SUMMARY

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CONCLUSION
SUMMARY AND CONCLUSION

The creative ability of men distinguished the human race from that of other beings in their struggle for survival. Since creation is an expression of the inner state of the creator and it is a potency which influences human activity in almost all spheres of life. Therefore, this potential should be identified, developed and encouraged at an early stage of development.

The important of creativity among the children - Psychologists, sociologists and other scientists have long recognized the importance of creativity to the individual and to society. Creativity is that power, which provides happiness and satisfaction to the children. When the child performs some new activity during playing or create something new. The new information gives satisfaction and confidence to the child. This creative power thus helpful in their physical, metal and social development. Those children who have better creative power, have better adjustment in various areas of life.

There are a number of factors which play an important role in the development process of creativity or we can say them as “variations in creativity some of which have been found to be important.

The background factors are sex, socio-economic status, Birth order or ordinal position, number of siblings, type of family environment and some other psychological factors as scholastic achievements, Attitude to school, Social desirability, Intelligence, Characteristics preferred by parents.
Organizational factors are, type of school, management of school or organizational climate, which are taken by the researcher as independent variables.

It is found in different researches, that the creativity of the children of small families is greater than that of the children of big families because restrictions and controls are lesser on the children of small families. Datta (1967), Jawa (1971) and Shrivastava (1977) reported that children belonging to small families are more creative than that of joint families.

Behaviours of teachers and home and school environment also affect the development of creativity, as the researches like Mishra (1964), Weisberg and Springer (1961), Drewdahl (1964), Getzel and Jackson (1961) and Strauss (1968) are reported.

Torrance and Arasteh found in their researches that boys have greater creativity in comparison to girls. Study reported by Tana prabhat (1976) also has evidence of boys scoring higher creativity than girls. In large parts, this is due to the different treatment boys and girls receive. Boys are given more opportunities to be independent. They are proved by peers to take more risk and they are encouraged by parents and teachers to show more initiative and originality. It is found in few surveys that the creativity of the children of small families is greater than that of the children of big families because restrictions and controls are lesser on the children of small families.
Like wise the children of higher socio-economic status families differs in their creativity. Findings have been reported by Cantey (1973), Mc-Daniel (1973), Nuttall (1971), Rawat and Aggarwal (1977). It proves that if the children get sufficient means and ways, appropriate and proper environment their creative power can be increased.

It is also found in researches that the creativity is higher in the second and third born child in comparison to the first child. It is also observed that there is positive relationship between intelligence and creativity. Children with sharp intelligence, have more creativity than others at each age group.


The creative potential of young children is an imperative objective of early childhood education. Developmentally and emotionally, this is the critical time to affect the way children experience and express their creativity for the rest of their lives. The teacher’s role, as the silent engineer of the physical, cognitive and affective environment of the classroom is the most important factor in achieving this object. A creative learning setting should be developmentally and appropriately child centered, should be adequate, should have sufficient light and air and should have a variety of options, fixtures, textures and materials within such an environment, the young child should have a rich variety of concrete experience on which to exercise the imagination.
The researcher have tried to prove that good family and school environment develops better creativity in children. Sex, socio-economic status and ordinal position of the child and the cognitive style of the child are also influential factors in the development of creativity.

Following hypothesis are formulated by the researcher for the present investigation :-

(1) Children belonging to pre-school age will differ significantly in their creative behaviour.

(2) The social environment of pre-school child will differ significantly.

(3) Children belonging to pre-school age will differ significantly in their cognitive style.

(4) Children belonging to pre-school age will differ significantly in their ordinal position.

(5) There will be significant relationship between cognitive style and creativity of pre-school child.

(6) There will be significant relation between social environment and creativity of pre-school child.

(7) There will be significant relation between ordinal position and creativity of pre-school child.

(8) There will be significant difference between the creativity of boys and girls.
Impossibility of the use of population technique leads the researcher to have an option and preference for the use of sampling technique. Its use makes a way to bring the research pursuits within manageable limits and also contributes to have intensive and meaningful analysis of the research problem.

This study was carried out in different nursery schools. The children belonging to Jhansi city will form the universe of the sample. This study was carried out on a sample of 300 pre-school children. Pre-school children of Jhansi city belonging to 3 to 5 years of age group, all socio-economic groups (High, Middle, Lower), both nuclear and joint families, children of educated parents was form the universe of the present study.

As the purpose of the present study was a comparative study between different cognitive style, socio-economic status, social environment, ordinal position and between both the sexes the group will be selected by following stratified random sampling method.

Different psychological tests was used by the investigator to measure the creativity of the children. To measure the creativity, cognitive style, socio-economic status, the self made inventory to measure the social-environment of the child in school and home was administered by the investigator, the following psychological standardized tests was used.

To measure the dependent and independent variables, different above written tests was administered to the children individually. Special attention was
taken by the investigator to insist upon the children in getting the form filled up as quickly as possible to secure the objective responses. Analysis of varians was carried out after data collection, different statistical techniques was used to know the significance of difference and relationship between the dependent and independent variables.

Therefore, investigator taken the subject concluded the results and now she finds herself in a position to present the conclusions of the research.

From the analysis, discussion and graphic presentation of the subject the following conclusions have been drawn:

(1) The first hypothesis was proved, that children belonging to pre-school age differ significantly in their creative behaviour (Table No. 1)

(a) The boys and girls of pre-school age differ significantly in their creative behaviour (Table No. 3)

(b) To find the minute difference within the age, the whole data was devided into three age group categories that is three, four and five years.

(i) The children of three years of age differ significantly in their creative behaviour. [Table 5(E)]

(ii) The children of four years of age group differ significantly in their creative behaviour [Table 5(C)]
(iii) The children of five years of age differ significantly in their creative behaviour [Table 5(A)].

(2) The second hypothesis also proved, as the researcher finds different level of socio-environment within pre-school children.

(3) The third hypothesis also proves, as researcher finds that pre-school children differs significantly in their cognitive style.

(4) The fourth hypothesis proves that the children belonging to pre-school age differs significantly in their ordinal position.

(5) The fifth hypothesis was proved that there will be a significant relationship between cognitive style and creativity of pre-school child.

(6) The sixth hypothesis proved that, there will be a significant relation between social-environment and creativity of pre-school child.

(7) The seventh hypothesis is proved that, there will be a significant relation between ordinal position and creativity of pre-school child.

(8) The eight hypothesis proved that there will be a significant difference between the creativity of boys and girls.

The boys and girls of pre-school age differ significantly in their creative behaviour. The boys shows higher score of creativity while girls shows lower score of creativity (Table No.  )

Among other-background variables, number of siblings, types of family, education of parents, socio-economic group were found to be significantly
related to creativity. Creativity is higher in smaller families. Time spent by parents on the children may have some bearing on the creative potential of such families. This was corroborated in other findings of this study that creativity was higher in nuclear families and in families with higher SES. These findings are consistent as these variables have also been found to be significantly interrelated.

Thus, researcher have been proved that creativity can be improved and developed by the environmental factor and it is also inherited in nature and affected by sex and ordinal position of the child.

The study of the effect of cognitive style, ordinal position and social environment is useful for social workers, parents, teachers and other child specialists, who create good social environment and better cognitive style for the child and making him more creative. Creation is very important for any nation. During the pre-school years, creativity makes the child happy, satisfactory and curious thus creates new world of success for him.