CHAPTER -5

SUMMARY AND CONCLUSIONS

5.1 SUMMARY-

The present investigation was concerned with many fold problems. As academic achievement has been a pertinent problem in education domain. Several studies have shown relationship of measures of intellectual ability, personality and motivational variables of motivation or Self-Regulated Learning. In addition to this, most researches have concentrated on just using motivation, personality or ability variables separately to predict academic achievement. In a very few researches all the variables comprising self regulated learning, academic achievement, and creativity were found. Thus, in this study an attempt has been made to study all these variables simultaneously. For this, self regulated learning, and academic achievement of high creative and low creative girl students were assessed.

A general background study with special reference to the need and importance of probing into creativity, self regulated learning, and academic achievement has been critically conducted. Creativity has been described in four strands: Creative person, creative product, creative process and creative
situation, having discussed and critically examined several modern definitions of creativity, it has been operationally defined for the purpose of the present study as, multidimensional attribute differentially distributed among people. It is deemed as consisting of fluency, flexibility and originality and expressed accordingly by subject’s scores on these abilities as measured by Torrance tests of Creative Thinking.

Development trends in nature, concepts, and definitions of Self-Regulated Learning and academic achievement have also been attempted in the first chapter while describing the conceptual framework of the study.

A brief review of literature has been conducted under following headings: (I) studies on self regulated learning, (II) studies on creativity, (III) studies on achievement. The creativity is complex one Self-Regulated Learning of different groups of girl students differ in many respects and achievement are related with each other. The result of most the studies are contradictory and motivated the researcher to explore this field of research more extensively and intensively.

Specifically stated the problem of the study was “A Study of Self Regulated Learning of high and low creative junior high school girls students.”
5.1.1 Objectives of the study-

Based on above premises, the following objectives of the present study have been delineated.

(a) Main objectives-

1. To find out the high Creative junior high school girl students.
2. To find out the low Creative junior high school girl students.
3. To find out the self regulated learning of high Creative junior high school girl students.
4. To find out the self regulated learning of low creative junior high school girl students.
5. To compare the academic achievement of high and low creative junior high school girl students.

(b) Subsidiary objective

1. To construct and standardize SRLI by researcher her self.

5.1.2 HYPOTHESES:

Keeping in view the objectives of the study the following null hypotheses have been framed for statistical verification.

HO₁. There is no significant difference of self regulated learning of high and low creative junior high school girls students.
HO$_2$. There is no significant difference between academic achievement of high and low creative junior high school girl students.

5.1.3 Procedure-

Sample-

The main study has been conducted on sample of 400 junior high school girl students, employing incidental purposive sampling technique. The construction and standardization of the self regulated learning inventory (SRLI) have been done on a sample of 500 junior high school girl student in the age range of 12 to 16 years.

Tools-

Following tools have been used for measuring creativity and self regulated learning.

2. Self regulated Learning Inventory, (SRLI) (Self made)

Data Collection-

The entire data collection was completed in following phages-

Phase I- For administration of Self regulated learning inventory for junior high school girl students.

Phase II- For administration of Torrance Test of Creative Thinking.
Scoring-

All the tests were scored with the help of hand-made scoring keys as directed by the different test authors. The scoring was rechecked for mistakes, if any.

Statistical Analysis-

The data has been analyzed by employing appropriate statistical procedures such as weight scoring, Chi-square test and ‘t’-test of significance of difference between means. The findings obtained as result of these statistical treatments have been presented and discussed in Chapter IV.

5.2 CONCLUSIONS-

On the basis of the findings and the discussion there upon it is possible to arrive at the following conclusion.

Regarding Self Regulated Learning -

1. The high creative girl students were found to have flexibility learning as compared to low creative girl students who were found to be more with non-flexible learning.

2. The high creative girl students were found to have preferred visual learning as compared to low creative girl students who preferred aural learning.

3. The high creative girl students were having grater field-independent learning, while low creative girl students persued field-dependent learning.
4. The high Creative girl student were identified as having environmental-oriented learning whereas, low Creative girl students were possessed with environmental-free learning.

5. The high Creative girls students were found to have long-attention span in comparison to low Creative girls students who were identified as having short-attention span learning.

**Regarding Academic Achievement**

The high Creative girls students are significantly better in achievement in comparison to their low Creative counterparts.

Broadly, it may be summarized that high Creative and low Creative girl students differ significantly in their Self - Regulated Learning, and academic achievement.

High Creative girls students prefer flexibility, visual, field-independent, long-attention span, environmental-oriented Self - Regulated Learning, and they have better academic achievement in comparison to low Creative girl students.

Similarly, the low Creative girl students have greater preference for non-flexibility, aural, field-dependent, short-attention span and environmental-free Self - Regulated Learning. They achieve less in academic scores in comparison to high Creative girl students.
5.3 **IMPLICATIONS OF THE PRESENT STUDY**

Research has no use if it does not fulfill the existing knowledge in which it has been made. It must have certain implications for the practical and theory. Based on the findings, the present study has several implications for schools teachers as follows-

1. The teacher should adopt those teaching strategies and follow those teaching styles which may develop flexibility learning among girl students.

2. The teachers teaching styles should be such that it can enhance the visual learning in her girl students. The teacher should use visual material-aids during her teaching, which develop interest in learning.

3. The teacher should develop a tendency in the girl student to think independently of field around them. The teacher should not force the learners to learn imposed knowledge. She should encourage the independent learning and creative challenges before girl students which require tapping various sources to meet those challenges.

4. The teacher should, prior to the teaching-learning episodes ensure conducive environmental conditions which do not hinder the learning of the girl students. For example, proper light and ventilation etc. should be checked.
5. The teacher should try to match her teaching styles with Self-Regulated Learning of the girl students, this will help the girl students in the acquisition of knowledge and lead to better learning.

6. The teachers should know the high creative level of student, so that they can organize learning according to environment which help in generating Self-Regulated Learning peculiar to high creative group of girl students.

7. The teacher should adopt those teaching skills which will not only enhance the creativity in girl students but also modify the Self-Regulated Learning of low creative girl students to those of the high creative girl students.

8. Where the girl students having field-independent learning, the teacher should behave in a democratic manner rather in an authoritarian way, she should not prescribe anything to her girl students rather help them and advancing learning on their own efforts, she should make teaching and learning intrinsically motivating to the girl students.

9. In classroom where the girl students having individualistic learning, the teacher should encourage the independence in learning among student. The feeling of self-confidence and self-dependence may also be developed among girl students which will not only help in developing individualistic learning but also help them to become a good citizen of the country.
10. The teacher should adopt those teaching strategies to motivate low Creative girl students which may develop more assertiveness in them so as to compete with high creative girl students.

5.4 SUGGESTIONS FOR FURTHER STUDIES-

Based on the findings, observations, and subsequent conclusion of the present study, the investigator submits the following suggestions for further studies:

1. This study has revealed the comparison of Self - Regulated Learning of high creative and low creative girl students of junior high school level. Further studies should be planned and stimulated on larger sample of girl students should be planned and stimulated on graduate levels of education.

2. The present study has been conducted on urban girl students only, it should be extended to rural girl students also to find out rural-urban differences on these variables.

3. Intensive research studies needed to be planned for investigating the interaction effect of creativity and self regulated learning on the academic achievement of junior high school girl students.

4. A cross sectional study is needed to identify the Self - Regulated Learning of girl students of different age group.

5. Socio-economic status and family background of girl students have effect on their Self - Regulated Learning.
Hence, effect of these variables, on the development of Self-Regulated Learning may also be explored.