CHAPTER-V

DISCUSSION

5.1.0 INTRODUCTION

The objectives of the present study have been given in chapter–I. The data related to the objectives were analyzed by using appropriate statistical techniques as mentioned in chapter III. The results along with their interpretations have been presented in chapter IV, the following findings emerged:

1. CoRT Strategy was found to be significantly more effective in comparison to Lecture Method in terms of facilitation of Verbal Creativity when Pre–Verbal Creativity was taken as covariate.

2. Both Male and Female students were found to possess Verbal Creativity to the same extent when Pre–Verbal Creativity was taken as covariate.

3. Verbal Creativity of students was found to be independent of interaction between Treatment and Gender when Pre–Verbal Creativity was taken as covariate.

4. Students with High Intelligence were found to have significantly higher Verbal Creativity as compared to students with Low Intelligence when Pre–Verbal Creativity was considered as covariate.

5. Students with High Intelligence were found to benefit more from the CoRT Strategy than students with Low Intelligence.

6. Verbal Creativity of students was found to be independent of Achievement Stress when Pre–Verbal Creativity was taken as covariate.

7. Verbal Creativity of students was found to be independent of interaction between Treatment and Achievement Stress when Pre–Verbal Creativity was taken as covariate.

8. Verbal Creativity of students was found to be independent of Social Stress when Pre–Verbal Creativity was taken as covariate.
9. Verbal Creativity of students was found to be independent of interaction between Treatment and Social Stress when Pre–Verbal Creativity was taken as covariate.

10. Verbal Creativity of students was found to be independent of Family Stress when Pre–Verbal Creativity was taken as covariate.

11. Verbal Creativity of students was found to be independent of interaction between Treatment and Family Stress when Pre–Verbal Creativity was taken as covariate.

12. Verbal Creativity of students was found to be independent of Institutional Stress when Pre–Verbal Creativity was taken as covariate.

13. Verbal Creativity of students was found to be independent of interaction between Treatment and Institutional Stress when Pre–Verbal Creativity was taken as covariate.

14. Verbal Creativity of students was found to be independent of Vocational Stress when Pre–Verbal Creativity was taken as covariate.

15. Verbal Creativity of students was found to be independent of interaction between Treatment and Vocational Stress when Pre–Verbal Creativity was taken as covariate.

16. Verbal Creativity of students was found to be independent of Financial Stress when Pre–Verbal Creativity was taken as covariate.

17. Verbal Creativity of students was found to be independent of interaction between Treatment and Financial Stress when Pre–Verbal Creativity was taken as covariate.

18. Verbal Creativity of students was found to be independent of Discipline when Pre–Verbal Creativity was taken as covariate.

19. Verbal Creativity of students was found to be independent of interaction between Treatment and Discipline when Pre–Verbal Creativity was taken as covariate.

20. There was a significant favourable reaction towards CoRT programme of students.
5.2.0 EFFECT OF TREATMENT ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of Treatment on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. CoRT Strategy was found to be significantly more effective in comparison to Lecture Method in terms of facilitation of Verbal Creativity when Pre–Verbal Creativity was taken as covariate. This finding is supported by Ritchie & Edwards (1996), Singh (2001), Khatab (2004), Aljallad (2006), Nofel (2006), Al Zyoudi (2009), Al-Muhtaseb (2010), Al-Edwan (2011), Blewee (2011), Mckewon (2012), Rule et al. (2012), Al-faoury and Khwaileh (2014), Melhem et al. (2014), Kumari and Gupta (2014), Hanan (2014), Olanisimi (2015), Zaiyadi et al. (2015), Hemadat (2016), Khawaldeh (2016) and Alshurman (2017) who found that Creative Thinking could be developed by using de Bono’s CoRT programme whereas Bruke (1984) also supported this finding but revealed that age was significantly negatively correlated with Fluency and Osman et al. (2000) revealed that CoRT programme fosters creativity but when combined with other programmes did not result in strengthening effects.

All of us might have experienced the narrowness of our thinking or may be people are unaware of this fact. But the truth is people react instantly without thinking from different aspects. Also people are unaware that they don’t think they just react. The reason might be lack of training or not being in a habit of doing it. To overcome this, Edward de Bono from University of Cambridge, developed a complete thinking programme CoRT to make humans sharper, broader and more directed thinkers. Every individual by and large possesses seeds of creativity which need encouraging environment as well as training to flourish. The CoRT programme was designed to facilitate the creative potential of individuals and the exercises have practical implication which individuals can apply even after the training is over. In this study, PMI (Plus Minus Interesting) tool was explained and students were made to do exercises independently using PMI. It is a normal habit of an individual that one hardly looks both sides of a coin before reaching the conclusion, rather react haphazardly. PMI exposed individuals to think about Plus, Minus and Interesting points of situation independently for two minutes before dragging towards conclusion. After thinking independently, students were asked to share their thinking among themselves in small groups and later on in a large group.
It gave them opportunity to know what they could not think and what they thought different from rest of all members of the group, which, in turn, helped them in enhancing their creative thinking and its different dimensions. Similarly, exercises on CAF (Consider All Factors) helped them to fill gaps in thinking before arriving at the conclusion. Exercises on C&S (Consequences & Sequel) helped in looking ahead to view consequences of some plan, decision, action etc. FIP (First Important Priorities) helped individuals to pick most important factors, consequences and ideas at priority in decision making process. Similarly exercises on AGO (Aims, Goals & Objectives), APC (Alternatives, Possibilities & Choices), OPV (Other People’s View), SQ & FQ (Shooting Questions & Fishing Questions, TEC (Target, Expand & Contract) etc. helped them to expand their perception and improve their thinking.

Enormous researchers around the globe studied the effectiveness of CoRT Programme in terms of broadening and changing perception to make outcome of thinking effective and purposeful. Marvellous aftereffects of this study emerged. It was observed by the researcher that students were employing PMI, CAF, AGO, OPV, etc tools in their routine life, classroom, home, among peers etc. Hence, they emerged to be rational decision makers by the use of these tools in their day to day life. Remarkable changes were observed in decision making as the programme widened the perception and thinking of students, made them think out of box. Hence, the programme came out to be quintessential success.

5.3.0 EFFECT OF GENDER ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of Gender on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Both Male and Female students were found to possess Verbal Creativity to the same extent when Pre–Verbal Creativity was taken as covariate. Sayed and Mohamed (2013), Okereke and Ugwuegbulam (2014) supported the present finding in respect of influence of Gender on Verbal Creativity. The rationale behind may be the changing scenario of contemporary world. With the advancement and modernization among society exposure is given to children irrespective of their Gender. Equal opportunities are given in almost all spheres whether home, society, workplace, etc. The students under experimentation were coming from the middle and upper middle class families of both urban and rural areas, despite of rural residency no Gender differences
emerged. Parents irrespective of their economic strata, educational background are literate enough to treat children alike. All these factors might be responsible for the present findings in respect of influence of Gender on Verbal Creativity.

5.4.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of interaction between Treatment and Gender on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity of students was found to be independent of interaction between Treatment and Gender when Pre–Verbal Creativity was taken as covariate. Hence, Verbal Creativity was found to be independent of interaction between Treatment and Gender. It manifested that Males and Females belonging to different levels of Treatment were found to have enhanced their Verbal Creativity to the same extent. One of the reasons might be unbiasedness while dispensing Treatment. Both Males and Females were present in both levels of Treatment. Material, environment and exposure to Treatment were same for both genders. Additionally, home, family, social environment which acts as a backdrop to our thinking process is almost identical for both genders in the contemporary era. As the Treatment extended in all spheres to both genders is alike, this might be the reason for present finding.

5.5.0 EFFECT OF INTELLIGENCE ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of Intelligence on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Students with High Intelligence were found to have significantly higher Verbal Creativity as compared to students with Low Intelligence when Pre –Verbal Creativity was considered as covariate. This finding produces affirmation supporting the literature that records the relationship exists between Intelligence and Creativity. Although researchers over the years speculated that Intelligence and Creativity are independent psychological phenomena, a recent movement in these constructs states them as “pretty similar after all” (Silvia, 2015). The results of this research respond positively to the
interrogation that “Are Children who are highly intelligent are very likely to be highly creative?” There are various possible justifications for this result. Firstly, results appear consistent with Guilford’s (1950) Structure of Intellect Model, when he proclaims, “Creativity and Creative Productivity extend well beyond the domain of Intelligence”. Runco (2004) brilliantly aired, “Everyone is Creative”. Torrance (1974) pointed that intelligence does not entirely predict future achievement. Creativity has relatively strong predictive validity. An individual can be creatively gifted and/or intellectually gifted. Davis and Rimm (1998) found that a base level of intelligence is essential for creative productivity. The results of the present study are supported by Berk (2002) that (i) moderate-high Intelligence is a pre-requisite for Creativity; (ii) Creativity is a deep inward involvement of intelligent people who, as a consequence, develop as strong intrinsic motivation for Problem Solving; (iii) Intelligence is a multi-structured phenomenon, having Creativity as a dimension and an individual’s creative potential can be nurtured; (iii) People with average and sub-average Intelligence are not very much likely to be Creative, (iv) Children show Creative potential, and exhibit a natural tendency to develop it, which may gradually diminish out under least supportive environment. Virgolim (2005), Silvia (2008), Naderi and Abdullah (2010), Hamivand (2012), Nakano and Cassia (2012), Nayak and Mishra (2012), Alves and Nakano (2014), Suresha and Prahallada (2014), Yadav (2015) and Sahin (2016) found positive relationship between Intelligence and Creativity. These studies supported the present finding in respect of positive correlation between Intelligence and Creativity. The reason might be highly intelligent students may have exhibited more involvement while CoRT tools were explained before every new exercise during the experiment, actively participated in solving exercises and discussions during the training programme which could have helped them to take maximum benefit from the Thinking Training Programme CoRT. Furthermore, the less intelligent individuals might not have been able to grasp that effectively when the CoRT tools were explained before exercises depending upon on their level of intelligence that might have curtailed their performance during exercises which, in turn, lead to submerged facilitation of Creativity. Thus, Intelligence has a role to play in polishing of Creativity. This was contradicted by Wechsler et al. (2010), Goncalves and Fleith (2012), Sahin (2015) and Manisha et al. (2016) who did not find a significant relationship between Creativity and Intelligence. Hamivand (2012), Jauk et al. (2013) and Sahin (2014) supported Threshold Theory with regard to the relationship between Intelligence and Creativity
5.6.0  EFFECT OF INTERACTION BETWEEN TREATMENT AND INTELLIGENCE ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of interaction between Treatment and Intelligence on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Students with High Intelligence were found to benefit significantly more from the CoRT Strategy than students with Low Intelligence as Intelligence and Creativity are connected and researchers have reported that Intelligence plays a pivot role in Creative Thinking. Individuals during the experiment were given a chance of brainstorming and reporting their ideas freely lead to thinking out of box while generally creative thinking is suppressed in classrooms and individuals are taught to stand by tested methodologies. During the treatment, the brightest mind got a platform to express freely and treatment proved to be a boon for the students. This might be the reason of their refined creativity.

5.7.0  EFFECT OF ACHIEVEMENT STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of Achievement Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity of students was found to be independent of Achievement Stress when Pre–Verbal Creativity was taken as covariate. Modern generation is capable of handling diverse and multi tasks efficiently. Eustress (Good Stress) can lead you to feelings of satisfaction, well-being and wholeness. Optimum Stress improves performance and helps in bringing a sense of competence and an increased capacity to learn. In the present study, Achievement was not the focus. Students worked in small groups where the group output was the outcome rather than individual output. During the study, students were at ease and enjoyed working in small group where individual performance was not taken into consideration. The members of the group were told about it. This might have been the reason that Verbal Creativity was found to be independent of Achievement Stress.
5.8.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND ACHIEVEMENT STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of interaction between Treatment and Achievement Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity of students was found to be independent of interaction between Treatment and Achievement Stress when Pre–Verbal Creativity was taken as covariate. There were two levels of Treatment, namely CoRT Programme and Lecture Method. In both the groups, there was not competition in respect of Verbal Creativity. The Achievement Stress might not have played its role during Experimentation as they worked in small groups and individual Verbal Creativity was not the focus. Further, the CoRT Programme was found to promote Verbal Creativity significantly more than Lecture Method. It indicated that CoRT Programme can be effectively used irrespective of differential Achievement Stress of students.

5.9.0 EFFECT OF SOCIAL STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of Social Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity was found to be independent of Social Stress when Pre–Verbal Creativity was taken as covariate. Social Stress is the one which stems from societal pressures. The students of this group were mostly from rural area where the family and social ties are very strong. People help each other in difficulty. Normally, students do not have any Social Stress. Also, students worked in small groups where no one felt depressed or stressed. They participated during experiment freely without having any Social Stress. Also exercises given during the experiment might have acted as stress buster because it helped individual to broaden their perception and to think beyond the narrow walls, organization of thinking which could be used in a productive manner. This might be the reason of this finding.
5.10.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND SOCIAL STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of interaction between Treatment and Social Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity of students was found to be independent of interaction between Treatment and Social Stress when Pre–Verbal Creativity was taken as covariate. It reflects that students with different levels of Social Stress belonging to Experimental and Control Groups were found to possess Verbal Creativity to the same extent. Maximum students of this experiment were from rural area where family and community ties are very strong. Normally, students from rural area do not feel socially stressed. They might have been able to think freely and work in a group. This might be one of the reasons of the present finding.

5.11.0 EFFECT OF FAMILY STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of Family Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity was found to be independent of Family Stress when Pre–Verbal Creativity was taken as covariate. The major family pressure on children is regarding choice of stream or carrier. The major family pressure on children is regarding choosing a carrier for them. In this study, subjects were from B.Ed. course hence, the ward has already joined the professional course. Also, Majority of B.Ed. students were from rural area where the Family Stress is less. Additionally, as students worked in small groups, they might have participated equally well during exercises which lead to widening of perception. Also Family Stress works more with married people. Most of B.Ed. students were unmarried. Consequently, their Family Stress might not have been related with Verbal Creativity. These might be the reasons for the present finding.
5.12.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND FAMILY STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of interaction between Treatment and Family Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity of students was found to be independent of interaction between Treatment and Family Stress when Pre-Verbal Creativity was taken as covariate. B.Ed. students with differential Family Stress were found to benefit equally from CoRT Programme as well as Lecture Method. In case of Verbal Creativity, the Family Stress might not have played its role during the experimentation as their individual performance was not recorded and compared with any other member of the small group. Family Stress might have played its role in case of Academic Achievement as the job prospects depends on it. Being less Family Stress, students might have taken maximum advantage of the instruction. These might be the reasons for the present finding.

5.13.0 EFFECT OF INSTITUTIONAL STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of Institutional Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity of students was found to be independent of Institutional Stress when Pre-Verbal Creativity was taken as covariate. Creativity, in itself, is a skill of an individual who is never satisfied with the present circumstances and continues with a permanent search for the novel ways and novel things. Normally, students are less affected by Institutional Stress. Mostly teachers are the first to feel Institutional Stress which can be passed on to students through classroom teaching. In the present study, students worked in groups and the outcome was not Achievement with which teachers are more concerned. Institutional Stress for students only plays its role when their performance is compared either with students of another Institution or with peers of same institution. This did not happen in this study. As during the process of treatment, students
were engaged in group task. So the Verbal Creativity might have been found to be independent of Institutional Stress.

5.14.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND INSTITUTIONAL STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE- VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of interaction between Treatment and Institutional Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity of students was found to be independent of interaction between Treatment and Institutional Stress when Pre–Verbal Creativity was taken as covariate. Experimental and Control Groups students with different Institutional Stress were found to possess Verbal Creativity to the same extent when they were equated statistically with respect to Pre-Verbal Creativity. As pointed out earlier, the Institutional Stress may not directly affect the B.Ed. first year students as they are in the new environment. Further, the students are mature. They know what values to them. So the Verbal Creativity of students might not have been influenced by the resultant of interaction between Treatment and Institutional Stress.

5.15.0 EFFECT OF VOCATIONAL STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of Vocational Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity was found to be independent of Vocational Stress of students when Pre–Verbal Creativity was taken as covariate. The sample of this study was first year B.Ed. students. They have already selected the vocation. After completing B.Ed., they are likely to become teachers. So, they know what type of work they are expected to do. At the time of this study, the Vocational Stress of students might not have been responsible for differential level of Verbal Creativity as they were students but not employed in any institution.
5.16.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND VOCATIONAL STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of interaction between Treatment and Vocational Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity of students was found to be independent of interaction between Treatment and Vocational Stress when Pre–Verbal Creativity was taken as covariate. Students belonging to different levels of Vocational Stress getting differential Treatment were having Verbal Creativity to the same extent when Pre-Verbal Creativity was taken as covariate. Being students of professional programme, they knew what type of job they are likely to get on its completion. They might have been equally serious and involved in the study which might have led to development of Verbal Creativity to the same extent.

5.17.0 EFFECT OF FINANCIAL STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of Financial Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity was found to be independent of Financial Stress when Pre–Verbal Creativity was taken as covariate. Students were of professional course and their fees were paid by the family. Majority of students belonged to families with sound financial condition. Family members knew that after completing B.Ed. their ward will start earning which will improve financial position in the long run. Due to this, B.Ed. students might not have felt the financial pressure or stress during experimentation. So, the Verbal Creativity might have been found to be independent of Financial Stress as they are not directly affected by it.
5.18.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND FINANCIAL STRESS ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of interaction between Treatment and Financial Stress on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity of students was found to be independent of interaction between Treatment and Financial Stress when Pre–Verbal Creativity was taken as covariate. In Experimental and Control Groups, students were with differential Financial Stress. They got benefited equally in terms of development of Verbal Creativity. As pointed out earlier, students might not have been under Financial Stress directly. Consequently, their thinking while working in small or large classroom might not have been affected by the Financial Stress. Being students, they were not earning Financial Stress, if any, should have been on their family members who supported them during the course of study. Normally, parents try to meet the requirements of their ward themselves. Students with differential Financial Stress were both in Experimental as well as Control Groups, yet their Verbal Creativity might have not differed significantly. This might be the reasons of this finding.

5.19.0 EFFECT OF DISCIPLINE ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of Discipline on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity was found to be independent of Discipline when Pre–Verbal Creativity was taken as covariate. Gash and Khan (2015) revealed that the vocational and academic stream of students showed no significant influence on the Fluency dimension of verbal Creativity but on Flexibility and Originality dimensions, Verbal Creativity showed significant influence providentially, hence, supported the results of this study to some extent. Results of this study are not in line with those of Gupta and Jan (2013), Punia and Nivas (2013), Sood (2014), and Kaur (2015) where Stream affected the Verbal Creativity of students. In the present scenario, mostly the teaching is done using lecture method where students get almost no opportunity to express their
opinion about their understanding. Students have to memorize the information and answer questions which do not require higher mental ability. Also, there is little room for Creativity to flourish. The students of this study were normal achievers but not extra ordinary achievers. So, in this study, the Discipline might not have an effect on Verbal Creativity of students. This might be the reason that Verbal Creativity came out to be independent of Discipline

5.20.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND DISCIPLINE ON VERBAL CREATIVITY OF STUDENTS BY CONSIDERING PRE-VERBAL CREATIVITY AS COVARIATE

The objective was to study the effect of interaction between Treatment and Discipline on Verbal Creativity of students by considering Pre-Verbal Creativity as covariate. Verbal Creativity of students was found to be independent of interaction between Treatment and Discipline when Pre–Verbal Creativity was taken as covariate. Treatment proved to be equally beneficial in development of Verbal Creativity of students irrespective of their streams. As found in this study, the Science or Arts studied by students may not put them on positive side during Treatment. The CoRT Programme was new to both Science as well as Arts students. During experimentation, they worked in small groups where the thinking of the whole group was projected but not individual’s thinking. The same exercises were given to Science as well as Arts students. On the other hand, students of Lecture Method Group did not involve in deliberate collective thinking but might have done individual thinking. Normally in classrooms, students do not get opportunity to think. In both Experimental as well as Control Groups, there were Science as well as Arts students. These might be the reasons for the present finding.

5.21.0 CHANGE IN REACTION TOWARDS CoRT PROGRAMME

The last objective was to study the change in Reaction towards CoRT Programme of students of experimental group. It was found that there was a significant favourable Reaction towards CoRT programme of students. Aspects of Thinking Training programme included in reaction scale were : (1) Duration of the Programme , (2) Programme Potency to facilitate interest, broadening perception, (3) Affinity towards the programme, (4) Usefulness of Thinking, (5)
Size of Group, (6) Utility of Reaction, (7) types of thinking ability, (8) Social Problem, (9) Involvement & Interest in tools of Thinking, (10) Presence of Teacher, (11) Need of Feedback session, (12) Noise Level, (13) Presence of Humour, (14) Disturbance, and (15) Self-expression. The reaction towards CoRT programme of experimental group was assessed twice, firstly at the end of 10th exercise and secondly at the end of 60th exercise (last exercise). It was revealed that mean scores of Reaction towards Thinking Training Programme CoRT at the end of 10th exercise and 60th exercise differed significantly indicating that students depicted favourable reaction towards CoRT programme. There was change in degree of favourableness between the two assessments. Mean scores at the end of 10th exercise were 74.45 while at the end of 60th exercise it came out to be 86.08. It may, therefore, be said that favorableness existed after 10th exercise but it elevated after the 60th exercise. Favourable outcome is expressed only if the activity is student oriented and interesting. There was active participation and domination of students throughout the programme. The researcher only facilitated the programme by explaining the tools and supporting whenever required. Further, during the Treatment process students got opportunity to realize their strengths, potency, aptitude, to share their views with peers freely, broaden their perception and much more. Sufficient flexibility was provided to accommodate the changes required by the subjects in terms of number of exercises per tool of thinking, order of using tools of thinking, duration of exercise, the extent of help provided by the researcher and giving enough time for discussions. Due to these reasons, reaction remained favorable throughout the programme and it elevated to a greater extent at the end of programme. The programme was enjoyed by the subjects. Throughout the programme, there were negligible absentees with maximum participation which might have been instrumental in expressing a favourable reaction towards CoRT programme.