Summary and Conclusions
CHAPTER 5

SUMMARY AND CONCLUSIONS

1.1 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 learning style. In addition to this, most researches have concentrated on just using motivation, personality or ability variables separately to predict achievement. In a very few researches all the variables comprising learning style, academic achievement, motivation and creativity were found. Thus, in this study an attempt has been made to study all these variables simultaneously. For this, learning style, motivational pattern and academic achievement of high creative and low-creative students were assessed.

A general background study with special reference to the need and importance of probing into creativity, learning style, motivation and 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 learning style, motivation 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 learning style, (II) studies on creativity, (III) studies on motivation and (IV) the creativity is complex one learning style of different groups of students differ in many respects. Motivation 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 “Motivation, learning style, and academic achievement of high creative and low-creative junior high school students”
1.1.1 Objectives of the study-

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

1. To find out the learning styles of high creative students.
2. To find out the learning styles of low-creative students.
3. To compare the learning styles of high creative and low-creative students.
4. To find out the motivational pattern of high creative students.
5. To find out the motivational pattern of low-creative students.
6. To compare the motivational pattern of high creative and low-creative students.
7. To compare the achievement of high creative and low-creative students.

1.1.2 Hypotheses-

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

**H₀₁** - There is no significant different between the learning styles of high creative and low-students.

**H₀₂** - There is no significant difference between motivational pattern of high creative and low-creative students.
There is no significant difference between achievement of high creative and low-creative students.

1.1.3 Procedure-

Sample-

The main study has been conducted on sample of 400 high school students, employing incidental purposive sampling technique.

Tools-

Following tools have been used for measuring creativity, learning style, motivation and academic achievement.

2. Learning style Inventory (Agarwal, 1983),
3. SMAT (Sweney, Cattell and krug, 1970) Hindi adaptation (Giri and Srivastava, 1987) and

Data Collection-

The entire data collection was completed in following phages-

Phase I- For administration of Torrance Test of Creative Thinking; SMAT learning style inventory (Agarwal, 1983)
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 analysed 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 a result of these statistical treatments have been presented and discussed in Chapter IV.

1.2 CONCLUSIONS-

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

Regarding Learning Style-

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

2. The High creative students were found to have preferred visual learning style as compared to low-creative students who preferred aural learning styles.
3. The high creative students were having greater field-independent learning style, while low-creative students pursued field-dependent learning style.

4. The high creative student were identified as having environmental-oriented learning style whereas, low-creative students were possessed with environmental-free learning style.

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

Regarding Motivational Pattern-

The comparison of motivational factors of high creative and low-creative students have shown that it differ only on six motivational factors with each other, namely, assertiveness, mating, pugnacity, self-sentiment, school sentiment and home sentiment.

1. The high creative students were found to have more assertiveness than low-creative students.

2. The high creative students have less of mating erg in comparison to low-creative students.

3. The high creative students were found to have less pugnacity motivational factor than low-creative students.

4. The high creative students are more self-sentimental in comparison to low-creative students.
5. The high creative students are having greater school-sentiment as compared to low-creative students.

6. The high creative students are having greater home-sentiment in comparison to low-creative students.

7. For the rest of four motivational factors one can say that high creative and low-creative students are equally high or low on them.

**Regarding Academic Achievement**

The creative students are significantly better in achievement in comparison to their low-creative counterparts.

Broadly, it may be summarized that creative and non-creative students differ significantly in their learning styles, motivational factors and academic achievement.

High Creative students prefer flexibility, visual, field-independent, long-attention span, environmental-oriented learning styles. They have stronger motivational factors on assertiveness, self-sentiment and school-sentiment. They also have home-sentiment and they have better academic achievement in comparison to high-creative students.

Similarly, the low-creative students have greater preference for non-flexibility, aural, field-dependent, short-attention span and environmental-free learning styles along with greater motivational factors on mating and pugnacity. They achieve less in Biology in comparison to creative students.
5.3 IMPLICATIONS OF THE PRESENT STUDY -

Research has no use if it does not fulfil 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 style among students.

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

3. The teacher should develop a tendency in the student to think independently of field around them. The teacher should not force the learners to learn imposed knowledge. He should encourage the independent learning and creative challenges before 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 students. For example, proper light and ventilation etc. should be checked.
5. The teacher should try to match his teaching styles with learning styles of the students, this will help the 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 learning style peculiar to high creative group of students.

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

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

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

11. The teacher should also motivate low-creative students towards those motivational factors in which they have less in comparison to other high creative students so that they should tap those factors in totality at par with the other high creative 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 learning styles of high creative and low-creative Biology students of high school level. Further studies should be planned and stimulated on larger sample of students should be planned and stimulated on graduate levels of education.

2. The present study has been conducted on urban students only, it should be extended to rural 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 learning style on the academic achievement of high school students.
4. A cross sectional study is needed to identify the learning styles of students of different age group.

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

******