CHAPTER-V

SUMMARY, FINDINGS AND CONCLUSIONS

5.1. SUMMARY

The present study is aimed to find out the language creativity of higher secondary school students in relation to achievement motivation, self confidence and emotional intelligence. The study was conducted in the Ramanathapuram District of Tamil Nadu, India. Two higher secondary schools were selected for pilot study and six higher secondary schools were selected for final study.

The investigator has adopted the simple random sampling technique for the selection of samples. The investigator personally visited the higher secondary schools and requested the higher secondary school students who are present on a particular day. The higher secondary school students were requested to complete the tool without omitting any item.

The dependent variable is higher secondary school students’ language creativity and the independent variables are achievement motivation, self confidence and emotional intelligence. The tools used for this study consisted of the higher secondary school students’ language creativity test, achievement motivation Opinionnaire (Gopal Rao, 1994), self-confidence inventory (Basavanna, 1995), emotional intelligence scale (Petrides and Furnham 2006).
The investigator obtained prior permission from school authorities and administered the tools in a face-to-face relationship. The collected data from the subjects of the sample were subjected to four stages of the analysis namely, descriptive, differential (‘t’ test and ‘F’ test), correlation and regression.

5.1.1. Statement of the Problem

The language creativity of higher secondary school students takes the society in right direction and makes it a better place to live in. There are many factors influencing the language creativity of higher secondary school students studying at different levels like achievement motivation, self confidence and emotional intelligence. The problem taken up for the present study by the investigator may be stated as follows “A Study on Language Creativity of higher secondary school students in relation to Achievement Motivation, Self Confidence and Emotional Intelligence”.

5.1.2. Variables of the Study

The variables selected for this study are:

a) Language creativity – Dependent Variable
b) Achievement motivation– Independent Variable
c) Self confidence– Independent Variable
d) Emotional intelligence – Independent Variable

5.1.3. OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

1. To find out the language creativity of higher secondary students.
2. To find out the achievement motivation of higher secondary students.

3. To find out the self confidence of higher secondary students.

4. To find out the emotional intelligence of higher secondary students.

5. To find out whether there is any significant difference in language creativity of higher secondary students with respect to the following subsamples
   a. Gender [Male / Female]
   b. Locality of school [Rural / Urban]
   c. Type of Institution [Government / Aided]
   d. Religion [Hindu / Christian / Islam]
   e. Community [BC / MBC / SC/ST]
   f. Parental occupation [Salaried / Self Employed]

6. To find out whether there is any significant difference in achievement motivation of higher secondary students with respect to the following subsamples
   a. Gender [Male / Female]
   b. Locality of school [Rural / Urban]
   c. Type of institution [Government / Aided]
   d. Religion [Hindu / Christian / Islam]
   e. Community [BC / MBC / SC/ST]
   f. Parent occupation [Salaried / Self Employed]
7. To find out whether there is any significant difference in self confidence of higher secondary students with respect to the following subsamples
   a. Gender [Male / Female]
   b. Locality of school [Rural / Urban]
   c. Type of institution [Government / Aided]
   d. Religion [ Hindu / Christian / Islam ]
   e. Community [BC / MBC / SC/ST]
   f. Parent occupation [ Salaried / Self Employed]

8. To find out whether there is any significant difference in emotional intelligence of higher secondary students with respect to the following subsamples
   a. Gender [Male / Female]
   b. Locality of school [Rural / Urban]
   c. Type of institution [Government / Aided]
   d. Religion [ Hindu / Christian / Islam ]
   e. Community [BC / MBC / SC/ST]
   f. Parent occupation [ Salaried / Self Employed]

9. To find out whether there is any significant relationship between language creativity and achievement motivation of higher secondary students.

10. To find out whether there is any significant relationship between language creativity and self confidence of higher secondary students.
11. To find out whether there is any significant relationship between language creativity and emotional intelligence of higher secondary students.

12. To find out the multiple regression effect of independent and others variables upon the dependent variable, language creativity.

5.1.4. HYPOTHESES

Based on the above objectives suitable null hypotheses have been formulated.

5.1.5. Method of Study

The present investigation was undertaken by using the Normative Survey Method. The survey method helped to gather data from a large number of cases at a particular time.

5.1.6. Tools Used

The following were used to collect data:


3. Self confidence inventory construction and standardized was developed by Basavanna (1995).

4. Emotional intelligence tool was constructed and standardized by Petrides and Furnham (2006).
5.1.7. Statistical Analysis

The data has been subjected to
1. Descriptive analysis
2. Differential analysis
3. Correlation analysis and
4. Multiple Regression

5.1.8. Sample of the Study

The problem taken up for the present investigation is stated as “A Study on language creativity of higher secondary school students in relation to achievement motivation, self confidence and emotional intelligence” scale have been administered to a simple random sample of 600 higher secondary school students studying in higher secondary school in Ramanathapuram District, Tamil Nadu, India.

5.2. FINDINGS

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the important findings of the present study:

5.2.1. Descriptive Analysis

1. The language creativity of higher secondary school students is average.
2. The achievement motivation of higher secondary school students is average.
3. The self confidence of higher secondary school students is average.

4. The emotional intelligence of higher secondary school students is average.

5.2.2. Differential Analysis

5. The boys and girls higher secondary school students do not differ significantly in their language creativity.

6. The higher secondary school students studying in urban and rural schools do not differ significantly in their language creativity.

7. The government and aided higher secondary school students differ significantly in their language creativity.

8. The higher secondary school students belonging to different type of religion do not differ significantly in their language creativity.

9. The higher secondary school students belonging to different community groups do not differ significantly in their language creativity.

10. The higher secondary school students’ of salaried and self employed parental occupation do not differ significantly in their language creativity.

11. The boys and girls higher secondary school students differ significantly in their achievement motivation.
12. The higher secondary school students studying in rural and urban schools differ significantly in their achievement motivation.

13. The government and aided higher secondary school students differ significantly in their achievement motivation.

14. The higher secondary school students belonging to different type of religion differ significantly in their achievement motivation.

   1. The higher secondary school students of Hindu and Christian religion differ significantly in their achievement motivation.

   2. The higher secondary school students of Hindu and Islam religion differ significantly in their achievement motivation.

   3. The higher secondary school students of Christian and Islam religion do not differ significantly in their achievement motivation.

15. The higher secondary school students belonging to different community groups do not differ significantly in their achievement motivation.

16. The higher secondary school students’ of salaried and self employed parental occupation do not differ significantly in their achievement motivation.

17. The boys and girls higher secondary school students do not differ significantly in their self confidence.
18. The higher secondary school students studying in rural and urban schools differ significantly in their self confidence.
19. The government and aided higher secondary school students differ significantly in their self confidence.
20. The higher secondary school students belonging to different type of religion do not differ significantly in their self confidence.
21. The higher secondary school students belonging to different community groups differ significantly in their self confidence.
   1. The higher secondary school students belonging to BC and MBC do not differ significantly in their self confidence.
   2. The higher secondary school students belonging to BC and SC/ST do not differ significantly in their self confidence.
   3. The higher secondary school students belonging to MBC and SC/ST differ significantly in their self confidence.
22. The higher secondary school students’ of salaried and self employed parental occupation do not differ significantly in their self confidence.
23. The boys and girls higher secondary school students differ significantly in their emotional intelligence.
24. The higher secondary school students studying in rural and urban schools differ significantly in their emotional intelligence.
25. The higher secondary school students studying in government and aided schools do not differ significantly in their emotional intelligence.
26. The higher secondary school students belonging to different type of religion do not differ significantly in their emotional intelligence.

27. The higher secondary school students belonging to different community of groups do not differ significantly in their emotional intelligence.

28. The higher secondary school students of salaried and self employed parental occupation do not differ significantly in their emotional intelligence.

5.2.3. Correlation Analysis

29. There is a significant relationship between language creativity and achievement motivation of higher secondary school students.

30. There is no significant relationship between language creativity and self confidence of higher secondary school students.

31. There is a significant relationship between language creativity and emotional intelligence of higher secondary school students.

5.2.4. MULTIPLE REGRESSION ANALYSIS

32. Only three variables out of nine were found to be significant contributors for the language creativity. They are emotional intelligence, achievement motivation and type of management of school. The calculated multiple correlation has accounted for
0.334. The multiple R is found to be highly significant R2 was calculated to be 0.112 that is 11.1% of language creativity in Tamil of higher secondary students has been explained by these three variables.

5.3. DISCUSSION OF THE RESULTS

The findings of the present study is being discussed in the light of the empirical studies conducted earlier in the field. In the present investigation higher secondary students’ language creativity is average. This finding is quite contrast to S.T. Aruna Devi and N.O. Nelliayapen (2008). Where the language creativity of higher secondary students is at high level.

The present study indicates that locality of students has caused significant difference in the case of achievement motivation. Same results observed by Rama.C and Nirmala Devi (2011). But this result is contradicted to the result of Vimal Kishor and Kalpana Rana (2010). In the present investigation gender and type of school caused significant difference. This finding is quite contrast to Rama.C and Nirmala Devi.S (2011). In the case of gender subsample is supported by Godwin and Krishna Prasad (2010).

In the present investigation boys and girls do not differ in their self confidence. This finding is contradicted to the study of Fan and Williams (2010) but it is supported by Dipika, Shah and Manivannan (2003) and Little Flower (2012).
The present study indicates that there is significant difference in boys and girls students with regard to emotional intelligence. This findings in similar to the studies of N. Amutha Sree (2011). This finding is contradicted to the studies of Subramaniyam (2011), Monica Mahajan (2011), Jagpreet Kaur, Neetu (2010), Sahaya Mary and Manorama Samuel (2010), Indu (2009).

The present investigation revealed that students do not differ in their emotional intelligence with regard to community. This finding is supported by Sahaya Mary and Manorama Samuel (2010), Ruchi Debey (2009). But this finding is quite contrast to the study of Arunmozhi Rajendram.K (2008). The present study found out there is a significant difference between rural and urban students in their emotional intelligence. This result is quite contrast to the study of Manhas and Gankhar (2006). But it is in support of the studies of N. Amutha Sree (2011)

5.4. IMPLICATIONS OF THE STUDY
1. The study reveals that achievement motivation influences the language creativity of higher secondary students. Hence, the parents and teachers should focus to develop achievement motivation among the higher secondary students.
2. Emotional intelligence of the higher secondary students is average, so school administrators may develop and implement programmes to enhance emotional intelligence. It will develop
students effective interpersonal communication. Parents should allow the students to handle their emotions with their friends, family and others independently. For this type of group activities and teamwork which help students to develop control over their emotions and handle relationship, should be encouraged.

3. The study found out language creativity of higher secondary students is average. All are known that the importance of language creativity is universally required one but its cultivation in our classroom is completely neglected. So individual counselling, making use of appropriate intervention techniques, should be used in order to strengthen the language creativity. There should develop close coordination between parents, teachers and the principal.

4. Self confidence in the present study is average so, teachers should organize programmes to develop will power of the students. Education is not more acquisition of knowledge. It should give the students the ability to express their ideas freely. Participations in co-curricular activities like elocution, debates and role plays should be made compulsory as they help in increasing the confidence levels of the students.

5. The findings of the study show the importance of self confidence, achievement motivation and emotional intelligence in developing the language creativity of the higher secondary students. It can further inferred that to improve the self confidence, achievement
motivation and emotional intelligence of students can be made to
make it for favourable for the enhancement of language
creativity.

5.5. SUGGESTIONS FOR THE FURTHER STUDY

The following are the suggestions for further study:

1. A similar investigation may be undertaken for the higher
   secondary students studying in other Districts of Tamil Nadu.
2. A comparative study may be conducted among vocational and
   academic stream of higher secondary students.
3. The same study can be by taking large sample to find out a
   better generalization.

   The present study is purely a quantitative research. It can be
   studied by applying qualitative research techniques.

5.6. RECOMMENDATIONS OF THE STUDY

1. Teachers should provide opportunities to the students to
   express their ideas freely.
2. Novel ideas should be added in the teaching methodology by
   the language teachers so that creativity among students can
   be improved.
3. Assignments should be given to the students to enhance
   creative talents of the students.
4. The curriculum should be framed with lot of opportunities for
   creative behavior.
5. Continuous evaluation should be made to assess the performance of the students and the result should be used to improve the student’s creative thinking.

6. The curriculum planners and the educational policy makers should incorporate the necessary concepts to promote achievement motivation at secondary level.

5.7. CONCLUSIONS

The present study analyzed the language creativity of the higher secondary school students with certain research variables like achievement motivation, self confidence and emotional intelligence. The study includes demographic variables too. Higher secondary students language creativity is at average level. Theirs of achievement motivation, self confidence and emotional intelligence are also at average level. It is found out that there are significant differences among sub-samples with regard to variables selected. It is established that there is significant relationship between language creativity and achievement motivation and emotional intelligence. Further it is noted that emotional intelligence, achievement motivation and management type of institution are the significant contributors for the language creativity of higher secondary students. And it is concluded that students showed have to improve language creativity from average level to high level, for which efforts should be made by the teachers to improve
achievement motivation, self confidence and emotional intelligence of higher secondary students from average level to high level.