CHAPTER - V

FINDINGS, CONCLUSIONS & SUGGESTIONS
5.1) FINDINGS - 241
5.2) CONCLUSIONS - 251
5.3) SUGGESTIONS - 254
5.3.b) PRACTICAL SUGGESTIONS - 255
5.3.a) ACADEMIC SUGGESTIONS - 254
In the last chapter the major findings, conclusions and the creative suggestions are provided. The findings are made from the analysis and the conclusions are arrived at, on the basis of the interpretations of the major trends manifested in the analysis. The findings and conclusions are presented in the same order of the specific objectives and the hypotheses. After the findings and conclusions, the suggestions both academical and practical are provided.

5. 1) Findings

The findings of this research study are presented in the order of the specific objectives and the sub-specific objectives.

(i) Level of creativity, self-concept and achievement motivation among the sub-samples and the total sample.

The high creative adolescents are more than the low creative adolescents in both the CBSE and state syllabus adolescents.

Among the male and female adolescents the high creative are more than the low creative adolescents.

The major trend identified among the total sample is that there are more high creative adolescents than, the low creative adolescents.

In self-concept the low scorers are more than the high scorers among the CBSE and state syllabus adolescents.

The low scorers in self-concept are more than the high scorers male and female adolescents.

Among the total adolescents there are more low self-concept
adolescents than the high self-concept adolescents

More than the high scorers there are low scorers in achievement motivation in both the CBSE and state syllabus adolescents.

In both the male and female adolescents the low scorers in achievement motivation are more than the high scorers in achievement motivation.

Low achievement motivation adolescents are more than the high achievement motivation adolescents among the total adolescents.

ii. Correlation between creativity and self-concept

The correlation value between the creativity and physical-self of CBSE syllabus, -.086, state syllabus, -.019, male group, -.074, female group, -.031 and the total adolescents, -.053 is smaller than the table value and hence is not significant at .05 level.

The calculated ‘r’ values between the social-self, of CBSE syllabus-.076, state syllabus-.032, male group-.083, female group -.025 and the total adolescents -.054 are lesser than the table values at .05 level and hence is not significant.

According to the correlation results; the temperamental-self, of CBSE syllabus -.089, state syllabus -.045, male group -.083, female group -.051 and the total adolescents -.072; there is no significant relation with their creativity because the calculated values are lesser than the table value at .05 level.

The correlation values of educational-self, of CBSE syllabus, state syllabus, male group, female group and the total adolescents with their
creativity is -.067, -.053, -.074, -.046, -.060 respectively. The relationship is not substantial, since all these values are lesser than the table value at .05 level.

The correlation with the creativity and moral-self, of CBSE syllabus -.072, state syllabus -.039, male group -.089, female group -.022 and the total adolescents -.056 is not significant, as the calculated values are lesser than the table value at .05 level.

Intellectual-self shows no significant correlation with the creativity of CBSE syllabus, state syllabus, male group, female group and the total adolescents as the values (-.079, -.037, -.085, -.032 and -.058.) are lesser than the table value at .05 level.

Total self-concept of CBSE syllabus, state syllabus, male group, female group and the total adolescents is correlated with their creativity at -.073, -.065, -.088, -.049, -.068 levels. Since the calculated values are lesser than the table value at .05 level the relationship with their creativity is not significant.

iii. Correlation between creativity and achievement motivation

The ‘r’ values of creativity and achievement motivation of CBSE syllabus -.071, state syllabus -.052, male group -.075, female -.063 group and the total sample -.069 are not substantial or marked at .05 level, because the calculated values are lesser than the table value. Hence it is concluded that, there is no significant relationship between these variables.
iv. Correlation between the self-concept and achievement motivation

The correlation values between the achievement motivation and physical-self of CBSE syllabus, state syllabus, male group, female group and the total adolescents are .724, .776, .713, .792 and .751 respectively. These values are significant since the calculated values are greater than the table values at .01 level.

CBSE syllabus, state syllabus, male group, female group and the total adolescents show a correlation with social-self, at .715, .750, .701, .767 and .733 levels with their achievement motivation. Since these calculated values are greater than the table values at .01 level, there is a substantial positive relationship between the social self and achievement motivation of the subsamples and total adolescents.

The correlation of temperamental-self; (CBSE syllabus .711, state syllabus .747, male group .692, female group .771 and the total adolescents .730) with their achievement motivation is positive and very significant because the calculated values are greater than the table value at .01 level.

The correlation values of educational-self, of CBSE syllabus, state syllabus, male group, female group and the total adolescents are .698, .750, .691, .763 and .725 with their achievement motivation. These scores establish a significant positive correlation between the educational self and their achievement motivation, as the calculated values are greater than the table values at .01 level.
The achievement motivation of CBSE syllabus, state syllabus, male group, female group and the total adolescents correlates with their moral-self at .705, .767, .710, .765 and .737. These scores are greater than the table values and establish a significant positive relationship between the achievement motivation and moral self at .01 level.

Intellectual-self of CBSE syllabus .718, state syllabus .695 male group .673, female group .747 and the total adolescents .706 shows a significant correlation between their intellectual self and achievement motivation at .01 level as the calculated values are greater than the table values.

The ‘r’ values (.738, .790, .731, .802 and .765) of total self-concept of CBSE syllabus, state syllabus, male group, female group and the total adolescents with achievement motivation is greater than the table value and are significant at .01 level.

It is therefore inferred that, the self-concept is significant in predicting the achievement motivation as the calculated f value (475.950) of CBSE syllabus adolescents is greater than the table f value of 6.66 for (1.399) degrees of freedom.

Thus it is identified that, the self-concept is significant in predicting the achievement motivation as the calculated f value (662.595) of the statesyllabus adolescents is greater than the table f value of 6.66 for (1.399) degrees of freedom.

We may thus say that the self-concept is significant in predicting the achievement motivation, as the calculated f value (455.561) of the
male adolescents is greater than the table $f$ value of 6.66 for $(1.399)$ degrees of freedom.

It is therefore concluded that the self-concept is significant in predicting the achievement motivation as the calculated $f$ value $(718.994)$ of the female adolescents is greater than the table $f$ value of 6.66 for $(1.399)$ degrees of freedom.

Thus it is said that the self-concept is significant in predicting the achievement motivation as the calculated $f$ value $(1123.312)$ of the total adolescents is greater than the table $f$ value of 6.66 for $(1.799)$ degrees of freedom.

v.) Comparison between the male \ female and CBSE \ state syllabus adolescents on creativity, self-concept and achievement motivation

The calculated 't' value of the creativity of the CBSE and state syllabus adolescents stands at $1.457$. This is less than the table value of $1.96$ at .05 level and it is inferred that there is no significant difference.

It is inferred that there is no significant difference between the male and female adolescents with respect to their creativity because, the calculated 't' value stands at $.122$, which is less than the table value of $1.96$ at .05 level.

The calculated 't' value of self-concept between the CBSE and state syllabus adolescents is $.902$, which is less than the table value of $1.96$ at .05 level and is not significant.
Since the 't' value at .05 level stands .587, which is less than the table value of 1.96 at .05 level, it is inferred that there is no significant difference between the male and female adolescents with respect to their self-concept.

It is inferred that there is no significant difference between the achievement motivation of CBSE and state syllabus adolescents since the 't' value at .05 level stands at 1.418, which is less than the table value of 1.96 at .05 level.

The calculated 't' value with respect to the male and female adolescents' achievement motivation stands at .923, which is less than the table value of 1.96, and hence it is inferred that there is no significant difference between them.

vi.) Comparison on the self-concept of the low, average and high creative adolescents

The 'f' value of CBSE sample (4.268) is greater than the table value at 2-difference level and hence the difference in self-concept among the low, average and high creative adolescents is significant at .05 level. The mean scores (108.00, 110.00, 93.9259) further reveal that the self-concept of the high creative is considerably lesser than the self-concept of the low and average creative group.

Since the 'f' value (11.469) is greater than the table value at 2-difference level the difference in self-concept among the low, average and high creative adolescents of the state syllabus sample are significant at .05 level. The mean scores (102.3333, 110.6368, 84.3797) consolidate that the self-concept of the high creative is considerably lesser than the self-concept of the low and average adolescents.
creative group.

The difference in self-concept among the low, average and high creative male adolescents is significant at .05 level, because the 'f' value (8.750) is greater than the table value at 2-difference level. The mean scores (109.0125, 112.2075 and 88.4177) reveal that the self-concept of the high creative is considerably lesser than the self-concept of the low and average creative group.

The table value at 2-difference level is greater than the 'f' value (6.062) and the difference in self-concept among the low, average and high creative female adolescents is significant at .05 level. The mean scores (105.5833, 108.4494, 89.9877) substantiate that the self-concept of the high creative is considerably lesser than the self-concept of the low and average creative group.

The 'f' value (14.637) is greater than the table value at 2-difference level and, hence, the difference in self-concept among the low, average and high creative adolescents of the total sample is significant at .05 level. The mean scores (104.7566, 110.3053, 89.2125) indicate that the self-concept of the high creative is considerably lesser than the self-concept of the low and average creative group.

vii.) Comparison on the achievement motivation of the low, average and high creative adolescents

The table value at 2-difference level is greater than the 'f' value (8.300) in achievement motivation among the low, average and high creative adolescents of the CBSE sample and, hence, the difference is significant at .05 level. The mean scores (89.5692, 92.287 and 72.6543) establish that the achievement
motivation of the high creative is considerably lesser than the self-concept of the low and average creative group.

The ‘f’ value (8.597) is greater than the table value at 2-difference level in achievement motivation among the low, average and high creative, state syllabus adolescents and hence the difference is significant at .05 level. The mean scores (108.00, 110.00, 93.9259) consolidate that the achievement motivation of the high creative is considerably lesser than the achievement motivation of the low and average creative group.

The difference in achievement motivation among the low, average and high creative adolescents of the male group is significant at .05 level, because the ‘f’ value (9.028) is greater than the table value at 2-difference level. The mean scores (85.2500, 93.0539 and 71.1646) reveal that, the achievement motivation of the high creative is considerably lesser than the achievement motivation of the low or average creative group.

Since the ‘f’ value (7.393) is greater than the table value at 2-difference level the difference in achievement motivation among the low, average and high creative female adolescents is significant at .05 level. The mean scores (81.7639, 89.8057 and 71.0123) further show that the achievement motivation of the high creative is considerably lesser than the achievement motivation of the low and average creative adolescents.

Since the ‘f’ value (16.3887) is greater than the table value at 2-difference level, the difference in achievement motivation among the low, average and high
creative adolescents of the total sample is significant at .05 level. The mean scores (83.5987, 91.4098 and 71.0875) substantiate that the achievement motivation of the high creative is considerably lesser than the achievement motivation of the low creative and even the average creative groups.

viii.) Comparison on the achievement motivation of the low, average and high self-concept adolescents

The table value at 2-difference level in achievement motivation among adolescents with low, average and high self-concept of the CBSE sample is significant at .05 level since the ‘f’ value (181.404) is greater than the table value. The mean scores (48.28, 13.1538 and 13.1857) further reveal that the achievement motivation of the high average and low self-concept is also high, average and low.

The difference in achievement motivation among adolescents with low average and high self-concept of the state syllabus sample is significant at .05 level because the calculated ‘f’ value (265.248) is greater than the table value at 2-difference level. The mean scores (44.0777, 85.7699 and 146.5862) further reveal that the achievement motivation of the high, average and low self-concept group is appropriate.

The male adolescents’ difference in achievement motivation among the low average and high self-concept of the male adolescents is significant at .05 level, since the ‘f’ value (203.585) is greater than the table value at 2-difference level. The mean scores (45.2700, 90.8690 and 134.2535) further reveal that the
achievement motivation of the high, average and low self-concept groups is in accordance.

The ‘f’ value (234.986) is greater than the table value at 2-difference level and, hence, the difference in achievement motivation among the adolescents with low average and high self-concept of the female sample is significant at .05 level. The mean scores (46.9495, 86.1415 and 143.0351) further reveal that the achievement motivation of the high, average and low self-concept groups is accordingly.

The ‘f’ value (431.759) is greater than the table value at 2-difference level and, hence, the difference in achievement motivation among low average and high self-concept adolescents of the total sample is significant at .05 level. The mean scores (46.2055, 88.4334 and 138.1641) consolidate that the achievement motivation of the high self-concept total adolescents is considerably higher than the achievement motivation of the low self-concept group and the scores of both self-concept and achievement motivation is appropriate.

5.2) CONCLUSIONS

Based on the findings, it may be concluded that there are more, high creative than the low creative adolescents. On the contrary, there are more low scoring adolescents in self-concept and achievement motivation than, the high scorers among, all the sub-samples and the total sample.

The correlation values of the creativity with the physical-self, social-self, temperamental-self, educational-self, moral-self, intellectual-self and total self-
concept, of all the sub-samples and the total sample are not significant to establish any correlation between these variables because all these calculated values are less than the table values at .05 level.

The ‘r’ values, which denote the level of correlation between the creativity and achievement motivation, of all the sub-samples and the total sample, are less than the table values at .05 level and, hence, it is inferred that there is no significant correlation among these variables.

Thus the ‘r’ values connote a significant positive relationship among the physical-self, social-self, temperamental-self, educational-self, moral-self, intellectual-self and total self-concept, with the achievement motivation of all the sub-samples and the total sample, since the calculated values are greater than the table values at .01 level. The regression indexes also consolidate this conclusion and the researcher infers that the achievement motivation can be predicted at significant levels, based on the self-concept.

In the comparisons of the creativity, self-concept and achievement motivation of CBSE and state syllabus adolescents and the male and female adolescents, all the calculated values are less than the table value at .05 level. The conclusion is that there is no significant difference among these variables among the sub-samples.

Since all the calculated values are greater than the table value at 2-difference level, it may be concluded that there is significant difference between the self-concept of the low average and high creative adolescents of the CBSE.
state syllabus, male, female and the total adolescents. From the comparison of the mean scores, it is also concluded that the self-concept of the high creative is considerably lower than the self-concept of the low and average creative adolescents in all the sub-samples and the total sample.

The researcher concludes that there is a significant difference between the achievement motivation of the low, average and high creative adolescents of CBSE, state syllabuses, male, female groups and the total adolescents, since all the calculated values are greater than the table value at 2-difference level. From the mean comparisons, it is also found that the achievement motivation of the high creative adolescents is comparatively less than the achievement motivation of the low and average creative adolescents in all the sub-samples and the total samples.

All the calculated values are greater than the table value at 2-difference level and the researcher concludes that there is a significant difference between the achievement motivation of the low, average and high self-concept of CBSE, state syllabuses, male, female and the total adolescents. The mean scores clearly establish that the achievement motivation of the high, average and low scorers in self-concept is also high, average and low.

In short, after the study, it is concluded that there are more high creative adolescents than the low creative adolescents but their self-concept and achievement motivation are significantly poor. There is no significant difference between the creativity, self-concept and achievement motivation of the CBSE, state syllabus adolescents or the male and female groups.
5.3) SUGGESTIONS

To overcome the limitations of this study and to extend the findings and conclusions of this research, the researcher proposes the following suggestions for future researches and the practical considerations of the social work profession and other related practices like education, psychology and other service professions.

5.3.a) Academic Suggestions

The research findings indicate that the potential creativity of adolescents is comparatively high, but the self-concept and achievement motivation are poor and, hence, the researcher suggests to study the various factors that cause the poor self-concept and achievement motivation in future. Only once the factors that affect the self-concept and achievement motivation are made clear this problem of the poor self-concept and achievement motivation can be properly solved.

The familial\school environments and other socio cultural factors also should be studied in further researches to discover the other variables that affect the functioning of the potential creativity to the optimum utilisation and effective functionalisation. These socio-cultural and environmental factors might influence the self-concept and achievement motivation which in turn affect the creative functioning. Hence the future researchers should also focus on the other related variables in their researches.
Another suggestion is to conduct detailed case studies of the high creative but poor self-concept and achievement motivation adolescents to understand the real mechanisms that affect the creativity potentials in the process of the creative functioning. The detailed case studies will be useful to trace the real impact of these affective variables in the functioning of the potential creative capacities. A comparative study of the potential creative capacities and the functional expressions also may be useful to discover the real difference in the functionalisation of the creative potentials.

An experimental study among the high creative, but poor self-concept and achievement motivation adolescents, with the introduction of the self-concept and achievement motivation boosting training programmes or the specifically designed intervention projects, will be very effective to diagnose how the self-concept and achievement motivation work as the comprehensive affective variables of the creative functioning.

5.3. b) Practical Suggestions

The research has proved that the self-concept and achievement motivation of the adolescents are very poor. Hence, it is a bounden duty of the social workers, educationists and all other concerned to take appropriate steps to improve the self-concept and achievement motivation of the adolescents.

Another finding of the study is that there are high creative adolescents but their self-concept and achievement motivation are poor. Appropriate steps are to be taken to improve the self-concept and achievement motivation of the
adolescents so that they will utilise their potential capacities and talents to the desired results.

The teachers and social workers, along with the other significant team members, should develop appropriate measures to give opportunities to the gifted adolescents to utilise their creative potentials. The gifted but problem adolescents are to be specially treated and provided with appropriate responsibilities so that they, instead of being problems, will turn to be productive members in the society. Once they deal with the problem adolescents, they should keep these facts in mind and should treat them accordingly, through specific programmes and intervention strategies. This knowledge about the creative potential of the adolescents and the associated problems, due to the poor self-concept and achievement motivation, will help the practitioners to view the adolescents in a new light. This knowledge should be properly utilised in the diagnosis, treatment and mental health promotions and other problem solving-practices also.

The social workers and other community-based helping professionals should take some steps to make the parents aware of the potential creative capacities of the adolescents and the necessity of freedom and autonomy, along with the optimum achievement motivation, for the functioning of the creative potentials to the expressed creative results. The parents also should be motivated and oriented to help their adolescent children to functionalise their creative potentials through motivating them to take up a variety of educational and career options and also should learn to accept the divergent and unusual tastes and interests.
The teachers, parents and other significant people should be made aware of the potential creative trends and characteristics among the adolescents so that they can identify the potentially high creative adolescents and direct them, according to their interests and capacities. This will also provide opportunities to find free and natural expressions and actualization of their creative potentials.

The social workers, teachers, policy makers and implementers along with other service professionals, should develop specific training programmes and intervention schemes to improve the self-concept and achievement motivation, to make the creative potentials utilised and functionalised to good and effective results. The careful implementation of the training packages will definitely improve the self-concept and achievement motivation and naturally the creative potentials will be effectively utilised.

The policy makers and implementers of the higher secondary education (curriculum designing, optional combination provisions, institutional morale and culture make-ups, task settings, training modules and methods, evaluation and examination systems) also should take appropriate measures to maintain good self-concept and achievement motivation of the adolescents, according to their capacities and potentials. The ambiguities and uncertainties will only destroy the self-concept and achievement motivation of the adolescents. Consequently their capacities will not be utilised and will be further converted to destructive forces and then create problems. Thus the social workers, teachers and parents, along with the authorities and educational systems should develop a culture of fostering
the self-concept and achievement motivation, to make the potential creative capacities optimally utilised and effectively nurtured. The education systems and the concerned people, in the process of developing the adolescents, should foster the divergent thinking practices and boosting of the self-concept and achievement motivation, instead of giving too-much importance to the convergent single-solution searching practices.

The research findings also give an indication that the adolescents are to be viewed as potential sources of energy, vision, enthusiasm and creativity than as tradition breakers or problems. They should be given autonomy and freedom to actualize their natural potential capacities, by pursuing the educational and career options of their interests.

Thus the social workers, teachers, parents and all other concerned should provide sufficient care and support hands to the adolescents to help themselves through developing their self-concept and appropriate achievement motivation to channelize, functionalise and actualize their potential creative capacities for a better and brighter future for themselves and society.