

A STUDY OF SOME
COGNITIVE AND SOCIOEMOTIONAL VARIABLES
IN SOCIOECONOMICALLY DISADVANTAGED CHILDREN

By
VENITA KAUL

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
Submitted
in fulfilment of the requirements of the degree of
DOCTOR OF PHILOSOPHY
to the
INDIAN INSTITUTE OF TECHNOLOGY, DELHI
APRIL, 1981

C E R T I F I C A T E

This is to certify that the thesis entitled,
"A Study of Some Cognitive and Socioemotional Variables
in Socioeconomically Disadvantaged Children" being sub-
mitted by Mrs. Venita Kaul for the award of Doctor of
Philosophy to the Indian Institute of Technology, Delhi
is a record of bonafide research work carried out by her
during January, 1976 to April, 1981, under our super-
vision. The results obtained in this thesis have not
been submitted to any other University for award of any
degree or diploma.

Dr. Purnima Mathur
Professor,
Deptt. of Humanities and
Social Sciences,
Indian Institute of Technology,
Delhi.

R. 17-1-81
Dr. R. Muralidharan
Reader & Head
Child Study Unit,
N.C.E.R.T.,
New Delhi.

ACKNOWLEDGEMENTS

With a deep sense of gratitude I acknowledge my debt to several individuals and institutions who helped me through the various phases of this project.

I am greatly indebted to Dr. Purnima Mathur and Dr. R. Muralidharan, who took time off from their busy schedules to give me the benefit of their scholarly and inspiring guidance and encouragement, at all stages of this work.

I am also obliged to the Headmasters and Headmistresses of Delhi Municipal Corporation Schools and Principals of Delhi Public School, Modern School and Frank Anthony Public School for their kind cooperation in providing facilities for the collection of data.

I am deeply grateful, too, to the National Council of Educational Research and Training for the permission, facilities and contingency grant made available to me for this project.

My thanks are also due to Dr. A.B.L. Srivastava for his able guidance at the analysis stage and to Mr. M.R. Rao and Mr. N.L. Agarwal of the Planning Commission for their invaluable help in computerization of data. I am also thankful to Dr. M.K. Raina, Dr. U. Bevli, Dr. K. Kumar and Mr. P.S.S. Bhasin for their help and advice at various stages of my work, and to Mr. H.L. Kanojia for the special care he took in typing this thesis.

I also deeply appreciate the indispensable help and support extended to me by both my parents which greatly facilitated my work. Last, but not the least, I wish to thank my husband and my two sons who tolerated my preoccupation with this work with immense patience and understanding.

April, 1981

VENITA KAUL

ABSTRACT

The present study subscribed to the 'difference' rather than the 'deficit' model in the study of disadvantaged children. Its main objective was to explore and identify some cognitive and socioemotional strengths of the socioeconomically disadvantaged children, with a focus on the population of the resettlement colonies of Delhi. The theoretical basis of the study was mainly the social learning theory of development.

An experimental design was followed whereby the experimental group i.e. the disadvantaged, were studied in comparison to two control groups i.e. middle and high SES groups. Father's education and occupation were considered the criteria for selection of the three SES samples. A stratified, purposive sample was selected from 14 schools consisting of 300 students of Class 5, distributed equally in the three groups. Boys and girls were equally represented. The six dependent variables investigated were field-independence, visual modality preference, creativity, cooperation, dependency and delay of gratification. Intelligence was treated as an intervening variable. The data obtained on these variables was subjected to univariate 2 x 3 ANOVA and ANCOVA and non-parametric chi-square test.

The results obtained led to the following conclusions. The disadvantaged were significantly more field dependent as compared to the middle and high SES groups. They also demonstrated a stronger preference for visual modality as compared to the control groups. On creativity, the disadvantaged had an edge over the middle class in three of the four dimensions. On the fluency dimension the disadvantaged did not differ significantly from both middle and high SES groups. Significant implications of this observation are discussed.

The disadvantaged were found to be significantly more cooperative than the high SES group. On dependency and delay of gratification, however, there were no differences. Sex differences were observed only in cooperation and elaboration. For cooperation, interaction effects (Sex x SES) were also significant. The educational implications of these conclusions have been discussed in detail and suggestions have been given for further research in this area.

C O N T E N T S

CHAPTER	PAGE
I INTRODUCTION	1
II THEORETICAL PERSPECTIVE AND DEVELOPMENT OF HYPOTHESES	
A. Theoretical Background:	20
2.A.1 Genetic Viewpoint	21
2.A.2 Developmental Viewpoint	22
2.A.3 Socio-ecological Viewpoint	24
2.A.3.1 Social Learning Theory	26
B. Development of Hypotheses:	39
2.B.1 Field Independence	41
2.B.2 Visual Modality Preference	53
2.B.3 Creativity	65
2.B.4 Cooperation	76
2.B.5 Dependency	87
2.B.6 Delay of gratification	88
III REVIEW OF RELATED LITERATURE	97
3.1 Field Independence	97
3.2 Visual Modality Preference	102
3.3 Creativity	105
3.4 Cooperation	114

	3.5	Dependency	118
	3.6	Delay of gratification	118
IV	METHODOLOGY		124
	4.1	Objective of the study	124
	4.2	Design	124
	4.3	Sample	125
	4.4	Method	129
	4.4.1	Pilot Study	129
	4.4.2	Main Study	134
	4.4.2.1	Procedure	135
	4.4.2.2	Tests	140
	4.4.2.3.	Statistical Analysis	160
V	DEPENDENCY AND DEVELOPMENT OF DEPENDENCY TEST		161
	5.1	Definition	161
	5.2	Historical Development of the Concept of Dependency	162
	5.3	Antecedents of Dependency	166
	5.3.1	Genetic and Maturational Factors	167
	5.3.2	Socialization Factors	169
	5.4	Implications for the Present Study	179
	5.5	DEVELOPMENT OF DEPENDENCY TEST	181
	5.5.1	Steps in Construction of the Test	183

5.5.2	Reliability of the Test	187
5.5.3	Validity	189
5.5.4	Procedure and Scoring of Final Test	191
VI	DISCUSSION OF RESULTS	193
6.1	Field Independence	195
6.2	Visual Modality Preference	207
6.3	Creativity	217
6.3.1	Fluency	218
6.3.2	Flexibility	221
6.3.3	Originality	224
6.3.4	Elaboration	227
6.3.5	Overview	233
6.4	Cooperation	241
6.5	Dependency	250
6.6	Delay of Gratification	257
VII	SUMMARY OF CONCLUSIONS	269
	Suggestions for further research	274
	REFERENCES	280
	APPENDIX - A	
	Case Studies	i
	APPENDIX - B	
	Pilot Study Tables	xxxii
	Culture Fair Intelligence Test: Test Booklet	xxxiii

Story Pictorial Embedded Figures Test: Test Cards	xxxiv
Digit Span Test:	
Digit Series (Visual and Aural)	xxxvi
Torrance's Test of Thinking Creative- ly with Pictures:	
Test Booklet	xxxvii
Instructions (English Version)	xxxviii
Originality Weights	xl
Dependency Test:	
Test Booklet (Hindi Version)	xliv
Test Booklet (English Version)	l
Scoring Key	lv
Personal Data Sheet:	
Response Sheet	lvi
Response Sheet (English Version)	lviii
Scoring Key	lix
Interview Schedule	lx

ABOUT THE AUTHOR