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Relationship Between Socio-cultural Environment And Creativity Of Secondary School Pupils Of Bangarpet Taluk

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Abstract:

This paper makes an attempt to study the relationship between socio-cultural environment and creativity of secondary school pupils of Bangarpet Taluk. Bangarpet is a backward Taluk (Administrative division under district) in Karnataka state of Country India.

Educational system in the modern industrial societies is enhanced by social and cultural environment. As the responsibility of educating the child is vested upon the nation itself and therefore it is important to recognize that if a person is to make full use of his talents, he should learn to think creatively in a range of situations, and on a variety of subjects. The mind, in other words, should be trained to think logically.

Creativity can be conceived as a combination of realistic thinking and imagination, a sort of problem solving without a predetermined answer, frequently with self-expression as the dominant feature. Now we are living in the age of science and technology. We are able to see the dawn of civilization only through the creative efforts of individuals who were endowed with this wonderful gift. So it is the greatest need and demand of present time to promote and nurture this talent at all levels.

KEYWORD:

Socio-cultural, Environment, Bangarpet, Social, Industry, Society.

INTRODUCTION

Education is the only instrument by which a nation transforms itself from what it is to what it hopes to be. It is this Social instrument through which we can guide a nation's destiny and shape its future. Education operates within the context of the dynamic social milieu and its main stay is that of transmitting and inculcating the 'desirable' knowledge, skills and other behaviours among the members of society. It has a society-specific context in that the substance of what is 'desirable' and relevant varies from society to society. Though in all societies' education as a social sub-system performs the same functions; their impact is meaningful only in a given context. This is because, while each human society evolves through interactions between human and natural environments, the way it experiences is distinct and unique to itself. And, it evolves its own symbols and symbolisms in the form of languages, art forms, mechanisms for daily life, need satisfaction, and so on, which in turn, help generate beliefs, values and understandings peculiar to given society. The function of the environment is the all round development of the individual. The proper co-operation between different agencies was necessary for the development of the child. The progress of every social system is dependent on the system of education prevailing there as Education is the source of progress.

Educational system in traditional societies communicate the culture or sub-culture which is already existing and which will at least impart continue to exist, there by reinforcing the social system or sub-system or they must provide both skills and the motivation to change at least some part of the cultural and social system.

Educational system in the modern industrial societies is enhanced by social and cultural

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environment. In modern democratic states the responsibility of educating the child is vested upon the nation itself. Family, school and society, etc., are the different units which provide education. All these have their own impact on the child. This impact has an important place in the development of the child. The child learns many things informally through many agencies like family, religion, associations, etc. They are considered as the primary agencies for education. But in modern societies, schools are the formal agencies for imparting education. The situation today seems to be such that due to formal education and different educational methods, schools themselves are considered as independent units. School should be the mirror of the society where all the activities of the environment are reflected. Research studies reveal that creativity is not an isolated process, but a component of many kinds of activities. So it is more important to recognize that if a person is to make full use of his talents, he should learn to think creatively in a range of situations, and on a variety of subjects. The mind, in other words, should be trained to think logically. Also researches shows that all men are born with creative potential and by giving proper environment and techniques, this potential can be recognized, nurtured, measured and benefited. Creative thinking is the highest of mental functions and creative production is the peak of human achievement. Socio-Cultural Environment may have some role on the creativity of the young.

Creativity is a very popular subject of research in educational and psychological circles. The major objective of education is to increase the effectiveness in assessing, motivating and guiding children and youth with creative abilities. One obvious way to prepare children to cope with the problem of future is by encouraging and developing their creative abilities.

NEED AND SIGNIFICANCE

Man and his environment are mutually dependent. Welfare and progress of one is the welfare and progress of the other. It is the fact that social and cultural variation influences the cognitive and affective domain of every individual. The variation may be due to difference between their schools, family, communities etc. Therefore, socio-cultural pressure on the educational system has been a subject of intense investigation in many countries. Sociologists as well as educationalist are trying to find out the factors which affect the cognitive skills of the pupils. Insight has been gained in the manner in which it affects the cognitive skill of the pupils.

Our country is relatively backward in the field of education. The consequences are before the country. People are indifferent towards their rights and duties. They ignore social and national interest. They do not feel agitated at the destruction of social or national property or at the humiliation of the nation. They do not express their opposition even when they see people doing unsocial or immoral acts. Now-a-days sociologists as well as educationalist are trying to find out the reason for the educational backwardness of the nation. Family is usually regarded as exerting the most significant influence of the child development. The family is the major socializing agent. Variation in educational attainment may be due to difference in home background, parental care, socio-economic status, family cultural level etc.

The individual cognition, wants and goals, inter personal relationships, attitudes etc. are heavily conditioned by socio-cultural environment and the individual may satisfy many of his needs by group membership. As a social institution, Educational system is changed with social and cultural reproduction. The education of a person is the result of interaction between family and society. Each of these institutions influences the three domain of every individual. Cultural theory may explain that primary effect of social stratification mainly from different social backgrounds differ in their achievement.

The studies of Pitts and Timothy (1999), Davis and Jianjung (1997) also indicate some social and cultural factors as influencing the educational attainment.

Creativity can be conceived as a combination of realistic thinking and imagination, a sort of problem solving without a predetermined answer, frequently with self-expression as the dominant feature. Now we are living in the age of science and technology. We are able to see the dawn of civilization only through the creative efforts of individuals who were endowed with this wonderful gift. So it is the greatest need and demand of present time to promote and nurture this talent at all levels. Hence the investigator selected the area of creativity for the present study. It is well accepted that the creative thinkers and performers in a society at any time will decide its level of development and cultural advancement. That is why research on creativity has assumed a place of importance in educational research. Also creativity will eventually serve as a focal point for all disciplines concerned with the development of man's health, happiness and social situation.

The investigation of creativity received considerable impetus in the 1950's and 1960's. Since 1950, educationists have shown an increased interest in the nature of creativity and how it can be fostered in the school.

Creativity is a term referring to an intellect mode characterized by divergent thinking. Generally, it

has been observed that children ask many questions about the thing they see and hear around them, they ask many questions primarily to collect information about their surroundings. School environment also provides ample opportunity for freedom of thought and other enterprising activities to foster the creative thinking of pupils.

Deltwan and Havighurst (1961) state that, "creativity is the quality which leads to production of something new and desirable. The new product may be new to society or merely new for the individual who creates it." All great discoveries are the fruit of creative thinking made by creative persons. Creativity is not a finished product at birth, but is something which develops as a result of the interaction of the organism and the environment.

Both family and educational institutions can provide varied experience for the development of creativity. This can be achieved by adopting good mental health programmes at home, providing opportunities for success by giving challenging tasks which are within the capacity of the individual and providing

opportunities for achievements by allowing them to excel in the field in which they are proficient. Above all a healthy emotional atmosphere should be provided which is an important contributing factor for the development of creativity.

The research findings in the area of Socio-Cultural Environment and Creativity are inconsistent. Bangarpet Taluk is socially and culturally a backward area. So the investigator took this area to understand the social and cultural aspects of Bangarpet Taluk. The reviewed studies on Socio-Cultural Environment and Creativity revealed the importance of these variables. Being a Social Studies teacher, the investigator is very interested to know about the social and cultural background of the pupil and how they can complement for their creativity.

It is hoped that the findings will be helpful to teachers, parents and educational reformers. This will help to set up new guidelines for reforming the system of education.

STATEMENT OF THE PROBLEM

The problem under investigation is entitled as Relationship Between Socio-Cultural Environment and Creativity Of Secondary School Pupils of Bangarpet Taluk.

DEFINITION OF THE PROBLEM

Definitions of the key terms are presented below.

Socio-Cultural Environment

For the present study socio-cultural environment is defined as the sum total of social and cultural conditions and process in the Home, School and Society, which affects the development of the child.

Creativity

The term 'creativity' as used in the study stands for various aspects of divergent thinking ability (as defined by Guilford and his associates), estimated through its accepted characteristics viz., fluency, flexibility and originality as measured by a comprehensive test of creativity comprising of tests of Verbal and Figural creativity.

Secondary School Pupils

Students studying in VIII, IX or X in any of the recognized school is known as secondary school pupils. For the present study pupils of standard IX is selected as the representative of secondary school pupils.

VARIABLES OF THE STUDY

The present study has been designed with 'Socio-cultural Environment' as the independent variable which include 'Socio-cultural environment of the Home', 'Socio-Cultural environment of the School', 'Socio-Cultural environment of the society', and the total Socio-Cultural Environment' of the pupil. 'Creativity' is the Dependent Variable.

OBJECTIVES OF THE STUDY

The major objectives are:

1. To compare the mean score of the independent and dependent Variables categorized on the basis of sex, locale and type of management of schools.
2. To estimate the extent of relationship between 'Creativity' and select independent variables (component wise) for (1) Total sample (2) Sub Samples based on Sex, Locale and Type of management of Schools.

HYPOTHESES OF THE STUDY

1. There is a significant difference in the mean scores of the independent and dependent variables when secondary school pupils are categorized on the basis of sex, locale and type of management of schools.
2. There is a significant relationship between

- a. 'Creativity' and 'Socio-Cultural Environment of the Home'
- b. 'Creativity' and 'Socio-Cultural Environment of the School'
- c. 'Creativity' and 'Socio-Cultural Environment of the Society'
- d. 'Creativity' and 'Total Socio-Cultural Environment' for total sample and sub samples based on sex, locale and type of management of schools.

METHODOLOGY

Sample

The study was conducted on a representative of 540 pupils of standard IX. This sample was selected by stratified sampling technique giving due representation to factors like sex, locale and type of management of schools

Tools

The tools used for measuring the variables are the following

1. Socio-Cultural Environment Inventory (Usha, P. & Srikumar, B.2000)
2. A Comprehensive Test of Creativity (Sumangala, 1987)

STATISTICAL TECHNIQUES USED

1. Test of significance of difference between Mean for large independent sample.
2. Pearson's Product Moment Co-efficient of Correlation.

SCOPE AND LIMITATIONS OF THE STUDY

The present study has been undertaken to study the extend of relationship between 'Socio-Cultural Environment' and 'Creativity' of secondary school pupils. The study was conducted on a stratified sample of 540 pupils of standard IX of Bangarpet Taluk. In taking the sample due representation was given to sex, locale and type of management. The variables 'Socio-Cultural Environment of the Home', 'Creativity' and 'Socio-Cultural Environment of the School', 'Creativity' and 'Socio-Cultural Environment of the Society', and 'Total Socio-Cultural Environment' was based on the possibility of relationship of these variables with creativity of the pupil.

Even though necessary steps were taken to make the study more accurate, there are certain limitation also.

Some of these limitations are the following:

1. While preparing the Socio-Cultural Environment Inventory, importance was given to some components which may have major influence on cognitive map of the pupil. Other components which have influence on achievement is not tested.
2. In order to make the study more comprehensive the investigator was compelled to avoid other Socio-Cultural Components like nature of upbringing, the role of joint family, nature of school administration and

some other socio-cultural variables related to the society.

3. The study was not conducted a state wide sample. But confined to one taluk of Karnataka (Bangarpet Taluk).

4. Due to practical reason, the study limited to one level of Secondary class, Standard IX which will represents of secondary school Pupils. Despite the above limitations, the investigator hope that the findings of the present study will be useful to parents, teachers, educational administrators, etc.

REVIEW OF RELATED LITERATURE

Socio-Cultural Environment and Creativity

HICKMAN (1970) developed “Step Forward” project, in 1968 to meet specific needs of migrant children with emphasis on the Mexican American migrant child. The primary objectives were to improve health and nutrition, to replace traditional approaches with an enlightened curriculum, and to provide an enriched social and cultural environment. Two creative projects used in the 1970 summer program and continued in the regular school program were a musical drama project to encourage expression, imagination, and self confidence, and social dancing for upper-grade youth and parents to strengthen community relations and home-school relations. Co-operation between local organizations and the school resulted in the provision of health services, clothing, and gifts for the migrant children.

KELLY and PARSONS (1975) formulated suggestions for mothers on caring for children from birth through age 6. Everyday problems are discussed in an easy-to-read anecdotal style. The first section of the book deals with family life, including discussions of birth, breast feeding, basic child care, nutrition, games, discipline, manners, travel, optimum physical and cultural environments for children. Family outings, pets, assigned chores, books and music are all emphasized as important to an enriching environment. In the final section, arts and crafts activities are adapted for children. Science, cooking, gardening, drama and wood working experiments are among those presented in this section.

WEINBERG (1976) questioned whether creativity, as a qualitative phenomenon, is accessible to quantitative measurement by testing. Importance of creativity as action has been stressed - rather than a personality attribute or an aesthetically judged product - which involves re-creation of the self - often as an attempt to integrate the self in to an alienating environment.

HATTIANGADI (1985) identified individual artistic creativity has no place in the development of art, science, or society. If an intellectual has a thorough understanding of intellectual traditions and appreciation of the situation, he needs to be no more than reasonable to produce what have been hither to considered products of genius.

NAVARATHNAM (1985) identified multidisciplinary training in social competence is of vital importance for services - oriented workers who have direct linkage with baseline citizens. Extension workers should be aware of the nature and characteristics of social science tools and be able to apply them in their daily activities. The following six competencies have been identified as necessary for extension workers: confidence, empathy, autonomy, judgment, creativity and intelligence. Existing programmes for training village level

extension agents cover a variety of subjects in to technical areas in agriculture: however the curriculum lacks emphasis on the development of social competencies. Improving the physical, economic, social and cultural environment in which extension workers live and interact, participating in social and cultural activities; and maintaining functional relationships with other social institutions are additional ways through which social competence could be developed among village-level extension workers who have direct and immediate links with their clients.

LUBECK and BIDELELL (1988) suggested ways in which common aspects of theories of creativity can be understood with in a framework of Piagetian constructivism. It argues that creativity has been too narrowly defined. Creative constructive abilities are available to all people interacting with their social environments and stem from natural intellectual processes.

MIELKE (1988) described a project in which elementary school students explored the problems experienced by early pioneers and compared them to similar problems that will face future space pioneers. Comparing a past way of life to the present and future helps students examine and understand change in the physical, social and cultural environment, and factors that precipitate change. In this project students simulated early pioneers experience identified the impact of the environment on the early settlers way of life, compared the self-sufficiency of settlers to human characteristics necessary for “future” societies, developed decision- making and problem- solving skills, and participated in daily writing activities related to the pioneer theme.

ENSZ (1988) identified useful ideas for activities that get students involved, upon arrival abroad,

in using their foreign language and in relating to their new cultural environment. A “linguistic scavenger hunt” in Paris, France, helps students gain confidence they need to maximally benefit from their experience abroad.

SATTERWHITE (1989) conducted a study to teach students about West Virginia's past and present, this learning module contains objectives for the unit, activity descriptions, and test questions for evaluation. Students will develop and understanding and appreciation of West Virginia heritage, an understanding of the geography of the state and the role it has played in the history and development of the state, and a knowledge of the state's resources and how they have had an impact on state history and development. The students will also become aware of changes that have occurred in all areas of life and recognize reasons for these changes. They will see how people interacted with their natural and cultural environment to meet their needs in the past and compare it to the present. The students practice critical thinking, creative thinking, decision making and problem solving skills while working independently, in small groups, and in a large group.

MEADOR (1993) examined characteristics of the young creative child, offers suggestions to encourage the development of creativity, and reviews potential problems associated with creative children. Suggestions include giving freedom and encouragement, using appropriate questioning techniques, and providing opportunities for creative thinking.

EDWARDS and NARBORS (1993) described several acts activities in early childhood classrooms, and then explain why the activities are or are not creative. He has discussed characteristics of creativity and ways for teachers and care givers to encourage the creative process in children.

GOLANT (1993) in his study maintained that play teaches children about themselves and the world they live in, engaging them socially, physically, intellectually and creatively parents must allow their children time to play; they must participate in the play to help their children learn and to foster a sense of intimacy.

SOCIO-CULTURAL ENVIRONMENT AND ACHIEVEMENT

MENORI (1972) conducted a study to investigate the influence of social and demographic factors on the problem of under achievement and found out that demographic factors such as SES, educational level of the parents and parental involvement are related with achievement.

SINGH (1997) studied the process and structural variables of educational environment as related to acquisition of geometrical concepts.

The conclusion drawn from the study reveals that the process of teaching methods and nature of student teacher interaction in the classroom showed a significant correlation with achievement scores a Geometrical concept test.

BHUSHAN (1979) in his study on value across family and vocation found that significant difference in sex is related to values like self control, obedience, lovingness, honesty, which are higher in female and courage, responsibility, imagination and power of independence are higher in male.

HOUR (1980) in his study value and vocational performance of college students found difference amongst student of different caste. He also found that Hindu students are having significantly higher value in health than Muslim and Christian students.

KUNDU (1982) conducted his studies on values pattern of college students and its relation to psychological variables. The result revealed that there was least preference for religious values.

CROCKER (1986) made a study on factors influencing teacher decision on school, classroom and curriculum found out that teacher judgment was centered round by a number of factors. It is primarily concerned about students ability and interest, teaching method, teaching spirit and morale.

DAVIS (1988) in his study found that in three countries about low income parents and the school found out that the parents with low income have low involvement with learning and schooling. It is due to the fact that the teachers and administrators have a substantial view of low economic status families.

YADEV (1988) in a study found out that the time advocated by pupils in doing homework, reading newspapers and magazines receiving help from parents and time engaged in co-curricular activities outside the school hour are positively related to their academic achievement.

KELU (1989) found that socio-families variables such as learning at home, family acceptance, cultural level of the family, home environment and income level are significantly related with language skill in mother tongue of secondary school pupils.

REDDY (1989) conducted a study and it was reported that children whose parents have high educational background had better language development as a evident by large number of sentence written by them compared to children whose parents had low educational background.

PRAMMELA (1991) found that significant positive relationship exist between SES and learning

facilities in home, family acceptance of the education and cultural level of the family and neighborhood predicting vocabulary in Malayalam among secondary school pupils.

VERMA (1992) in his study on value orientation of socially disadvantage adolescents found out that socially advantaged students have significantly higher social and religious value in comparison to socially disadvantaged students.

DAVIS (1994) in their study on the effect of school context, structure and experience an African, American male in middle and high schools showed that there is necessity to rethink about the current secondary school disciplinary policies and extra help delivery, for the improvement of black male.

JIMENEZ (1995) made comparative study of public and private secondary schools in developing countries showed that private schools are organized for greater decision making and emphasize enhancing students' achievement and having better infrastructure than public undertaking.

RICHARD (1995) made a study on secondary vocational education and the transition from school to work, found that vocational education inhibits the likelihood of attending college and finding subsequent professional and managerial employment but reduce to risk of unemployment.

CHEN (1997) made a study on students peer groups in high school, are revealed that their influence in both positive and negative. Those students whose friends cared more about learning had better educational outcomes.

KEITH (1998) in a longitudinal affect of parental involvement in high school grades revealed that the pattern of effect in same for both boys and girls.

FAN (1999) on academic achievement in rural school students found that rural students achievement is equal or exceeds than their peers in metropolitan schools.

CREATIVITY AND ACADEMIC ACHIEVEMENT

ASHA (1980) in her study investigated the relationship between creativity and academic achievement and come to the conclusion that creative subjects are superior to non creative subjects in academic achievement.

MENON (1980) revealed that there is positive correlation between creativity and achievement.

VIJAYA LAKSHMI(1980) established that the average academic achievement of high creative is more than the average academic achievement of low creative. She further demonstrated a significant difference between high creatives and low creatives in academic achievement.

JOSHY (1981) in a study a verbal creativity (Marathi Language) in relation to achievement in Marathi, and environmental factors of students as well as teaching in high schools found that in the case of urban students, significant relationship exist between creativity and achievement.

BASU (1983) in his study found evidence of positive relationship between academic achievement and creativity.

DEY (1984) found that creativity is positively related to the total school achievement in the case of National Rural Talent Scholarship Awardees.

SINGH (1985) obtained that verbal, nonverbal and total creative thinking are positively and significantly related to academic achievement of high school students.

MATHEW (1986) in an investigation to the relationship between adjustment, creativity and achievement in chemistry, found significant relationship between creativity and achievement in chemistry both in the case of boys and girls.

BRAR (1986) was to find out if there is any significant difference in the performance as a whole in the B.Ed examination of high creative and low creative students. High creative subjects scored higher than low creative subjects in the area of total performance.

DESAI (1987) in his study found that students with high scholastic achievement are better in creative thinking than students with low scholastic achievement. In the study on academic achievement as a function of creative thinking and intelligence among high school students of Himachal Pradesh,

SINGH (1987) found that high creative students have significantly high academic achievement, than low creative students, irrespective of their levels of intelligence. 26

SUBRAMANIAM and RAMA DEVI(1991) in their study to find whether the high and low achievers differ in their creative ability found that high achievers exhibit a higher level of creative talent; where as low achievers do not. The study also found that the scholastic achievement and creative talent are related to each other in a positive direction.

STONE (1992) investigated on divergent thinking in a multi cultural school. The investigation obtained only a weak correlation between academic achievement and creativity.

The two major purposes of the study of KIM (1993) were to ascertain for a sample of 193 eleventh grade Korean high school students: (92 males and 101 females), the extent to which performance in

selected measures of creativity is related to (a) school achievement and (b) the preferred learning and thinking style. The measures of creativity, showed little relation to school achievement.

CREATIVITY AND SOCIAL POSITION

VIJAYALAKSHMI(1980) found that high creatives belong to families of high socio-economic status, whereas low creatives belong to low socio-economic status families.

SHARMA and JARIAL (1980) in his study found that students of higher socio-economic status group score significantly higher than students of low socio-economic status group in fluency, but not in flexibility, originality and total creativity. Hence relation between creativity and socio-economic status is not indicated in the study.

AHMED (1980) in a study found that there is significant difference in creativity of the students (both for verbal and non verbal) between students of advantaged and disadvantaged home backgrounds, favoring the former.

ASHA (1983) in her study found that maternal employment is a significant factor that facilitate development of creativity in children. In a comparative study of high, average and low creative secondary school pupils, DEVI (1984) found that the following familial

variables are capable of discriminating between different groups of creative subjects.

- (i) Mothers educational level
- (ii) Father's income level
- (iii) Home learning facility, and
- (iv) Father's educational level

AHMED and JOSHI (1984) in their study obtained that it is the originality factor and not the fluency or flexibility factors creativity that is affected by the enrichment of socio-cultural background. The main purpose of the study of SINGH (1985) was to examine the role of various environmental and cultural factors in the development of creative abilities among school going adolescents. It was found that students of the higher socio-economic status group score higher than students of lower socio-economic status group on all the seven dimensions of creativity.

SUMANGALA (1986) studied the relation of creativity with socio-economic status among other variables. It was found that significant positive correlation exists between creativity and parental income level, between creativity and parental occupation level and between creativity and parental education level. DESAI (1987) found no significant difference in the creative thinking ability between students of high socio-economic status and low socio-economic status.

DHILLON and DEEPA MEHRA (1987) in a study on the influences of social class on sex of primary school children's creativity found that children of high socio-economic status group differ significantly from children of middle class socio-economic status group of figural creativity.

BRADLEY (1990) made a comparative study on was to compare creativity test scores and academic achievement scores of reservation and urban Native Americans and to examine the influence of home-environmental conditions and enrolment in a Native American history or art course on the creativity of Native American students. Subjects for the comparative study were 150, eleventh grade students representing 21 different tribes. Results of this study suggest that urban Native American students are more creative than reservation Native American students.

ANIL KUMAR (1992) in his study on secondary school pupils found that the relation of socio-economic status with creativity and its components, viz., fluency, flexibility and originality, are significant.

GOUTHAM (1993) studied Navodaya Vidyalaya students and found that high socio-economic status group of students are more creative than students of low socio-economic status group.

Conclusion

From the review of related studies it is understood that many studies have been conducted on the relationship between Social Environment and Creativity, Cultural Environment and Creativity, socio-cultural Environment and achievement, Creativity and Academic Achievement, and Creativity and Social Position. Not a single study is conducted on the relationship between Socio-Cultural Environment and Creativity.

A. VARIABLES OF THE STUDY

As the intention of the study is to investigate the relationship between 'Socio-Cultural

Environment' and 'Creativity' of Secondary School Pupils; the design consists of two categories of variables, viz., Independent Variable and Dependent Variable. The select independent variable is 'Socio-Cultural Environment' which include

- i. 'Socio-Cultural Environment of the Home'
- ii. 'Socio-Cultural Environment of the School'
- iii. 'Socio-Cultural Environment of the Society'
- iv. 'Total Socio-Cultural Environment'

The dependent variable is 'Creativity'

B. TOOLS USED FOR THE COLLECTION OF DATA

For the present study, the data required were collected by using the following standardized tools.

1. Socio-Cultural Environment Inventory (Usha, p. and Srikumar, B.2000)
2. A Comprehensive Test of Creativity (Sumangala, 1987)

Detailed description of each of these tools is given below.

1. Socio-Cultural Environment Inventory

The Socio-Cultural Environment Inventory has been developed and standardized by Usha and Srikumar (2000). The different components that constitute the socio-cultural environment were listed as follows:

- i. 'Socio-Cultural Environment of the Home'
- ii. 'Socio-Cultural Environment of the School'
- iii. 'Socio-Cultural Environment of the Society'

'Socio-Cultural Environment of the Home' describes available Socio-Cultural Environment of the pupils at home. 'Socio-Cultural Environment of the Locality' includes 'Socio-Cultural Environment of the School' in which the pupils is studying and 'Socio-Cultural Environment of the Society' in which he belongs. A number of sub components were added under each heads. The sub components of "Socio-Cultural Environment of the Home", 'Socio-Cultural Environment of the School' and 'Socio-Cultural Environment of the Society' includes the following components.

i) Socio-Cultural Environment of the Home

(a) Home Learning Facilities

The statements which related with home learning facilities were added in the Socio-Cultural Environment Inventory which helps to know the relationship between home learning facilities and academic work of the pupils.

(b) Parental Involvement

In Socio-Cultural Environment Inventory the statements related with parental involvement helps to know the extent of help, parents provide for the educational work of their children.

(c) Family Acceptance of Education

This part of the Inventory helps to find out the extent to which the parents accept the academic work of their children.

(d) Family Cultural Level

This part of the inventory helps to find out the cultural background of one's Family.

(ii) Socio-Cultural Environment of the School

(a) School learning Facilities

In Socio-Cultural Environment Inventory, the statements related with school learning facilities were added, which helps to rate it with academic work of the pupils.

(b) Functions of Organizations and Associations as a part of Curriculum

In socio-cultural Environment Inventory, the social and cultural activities of the organizations and associations, functioning within the school as a part of curriculum were also added. The statements help to know the extent of relationship of it with academic work of the pupil.

(c) Role of the Teacher

In Socio-Cultural Environment Inventory, the statements related to role of the teacher, helps to find out whether the teacher is democratic, authoritative, etc. and its relation with academic work of the pupils.

(d) Teacher-Pupils Interaction

The statements related with teacher-pupil interaction helps to rate the extent of relationship between teacher and the taught.

(e) Cultural Level of the School

The statements related with cultural level of the school were added, in the inventory, which helps to rate the relationship with academic work of the pupils.

(f) Peer Groups

In Socio-Cultural Environment Inventory, the statements related with peer groups and their influence on pupils was added.

(iii) Socio-Cultural Environment of the Society

(a) Socio-Cultural Organizations and Associations in the Society

The Statements related with socio-cultural organizations and associations in the society helps to know the extent of its relationship with academic work of the pupils

(b) Socio-Cultural Activities in the Society

The statements related with socio-cultural activities in the inventory helps to find out the extend of its relationship with academic work of the pupils.

(c) Neighborhood

In Socio-Cultural Environment Inventory, the statements in connection with neighborhood were added. It helps to find out the extend of its influence on academic work of the pupils.

(d) Playmates

Playmates in connection with influence of playmates on pupils were added in Socio-Cultural Environment Inventory. It helps to find out the extend of its relationship with academic work of the pupil.

(e) Religion

In Socio-Cultural Environment Inventory, the statements were added in connection with role of religion in the society and its influences on the pupil.

SCORING PROCEDURE

The Socio-Cultural Environment Inventory consists of three major sections:

- (i) Socio-Cultural Environment of the Home,
- (ii) Socio-Cultural Environment of the School
- (iii) Socio-Cultural Environment of the Society.

The First one or two items of the Inventory has 'Yes' or 'No' type responses.

In the remaining items the subjects were required to rate each of the statements on three point scale. The respondent has to respond to each item as 'Always', 'Sometimes' or 'Never' by putting a tick mark (ü) in the appropriate column. Separate response sheet were given to answer it. The scoring of positive and Negative items as follows: Always 2 Always 0, Sometimes 1 Sometimes 1 Never 0 Never 2

The 'Social-Cultural Environment of the Home' has the maximum score of 149 and 'Socio-Cultural Environment of the School' and 'Society' has the maximum score of 83 and 'Total Socio-Cultural Environment' has a maximum score of 232. A copy of the Socio-Cultural Environment Inventory and the response sheet is appended as Appendix Ia and Ib respectively.

C. SAMPLE FOR THE STUDY

For the present investigation the population taken is the Secondary School Pupils of Bangarpet Taluk.

SAMPLING TECHNIQUE

The sample was selected by using the stratified sampling technique. For the present study the following factors were considered while the selection of the sample.

1. Sex of the subjects
2. Locale of the Institutions
3. Type of Management of the School

1. Sex of the subjects

The population consists of students of both sexes - boys and girls and gender was taken as one of the associate variables for study. Hence almost equal consideration was given to both the sexes, boys and girls were selected in the ratio Boys: Girls=1:1

2. Locale of the Institutions

Due to the difference in living environment in rural and urban areas and learning facilities available in schools; the performances of the students in the examination indicate that urban schools has greater instructional efficacy than rural schools. Proper representation in this regard was given to the school for the selection of the sample. So the investigator selected rural and urban schools for the sample in the ratio of 2:1.

3. Type of Management of the School

Based on the agencies which run the schools in Karnataka, there are two categories of schools. One is the Schools which are run by Government directly through the state department of education and the other is the schools which are managed by different private agencies. Giving due consideration to both categories, investigator selected private and government schools in the ratio of 2:1 in urban area and 1:1 in rural area respectively.

SIZE OF THE SAMPLE

The study was proposed to conduct on a representative sample of 550 pupils of Bangarpet Taluk. The investigator selected 12 schools from the district among which '6' of them were government undertaking and remaining '6' was run by private agencies. Selection was limited to those schools because of limited time and other practical reasons. The details of the sample distribution considered for study were given below.

D. DATA COLLECTION PROCEDURE

After fixing up the sample, investigator contacted the Heads of selected schools and requested for permission to administer the tools. Thus prior arrangements were made in collecting the data. A time schedule was fixed accordingly for the administration of the tools. In administering the tools a uniform procedure was adopted throughout the selected schools. The investigator administers the tools directly to the students. The students were made aware of purpose of the study to eliminate the anxiety and possible

mal practices in their performances. The investigator made a good rapport with the pupils. The tools and response sheets were given to each student. The investigator explained and demonstrated the method of responding items in the tools. The general instructions given were read out to the pupils to familiarize them with the test. Also the time limit was strictly followed.

F. STATISTICAL TECHNIQUES USED FOR ANALYSIS

The objectives of the study and the specific hypothesis were tested with the use of the following techniques.

a) Preliminary Analysis

The important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis of the independent and dependent variables were computed for the total sample.

b) Comparison of the mean scores based on sex, locale and type of management

This part of analysis aimed to examine the role of independent and dependent variables to differentiate pupils based on their sex, locale and type of management. The comparison is made by testing the significance of difference between mean scores for each independent and dependent variable.

c) Estimation of the relationship between

1. 'Socio-Cultural Environment of the Home' and 'Creativity'
2. 'Socio-Cultural Environment of the School' and 'Creativity'
3. 'Socio-Cultural Environment of the Society' and 'Creativity'
4. 'Total Socio-Cultural Environment' and 'Creativity' for Total Sample and Sub Samples.

2. Pearson's Product Moment Coefficient of Correlation 'r' (Garrett, 1979)

In order to estimate the extent of relation between the independent and dependent variable the techniques of Pearson's Product Moment Coefficient of Correlation was used. The coefficient of correlation between 'Creativity' and 'Socio-Cultural Environment of the Home', 'Creativity' and 'Socio-Cultural Environment of the School', 'Creativity' and 'Socio-Cultural Environment of the Society', and 'Creativity' and 'Total Socio-Cultural Environment' were found by using this method. The Pearson's Product Moment Coefficient of Correlation was calculated and the obtained 'r' has been interpreted using the following techniques.

ANALYSIS

The data collected were analyzed statistically with reference to the objectives of the study. In this chapter describes the details of the statistical analysis and their results under the following major heads.

A. Preliminary Analysis

B. Comparison of the mean scores of the select independent and dependent variables based on sex, locale and type of management.

C. Estimation of the relationship between 'Creativity' and the select independent variables.

1. Comparison of the means scores of the select Independent and Dependent variables based on Sex

The comparison of mean scores of independent and dependent variables were done by test of significance of difference between mean for each of independent and dependent variables. The difference was tested by using the two-tailed test. For two tailed tests critical ratios exceeding 1.96 are treated as significant at 0.05 levels, and critical ratios exceeding 2.58 are treated as significant at 0.01 levels.

MAJOR FINDINGS OF THE STUDY

1. Comparison of the mean scores of independent variable and dependent variable based on sex, locale and type of management of schools.

(a). Comparison of the mean scores of independent and dependent variable for boys and girls revealed that the variable 'Socio-Cultural Environment of the Home', 'Socio-Cultural Environment of the School',

'Socio-Cultural Environment of the Society' and 'Total Socio-Cultural Environment' has significant mean difference at 0.01 level. The dependent variable, 'Creativity' has shows no significant difference even at 0.05 level.

The critical ratio of the variables is given below.
Socio-Cultural Environment of the Home CR = 3.37
Socio-Cultural Environment of the School CR = 9.29
Socio-Cultural Environment of the Society CR = 3.23
Total Socio-Cultural Environment CR = 3.05
Creativity CR = 0.87

b) The comparison of the mean scores of the select independent variables and dependent variable based on locale for the total sample shows that there is significant mean difference at 0.05 level for 'Socio-Cultural Environment of the Home' and 'Total Socio-Cultural Environment'. 'Socio-Cultural Environment of the School' and 'Socio-Cultural Environment of the Society' has no significant mean difference even at 0.05 level. The dependent variable, 'Creativity' shows significant mean difference at 0.01 levels.

The critical ratio of these variables is given below.
Socio-Cultural Environment of the Home CR = 2.09
Socio-Cultural Environment of the School CR = 0.7
Socio-Cultural Environment of the Society CR = 1.10
Total Socio-Cultural Environment CR = 2.05
Creativity CR = 7.02

c) Comparison of the mean scores of independent and dependent variable for type of management of schools revealed that the variable 'Socio-Cultural Environment of the Home', 'Socio-Cultural Environment of the Society', and 'Total Socio-Cultural Environment' has significant mean difference at 0.01 level where as 'Socio-Cultural Environment of the School' showed no significant difference even at 0.05 level. The dependent variable, 'Creativity' also shows significant mean difference at 0.01 levels.

2. Estimation of the Extent of relationship between 'Creativity' and the select independent variable for the total sample and sub samples.

(a) Correlation of 'Creativity' with select independent variables for boys.

For boys the relationship between 'Creativity' and select independent variables 'low' correlation exists between 'Creativity' and 'Socio-Cultural Environment of the Home', 'Total Socio-Cultural Environment' and 'Socio-Cultural Environment of the School' are found to be 'indifferent' or 'negligible'.

The values are shown in descending order.
Socio-Cultural Environment of the Home (r = 0.34)
Total Socio-Cultural Environment (r = 0.19)
Socio-Cultural Environment of the School (r = 0.008)

b) Correlation of the 'Creativity' and select independent variables for girls For girls the relationship between 'Creativity' and select independent variables 'Very high' correlation exists between 'Creativity' and 'Total Socio-Cultural Environment'. 'Low' correlation exist for 'Socio-Cultural Environment of the Home' and 'Socio-Cultural Environment of the School' and 'Socio-Cultural Environment of the Society' are found to be 'indifferent' or 'negligible'.

The obtained values are given below in its descending order.

Total Socio-Cultural Environment (r = 0.71)
Socio-Cultural Environment of the Home (r = 0.30)
Socio-Cultural Environment of the School (r = 0.18)
Socio-Cultural Environment of the Society (r = 0.11)

c) Correlation of 'Creativity' with select independent variables for urban sample

For urban sample the relationship between 'Creativity' and select independent variables shows

that for 'Socio-Cultural Environment of the Home', 'Total Socio-Cultural Environment' there exists 'Low' correlation. 'Indifferent' or 'Negligible' correlation is obtained for 'Creativity' and 'Socio-Cultural Environment of the Society' as well as 'Socio-Cultural Environment of the School'. The values are shown in descending order.

Socio-Cultural Environment of the Home ($r = 0.37$)
Total Socio-Cultural Environment ($r = 0.25$)
Socio-Cultural Environment of the Society ($r = 0.04$)
Socio-Cultural Environment of the School ($r = 0.03$)

d) Correlation of 'Creativity' with select independent variables for rural sample

For rural sample the relationship between 'Creativity' and select independent variables shows that 'Socio-Cultural Environment of the Home', 'Socio-Cultural Environment of the Society' and Total Socio-Cultural Environment' there exists 'low' correlation. 'Indifferent' or 'Negligible' correlation exists for 'Socio-Cultural Environment of the School'.

The obtained values are given below in its descending order.

Socio-Cultural Environment of the Home ($r = 0.24$)
Socio-Cultural Environment of the Society ($r = 0.23$)
Total Socio-Cultural Environment ($r = 0.23$)
Socio-Cultural Environment of the School ($r = 0.11$)

e) Correlation of 'Creativity' with select independent variables for Government school pupils

For government school pupils the relationship between 'Creativity' and select independent variables (Total and Component-wise) are found to be 'Indifferent' or 'Negligible'.

The values are shown in descending order.
Socio-Cultural Environment of the Home ($r = 0.19$)
Total Socio-Cultural Environment ($r = 0.19$)
Socio-Cultural Environment of the School ($r = 0.15$)

f) Correlation of 'Creativity' with select independent variables for private school pupils

For private school pupils the relationship between 'Creativity' and select independent variables shows that for 'Socio-Cultural Environment of the Home' and 'Total Socio-Cultural Environment' there exists 'Low' correlation. 'Indifferent' or 'Negligible' correlation exists for 'Socio-Cultural Environment of the School'.

The obtained values are given below in its descending order.
Socio-Cultural Environment of the Home ($r = 0.27$)
Total Socio-Cultural Environment ($r = 0.22$)
Socio-Cultural Environment of the School ($r = 0.03$)

g) Correlation of 'Creativity' with select independent variables for Total Sample

The correlation between 'creativity' and the select independent variables shows that for 'Socio-Cultural Environment of the Home' and 'Total Socio-Cultural Environment' is found to be 'low'. 'Indifferent' or 'Negligible' correlation exists between 'Creativity' and 'Socio-Cultural Environment of the School' as well as 'Socio-Cultural Environment of the Society'.

The results are shown below in its descending order.
Socio-Cultural Environment of the Home ($r = 0.32$)
Total Socio-Cultural Environment ($r = 0.25$)
Socio-Cultural Environment of the School ($r = 0.15$)
Socio-Cultural Environment of the Society ($r = 0.04$)

TENABILITY OF THE HYPOTHESES

The tenability of the hypotheses set for the study was examined in the light of findings.

1. The first hypothesis states that there will be a significant difference between boys and girls, rural and urban school pupils and government and private school pupils with respect to the mean scores of four independent variables.

- 1) Socio-Cultural Environment of the Home
- 2) Socio-Cultural Environment of the School
- 3) Socio-Cultural Environment of the Society and
- 4) Total Socio-Cultural Environment of the Total Sample

In the case of difference between boys and girls the results shows that there is significant difference between boys and girls for the select independent variables. But, in the case of dependent variable, there is no significant difference between boys and girls.

In the case of difference between urban and rural school pupils with respect to the four select independent variables the hypothesis is not acceptable. The results show that there is no significant difference between urban and rural school pupil for the select independent variable. But in the case of dependent variable, the hypothesis is acceptable.

In the case of difference between government and private school pupils with respect to the four select independent variable, except the 'Socio- Cultural Environment of the School', there is significant difference between the government and private school pupils. In the case of dependent variables also there is significant difference between government and private school pupils. So, the first hypothesis is partially substantiated.

2. The second hypothesis states that there will be significant relationship between

- (1) 'Creativity' and 'Socio-Cultural Environment of the Home'
- (2) 'Creativity' and 'Socio-Cultural Environment of the School'
- (3) 'Creativity' and 'Socio-Cultural Environment of the Society'
- (4) 'Creativity' and 'Total Socio-Cultural Environment' of the total sample and sub sample within it.

In the case of boys, there exists significant relationship between 'Creativity' and 'Socio-Cultural Environment of the Home' as well as 'Total Socio-Cultural Environment'.

SUGGESTIONS FOR IMPROVING EDUCATIONAL PRACTICES

Based on the results obtained from the study some practical suggestions are put forward by the investigator and it will be helpful for the parents, teachers and social workers for the improvement of the youngsters in our society.

The result of the comparison of the mean scores of boys and girls with respect to the independent and dependent variables, shows that significant difference exist among the boys and girls for these variables. The result also shows that high mean scores are associated with girls. In the case of locale, the high mean scores are associated with rural school pupils. In the case of management of schools, the high mean scores are associated with private school pupils. The results obtained by the correlation between 'Creativity' and the select independent variables, revealed that the 'Socio-Cultural Environment of the Home' of the child is closely related with 'Creativity'. The home environment makes positive effects on the creativity of the child. The creative children's are comparatively concerned about the using of adequate materials for the progress of their cognition. The investigator suggests that the Socio-Cultural Environment should be better for the lower section of the community. We should take some steps to develop socio cultural aspects in children. First, it should start from the family. Parents should take concern about the provision of better Social and Cultural Environment of the Home. There should be good relationship with parents, school and people of the locality. Parents must try to check regularly the study materials of their children and give them necessary directions. The participations of parents as well as students in study matters are necessitated.

The classroom environment as well as school infrastructure should be improved. Curriculum should consider the different Socio-Cultural background of the pupils. By providing better Socio-Cultural Environment and maximum recreational facilities in the interacting society of pupil will improve their

social and cultural values. Different courses should be provided for boys and girls based on their ability and needs.

Social workers should try to implement the democratic secular and social values among the people in the society. Students should give an opportunity to participate in various activities conducted by class, cultural organization, etc. So this will improve the social and cultural aspects of the children. Society can play a great role for the mental development of the children.

Parents should play an important role to improve the creative ability in their children. They should provide conducive environment in the home for the development of creativity of the children. Parents should encourage and support their students to take part in extra-curricular activities in their institutions and society. The family members and teachers should provide maximum opportunities for the children to develop creativity through their day to day life.

Teaching of all subjects should be based on fostering the creative abilities of the children. School curriculum should provide special hours for creative thinking of the students. This will lead them to live their life in a better way in the competitive society.

While comparing with the rural school pupils, the urban school pupils have less creative ability. To overcome this drawback, more opportunities through workshops and work experience should be given to the urban school pupils.

While comparing private school pupils with the government school pupils, the creative abilities of the government school pupil are low. So the attention should be given to government school pupils to improve their creative abilities.

Above all, a co-operative effort of parents, teachers and social workers as well as the policy makers is a must for the betterment of academic achievement as well as betterment of the children.

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