ज्ञानविविधा
कला, मानविकी और सामाजिक विज्ञान की सहकर्मी-समीक्षित, मूल्यांकित, त्रैमासिक शोध पत्रिका

ISSN : 3048-4537(Online)
3049-2327(Print)
IIFS Impact Factor-4.5
Vol.-3; Issue-2 (Apr.-June) 2026
Page No.- 120-124
DOI :-10.71037/gyanvividha.v3i2.21

https://journal.gyanvividha.com

Author's :

Dr. Soni Kumari
PhD-Department of Psychology,
LNMU, Darbhanga, Bihar.

Corresponding Author :

Dr. Soni Kumari
PhD-Department of Psychology,
LNMU, Darbhanga, Bihar.

A Psychological Study of Creativity Among High and Low Intelligence and SES Groups

ABSTRACT : The present study was conducted to examine the effect of Intelligence and Socio-Economic Status (SES) on creativity among secondary school students. Creativity is considered an important psychological ability influenced by various cognitive and environmental factors. In this study, creativity was taken as the dependent variable, whereas Intelligence and Socio-Economic Status were treated as independent variables. The sample consisted of 100 students of class IX and X, aged between 13 to 15 years, selected from urban and rural schools of Muzaffarpur district. The sample included 50 boys and 50 girls. Standardized psychological tools were used to measure Intelligence, Socio-Economic Status, and Creativity. The obtained data were analyzed with the help of Mean, Standard Deviation, and t-test. The findings revealed significant differences in creativity between high and low intelligence groups as well as between high and low socio-economic status groups. Students with higher intelligence and better socio-economic status showed comparatively higher creativity scores. The study highlights the importance of intellectual and socio-economic factors in the development of creativity among students. The findings may be useful for teachers, parents, psychologists, and educational planners in promoting creativity in school students.

INTRODUCTION : Every society is often engaged in the quest for great and dynamic economy and improvement in the overall standard of living of the generality of the people. Creativity is a basic tool for progress in any society or community. It is so important that any society that wants to make headway in any area of development must not lose sight of it (Oyundoyin,2003). Animasahun (2002) in his

own contribution to the value of creativity indicates that there is a great need for creative thinking to escape from old ideas, improve on the present ideas and generate new ones. The relationship of intelligence to creativity has been considered to be highly significant. Creativity was so much considered in the recent past much considered a separate topic for independent and comprehensive researches. Creativity was defined by most of the pioneer researchers to be on the fringe of psychology and hardly capable of being investigated by using empirical method. Authors like Galton, Havelock Ellis and Cocks, had written books on estimated intelligence of people, no doubt, but few attempts had been made to investigate into creative abilities and their correlates. The common opinion was that anything which could be described as creativity except at the level of genius was largely accounted for by the known and measurable abilities. Creativity thus, is a necessary ingredient of progress and relevance for the Indian students. This is because any society whether modern or ancient is confronted constantly with the challenges of change which comes with problems that are not solvable by just a simple repertoire of knowledge and skills (Animasahun, 2002). As such, skill or knowledge alone is not sufficient to cater for the needs of our ever changing world. Building on Guilford's work, Torrance developed the Torrance Tests of Creative Thinking in 1966. They involved simple tests of divergent thinking and other problem-solving skills, which were scored on **Flexibility**-Number of categories of the relevant responses. **Fluency**-The total number of interpretable, meaningful and relevant ideas generated in response to the stimulus. · **Originality-** The statistical rarity of the responses among the test subjects.· **Elaboration** -The amount of detail in the responses.

SES of family has been also extensively studied and reviewed by a number of researchers. The term socio-economic status refers to an individual's position in a society which is determined by wealth, occupation and social class (English and English, 1958 Socio-Economic Status (SES) is another important factor affecting creativity. SES includes parental income, educational background, occupation, and living conditions. Children belonging to higher socio-economic groups usually receive better educational opportunities, intellectual stimulation, and supportive environments that help in the development of creativity. On the other hand, students from low socio-economic backgrounds may face limited opportunities and resources.

Several researchers have studied the relationship between intelligence, socio-economic status, and creativity. Getzels and Jackson (1962) found that creativity and intelligence are positively related but are not identical abilities. Wallach and Kogan (1965) emphasized the importance of environmental and educational experiences in the development of creative thinking.

Adolescence is a crucial stage for the development of creativity because students experience rapid cognitive, emotional, and social changes during this period. Secondary school students require proper guidance, encouragement, and opportunities to develop their creative abilities. Therefore, it becomes necessary to study the influence of intelligence and socio-economic status on creativity among secondary school students.

The present study aims to examine creativity in relation to intelligence and socio-economic status among secondary school students. The findings of the study may help teachers, parents, psychologists, and educational planners to understand the factors affecting creativity and to occupation, and income.

REVIEW OF LITERATURE : Creativity is a common aspiration for individuals, organizations, and societies. The ability to generate novel ideas and think creatively about problems has long been considered an important skill for individuals, as well as for organizations

and societies. J. P. Guilford (1967) stated that creativity is an important aspect of human intelligence and is closely related to divergent thinking abilities. He emphasized that highly intelligent individuals often show better creative performance, though intelligence and creativity are not completely identical.

Getzels and Jackson (1962) conducted a comparative study on intelligence and creativity among gifted students. Their findings revealed that students with high creativity differed significantly from students with high intelligence in personality traits and problem-solving approaches.

Wallach and Kogan (1965) studied the relationship between intelligence and creativity among school children. They found a moderate positive relationship between the two variables and concluded that environmental stimulation plays an important role in creative development.

Passi (1971) investigated creativity among Indian school students and reported that students with higher intellectual abilities showed significantly higher creativity scores compared to low intelligence groups.

Mehdi (1973) observed that socio-economic status has a positive influence on creativity and academic performance. Children belonging to higher socio-economic groups were found to possess more opportunities for intellectual and creative growth.

E. P. Torrance (1974) highlighted the importance of educational environment, freedom of expression, and parental encouragement in the development of creativity among adolescents.

Buch (1991) reviewed educational research in India and concluded that family background, parental education, and socio-economic conditions significantly affect students' creativity and academic achievement.

The above studies indicate that intelligence and socio-economic status are important determinants of creativity. However, limited studies have been conducted on secondary school students of Bihar; therefore, the present study attempts to examine creativity in relation to intelligence and socio-economic status among adolescents.

OBJECTIVES : As mentioned earlier, the present piece of research is an attempt to assess the effects of Intelligence and Socio-Economic Status on creativity. Though, creativity depends on various social as well as personal factors, the present study deals with the Intelligence and Socio-Economic Status. Creativity was the dependent variable and Intelligence and Socio-Economic Status were the independent variables.

HYPOTHESES OF THE STUDY

1. High and Low Intelligence group would differ significantly on creativity score.
2. High and Low SES group would differ significantly on creativity score.

METHODOLOGY

THE SAMPLE : The sample comprised 100 secondary school students of class 9^{th} and 10^{th}, aged between 13 to 15 years 50 girls (25 urban and 25 rural) and 50 boys (25 urban and 25 rural) from Samastipur and its surrounding areas.

MEASURES USED : The study measures 'creativity' as dependent variable and Intelligence and SES of respondents as independent variables. Creativity test by Dr. Baqer Mehdi (1973), Intelligence test by Mohsin (1959) and Kulshresth's Socio Economic Status Scale (1980) have been selected for the present research. The details of these tests are as under

RESULTS OF THE STUDY

Comparison of High-Low Intelligence Group on Measures of Creativity:

TABLE 1
Mean SD and t-ratios on creativity of High and Low Intelligence group

Creativity Aspects	Intelligence	N	Mean	S.D.	SEM	T	p
Fluency	High	50	56.8	7.79	0.55	6.57	<.01
	Low	50	52	7.03	0.49		
Flexibility	High	50	65.6	6.17	0.48	11.4	<.01
	Low	50	46.3	9.39	0.43		
Originality	High	50	58.7	6.89	0.43	11.92	<.01
	Low	50	51.4	6.13	0.66		
Composite	High	50	178	3.89	0.39	6.76	<.01
	Low	50	169	4.15	0.42		

Results indicated in the above table 1 shows that there is a significant difference between Intelligence and Creativity. High intelligence group scored higher mean score in all the aspects of creativity including composite score. Above result may be due to the reason behind it that creative people are often perceived and rated as more intelligent than less creative people

Comparison of High and Low SES & Creativity :

Table 2
Mean SD and t-ratios on creativity of High and Low SES Groups:

Creativity Aspects	SES	N	Mean	S.D.	SEM	t	P
Fluency	High	50	58.0	7.79	0.55	6.92	<.01
	Low	50	52.0	8.03	0.56		
Flexibility	High	50	57.3	6.03	0.42	4.54	<.01
	Low	50	53.8	9.39	0.66		
Originality	High	50	56.3	6.91	0.48	7.3	<.01
	Low	50	51.7	5.98	0.42		
Composite	High	50	177.0	19.07	0.34	9.5	<.01
	Low	50	196.0	21.08	0.49		

The analysis of the results in the above Table 2 indicated that respondents belonged to high Socio-Economic Status families were better and had higher mean scores on creativity (Aspects wise as well as on composite scores) to revealed that respondents' creativity was influenced with their SES. High status favored the development of creativity, where low status presented obstacle in the development of their creativity.

Conclusions and Implications : Findings (Table 1) suggested that respondents belonged to high Intelligence group were more creative, whereas respondents from low Intelligence group showed less creativeness. The significant mean-differences in all the three aspects and the composite creativity scores confirmed the hypothesis-4, that there would be significant difference among high and low Intelligence groups with a view to their creativity scores; and it substantiated the findings of previous studies of Sharma (1980) and so on.

Findings (Table 2) suggested that respondents belonged to high socio-economic status families were more creative, whereas respondents from low socio-economic status families showed less-creativeness. The significant mean-differences in all the three aspects and the

composite creativity scores confirmed the hypothesis that there would be significant difference among high and low SES groups with a view to their creativity scores. It substantiated the findings of previous studies of Bless, W. et al. (1981) Sajid, S.M. 1984; Sharan, P. (1985) and the like. Respondents belonging to a family enjoying high SES, excelled on measures of creativity.

Implications of the Study : The study shows that intelligence and socio-economic status have an important effect on students' creativity. It suggests that schools and parents should provide supportive environments, educational facilities, and encouragement to develop creativity among adolescents. Equal opportunities should also be given to students from low socio-economic backgrounds so that their creative abilities can be enhanced effectively.

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