high grades while the converse is true of lower strata.

The educational background and financial position of parents have a direct influence on the education of children. The occupation of the father is one of the most important aspects of SES, which is found to be a good predictor of the pupil's overall progress at school.
There are some important qualifications which should be considered while discussing the positive correlation between social class and scholastic achievement.

The studies on reading readiness by Franklin (1946) in Iowa and Jewell (1941) in Spring Field Illinois indicate that children from lower class or unprivileged homes tend to be less read for reading in the first grade than the privileged pupils.

Grewal (1984) made an interactional study of cognitive and socio-economic correlates of school achievements. The sample tested was 550 students. SES was found to be a main source of variation in school achievement.

Coster (1959) studied pupils from three income groups and reports that high income group pupils participate more in school than middle income groups. Besides they were also found to be more systematic and regular and had strong motive to complete courses.

Lindgren and Gueded (1963) in UNESCO sponsored investigation of elementary school children in Sao Paulo, Brazil showed that social status and academic achievement were positively correlated. However, the study did not find any difference in social status and academic
achievement at the secondary level whereas it found significant difference at the elementary level.

Warner et. al. (1949) conducted a survey and found a relationship between status and school attendance. All the young people in the classes belonging to a higher strata were regular in attendance compared to the lower class.

Wiely (1963) studied the children's estimate of school work ability as a function of race, sex and socio-economic level. The upper SES group made a high estimate of their abilities whereas the lower SES group made moderate estimate of their abilities.

Swell, Haller and Strans (1957) studied educational and occupational aspirations of more than 4000 Wisconsin high school seniors. His finding was that the level of educational and occupational aspirations of youth of both sexes are associated with social status of their families.

Dockrell (1964) summed up that the under achievement is due to some specific learning disability and the majority of them are from lower segments of society.

Sharma (1975) found a significant difference in social class with respect to academic achievement and success.
Mishra (1979) reports that SES and academic achievers significantly differed about their views in participation in politics.

Abrahamson (1951) found a significant relationship between parents’ status and higher grades. Students with parents of high status got better grades.

Thakar and Jyotasaana (1962) found that home environment will have an effect on the failure in the examination. A positive relationship was found between failure and education and income of parents.

Denenberg Daisy L. (1988) studied a sample of 182 middle class students and found that degree of maternal employment was positively related to achievement of daughters not sons at .05 level.

William Belinda Lorriana (1980) found a significant difference in black and white children with intelligence and achievement.

Sharma (1984) found a positive relation between father’s education and academic achievement.

Leung, Jupian Jupchung (1991) reported the findings on 333 Caucasian American students from 8, 10 and 12 classes and 375 Chinese students. The data were analysed by factor analysis, discriminant analysis and
stepwise multiple regression. He found that socio-cultural background has an impact on learning and achievement of children.

Marciane John Joseph Jr. (1982) studied 30 subjects on intelligence and academic achievement. He reports that intelligence significantly contributes to academic achievement.

Halderman Barret (1982) collected data from 332 elementary students and reported that the findings supported achievement difference in males and females due to family SES.

McCleland and Freedman (1952), Winterbottom (1953), Crandall Preston and Rabson (1960), Argyle and Robinson (1962) have found out that the child rearing practices at home are associated with high achievement motivation and also with educational aspiration.

Swell and Shah (1968), Radka (1940, 1946), Trapp and Coster (1958), Frandson (1961) report that school achievement is closely associated with academic attainment.

It is also reported that the birth order is a significant determinant of individual's personality Atkinson and Miller (1965), Rosen (1961), Samson (1962) have described that the birth order is a significant determinant of achievement motivation.
Some investigators claim greater achievement motivation in the later borns and interpret it with the help of variables such as greatest incentive is to try to surpass other siblings (Adler, 1930).

Bossard and Bowl (1955) note that the role of a studious and achieving child may be taken by any child in the family.

Praygametha and Dhandia studied the motivational training for educational development in some schools at Jaipur during 1965–66. They used TAT type pictures for the purpose. It was hoped that in their scholastic achievement the experimental pupils show better scholastic achievement than control group.

**CREATIVITY AND INTELLIGENCE**

Meir and Stein (1955), Ahrens (1962), Allehhaus (1964) and Richards, Cline, Weedham Sietze, Wolke (1964) report low measures of creativity and intelligence.

Getzels and Jackson (1962) and Torrance (1962) are of the reports that all children with high IQ did not obtain high creativity and high creativity did not obtain high IQ.

Thorndike (1962), Barron (1968), Wallach (1970), Burous (1972), Crockenberg (1972) found correlations between creativity and
intelligence. Scores are quite high. Among sub-tests of creativity the correlation was low.

Feisher (1963) found low negative correlation between creativity and intelligence and creativity and academic achievement.

Pahni (1991) conducted a study on a sample of 686 IX students. The study reports that creativity and classroom environment affects significantly the self concept and achievement of the students. The ANOVA results reveal that academic achievement differs significantly for creativity.

Yamamato (1964) found positive correlation between intelligence and creativity ranging from .33 to .39.

Jersild et. al (1963) reports a low positive correlation between intelligence and creativity.

Simon and Linelowareds (1972) found that intelligence and creativity are one and the same.

Nijsee (1975) reports non-significant correlation between creativity and intelligence.
Pramila Patak (1961) reports a positive relation between intelligence and creativity.

Passi (1971) is of the opinion that creativity and intelligence are significantly related.

Fathima (1971) found a positive significant relationship between intelligence and creativity.

Susheela Srivastava and Annama Thomas (1990) studied the effect of age, sex and birth order and intelligence on creativity of pre-school children. They used Wallach and Kogan's creativity test adapted by Warren, 1968. The total sample comprised of 100 nursery school children and they found that sex, age and birth order have significant effect on intelligence and creativity. The finding was significant at 0.05 level.

Dutta (1978) found a positive and significant correlation between creativity and intelligence, but the finding shows that high creative may not be highly intelligent.

Sharma (1974) reports that there is no relationship between creativity and intelligence.
Dhariwal and Saini (1976) found significant relationship between the different components of creativity and intelligence.

Mehdi (1977) found a negative correlation among urban sample whereas a positive correlation among rural sample between creativity and intelligence.

Thripati and Jyotsna (1980) found that increase in IQ will not in any way facilitate creativity.

Singh and Ashwini (1980) show that creativity and intelligence are significantly related.

Srivastava and Budhori (1989) administered the tests on 103 female rural pupils from high school belonging to the age group 14-15 years. They reported that there is a relationship between intelligence and need to achievement, order, dominance etc.

Levine Anne Sokolow (1983) tested a sample of 50 on creativity and intelligence. The finding was that the two factors are significantly related at .001 level.

INTELLIGENCE AND ACADEMIC ACHIEVEMENT
Bison (1942) tested 1608 pupils in the sixth grade and retested them over period of years. He reported that IQs of those remaining in school
were significantly higher than the preceding level. Correlation between intelligence and academic achievement was .30 and .75.

Bradely (1943) tested 1500 junior and senior high school pupils and reported the correlations ranging from .33 to .64. The ratio of the percent of A grade to the parent of pupils with IQ above 140 was 15 to 1 whereas this ratio for av IQs (90-110) was about 0.4 to 1.

Fraser (1968) found positive correlation between pupils' scholastic achievement and their IQ.

Naidu and Aron (1969) reported significant correlation at .01 level between IQ and academic achievement of high school students.

Lidgren and Guedes (1963) found positive and significant correlation of 0.61 between intelligence and academic achievement.

Candy Robert Carson (1971) tested a sample of 134 on intelligence and academic achievement. They found a significant correlation with intelligence, mathematics scores and reading.

Hardy Robert Richard (1979) administered a test of intelligence and creativity on a sample of 110 middle class school children from public school. The finding was that intelligence and school achievement were positively related.
Slotter June Eleanor (1981) studied a sample of 202 male and female 10th class students. They reported significant relationship between intelligence and academic achievement.

Bazell Randeall (1980) studied a sample of 91 seventh and ninth grade children on intelligence and academic achievement. The reports of 2 x 2 ANOVA indicate significant relationship between IQ and school achievement.