

CHAPTER II

***REVIEW OF RELATED
LITERATURE***

INTRODUCTION:

One of the early activities of the research process in the review of literature of research literature. The body of information related to the research problem. The researcher has reviewed the literature for this study to find out what others have found in their studies. This information is required to place the present problem in the proper context, plan and execute the research effectively.

Any new research is built upon or adds to what is known up to that point of time. The review should provided evidence of the investigations knowledge of the field of investigation to help him for involving new insight and build new approaches to the problem under investigation.

J.W. Best in his book “Research in Education” says that, “Review of the literature and research provides a background for the development of the present study and bring – the reader upto date since good research is based upon every thing that is known about problem this part of the report gives evidence of the investigator’s knowledge of the field.

The research work done as far related to this study are:

BABU, N.A. (1977) Comparative study of the personality factors of high intelligence. High creative. Thinkers and high intelligence low creative thinkers in secondary schools.

He has find out the relationship between creative thinkers and intelligence.

BHARADWAJ R.L. (1978) Vocational Interests as functions of creative components intelligence and socio economic status among college going students

The findings were:

1. Creative Components: Creativity production (CP) fluency (FL) originality (ORG) and flexibility (Fx) were interest demoting in bright adolescent but remained prominently promoting in less intelligent adolescents of this category.
2. In Intelligence consistently demoted vocational interest on the high level of SES. It was more interest promoting in less creative and less interest promoting in high creative adolescents.
3. Creativity was more interest promoting on the middle socio economic level in general. Its promoting capacity was negatively correlated with intelligence.
4. Intelligence on middle SES was interest promoting. It tended to correlate with creativity positively in promotion and demotion of vocational interest on this SES level. Creativity on low SES level remained interest demoting with less of intelligence. Intelligence was less interest demoting with low SES as well as with low creativity.

DIXIT, MITHILESH KUMARI (1985) A comparative study of Intelligence and academic achievement of Adolescents Boys and Girls studying in classes IX and XI

The main findings of the study were

1. Among class XI students there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls.
2. At all other intellectual levels the academic achievement of the girls superior to that of the boys.
3. Among class IX students there was no difference in the academic achievement of intellectually very superior and intellectually superior boys and girls.
4. At all the other intellectual level the academic achievement of the girls was superior to that of the boys.
5. In general the intelligence test scores of the boys were higher than those for girls.
6. In case of the boys there was very high correlation between intelligence test scores and academic achievement.
7. In the case of girls there was an average correlation between intelligence test scores and academic achievement.

GOEL, TANUJA (1990). The impact of institutional local and sex in the development of creativity componenets among junior high school students.

Major findings:

1. A significant development scores was perceptible among mean creativity classes VI to VIII but the change between classes VI and VIII was only marginal and insignificant.
2. Females were significantly superior to male in creativity.
3. Developmental differences in creativity existed between urban area students of classes VI and VII and VI and VIII as well as their counterparts in rural areas (SS 0774).

NATAWAT S.S. (1977) A Study Of Creativity In Relation To Mantal Health.

The findings of the study were:

1. The high creative individuals were not found different from the low creative and the moderate creative individuals in security feelings. The same relationship was observed between the moderate and the low creative individuals.
2. The high creative individuals were significantly higher in positive body image or egostrength (barrier score) than the low and the moderate creative individuals. However the low creative individuals were at the same level of body image in terms of barrier score.
3. The high creative individuals were different in body image penetration characteristics as compared to the low creative individuals. The same relationship was found between the moderate

and low creative individuals. However no significant differences were found between the high and the moderate creative individuals on penetration scores.

KAUSER F. (1982) Children's curiosity & its Relationship of Intelligence, creativity & personality.

The major findings of the study were.

1. There was no significant relationship between curiosity & intelligences on an overall basis except for girls of 10 years of age.
2. The relationship between curiosity & creativity was significant only for certain age groups however no developmental trend was observed.
3. The relationship between curiosity and extraversion was significant for certain age groups and for certain subtests of curiosity there was no overall significant relationship between curiosity and extraversion.
4. The relationship between curiosity & neuroticism was not significant.
5. The multiple correlation between curiosity & intelligence, creativity, extraversion & neuroticism for different age groups indicated overall significant relationship. It was therefore inferred that curiosity was a combined effect to the variables –intelligence, creativity, extraversion & neuroticism.

SINGH O.P. (1982) A study of creative in high school students in relation to intelligence and socio economic status.

The main findings of the study were:

1. The Mean intelligence score of the urban students was significantly higher than that of the rural students.
2. The mean intelligence test score of the science students was significantly higher than that of the arts students.
3. In general the socio economic status of the urban students was higher than that of the students from rural areas.
4. The mean creativity score of the urban students was higher than that of the students from rural areas.
5. The mean creativity score of the science student was higher than that of arts students.