Chapter 6
SUMMARY AND CONCLUSION
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Over a long period of time, man has operating on the erroneous belief that divergent behaviour is an all-mysterious spark that in a few rare geniuses was added on to the normal aggregate of human potentialities. Until 18th century, creativity was regarded as work of God. Poets and dramatists were regarded as the mouthpieces of God. Now the modern psychology has proved that divergent thinking like other mental abilities can be manifested in some way and to some extent by almost everybody. While discussing creativity Maslow calls an uneducated woman who is a fulltime homemaker a creative cook and a perfect tackle of an athlete a creative product. Divergent thinking is found in every field of human endeavour whether it is soup making of a cook, playing of games and sports, running a business, building interpersonal relationships, teaching and learning and even raising of children.

Researchers have observed that the children who have been given training to think creatively do a job in a better way than those
who have not been given such training. It has also been seen that in
the end the children lose this ability due to lack of proper guidance
and stimulation from their teachers as well as parents.

Kubie (1967) believes that thinking cannot be taught, but the
function of education is rather to show us how not to interfere with
thinking capacity which is inherent in the human mind. It suggests
the feasibility of efforts to remove internal blocks to divergent thinking
for promoting divergent thinking rather than to increase the native
talent directly.

Objectives of the Study

The following objectives have been formulated for the present study:

1. To study the effect of the teaching through problem solving
   and inquiry training in comparison to the traditional method of
   teaching on fluency (word, ideational, associational and
   expressional), of the 10th grade female students.

2. To study the effect of the teaching through problem solving
   and inquiry training in comparison to the traditional method of
   teaching on flexibility (spontaneous and adoptive), of the 10th
   grade female students.
3. To study the effect of the teaching through problem solving and inquiry training in comparison to the traditional method of teaching on originality of the 10th grade female students.

4. To study the effect of the teaching through problem solving and inquiry training in comparison to the traditional method of teaching on elaboration of the 10th grade female students.

5. To study the effect of the teaching through problem solving and inquiry training in comparison to the traditional method of teaching on total divergent thinking of the 10th grade female students.

6. To compare the effect on fluency (word, ideational, associational and expressionional), flexibility (spontaneous and adaptive) and originality of the two groups of 10th grade female students in problem-solving and inquiry training.

7. To compare the effects of elaboration of the two groups of 10th grade female students in problem solving and inquiry training.

8. To compare the effect on total divergent thinking of the two groups of 10th grade female students in problem solving and inquiry training.
Sampling

It was not possible to include all the ninth grade female students of all the hilly regions of Jammu and Kashmir. Therefore, Baramulla hilly region was taken. First, a list of all high and higher secondary schools falling in Baramulla hilly region was prepared, and then the number of female students studying in these institutions was recorded. Both schools and students were selected through random sampling method. In all initially 400 female 9th grade students were taken up and a Divergent Production Abilities Test developed by K. N. Sharma was administered to them to identify their scores on divergent thinking. To minimise the variance among different groups, the subjects (students) were equated on general mental ability, scholastic achievement and parental education by administering tests of intelligence and socio-economic status scale.

Tools

The following tools were used to collect the data for the present investigation:

Divergent Production Abilities Test

The divergent production ability test developed by K. N. Sharma was used to collect the data on the divergent thinking of subjects.
General Mental Ability Test

Mixed type group test of intelligence developed by P. N. Mehrotra was used to collect the data on the verbal and non-verbal intelligence of the subjects.

Socio-economic Status (SES) Scale

SES scale developed by Rajeev Bharadwaj was used to assess the socio-economic conditions especially parental education of the subjects.

Scholastic Achievement

The marks obtained by the sample subjects in their previous examination were taken, as an index of their scholastic achievement.

Findings and Conclusion

The main findings of the study were as:

1. The highest percentage is going in favour of adaptive flexibility. While on the reverse pattern, the elaboration and traditional method of teaching are having the lowest percentages.

2. While working on different groups with respect to different patterns of study, the highest percentage is obtained by word fluency; while traditional method of teaching gets lowest percentage.
3. In case of word fluency, highly significant differences are observed between
   
a. Traditional method of teaching and inquiry training method

b. Traditional method of teaching and problem solving method of teaching, and

c. Inquiry training method and problem solving method of teaching

4. The ideational fluency reveals significant differences between traditional method of teaching and inquiry training; traditional method of teaching and problem solving method; and inquiry training and problem solving method of teaching.

5. Associational fluency has shown highly significant difference with traditional method of teaching and problem solving method. However, significant differences are also observed between traditional method of teaching and inquiry training; and inquiry training and problem solving method of teaching.

6. The inquiry training method and problem solving method are insignificant in its difference at expressional fluency. Nevertheless, significant difference is observed between traditional method of teaching and inquiry training method for expressional fluency. A highly significant difference is also observed for expressional fluency
for traditional method of teaching and problem solving method of teaching.

7. Spontaneous flexibility and adaptive flexibility have shown highly significant differences between all the three groups, i.e.

- Traditional method of teaching and inquiry training method
- Traditional method of teaching and problem solving method of teaching, and
- Inquiry training method and problem solving method of teaching

8. In case of originality, an insignificant difference is observed between inquiry training and problem solving method of teaching. However, highly significant differences are found between traditional method of teaching and inquiry training method; and inquiry training method and problem solving method of teaching.

9. The elaboration has shown highly significant difference with two groups i.e. between traditional method of teaching and inquiry training method of teaching; and between traditional method of teaching and problem solving method of teaching. The elaboration has also put forth significant difference between inquiry training method of teaching and problem solving method of teaching.
10. The total divergent thinking has shown insignificant difference between traditional method of teaching and inquiry training method. However, significant and highly significant differences are found between problem solving method of teaching and traditional method of teaching; and inquiry training method and problem solving method of teaching respectively.

11. The post test and pre test comparisons have shown highly significant differences in:

- Word fluency
- Associational fluency
- Expressional fluency
- Spontaneous flexibility
- Adaptive flexibility, and
- Originality

12. Significant pre test and post test differences are found on:

- Ideational fluency, and
- Elaboration

13. The total divergent thinking is found highly significant in its differences at pre-test and post test stages for:

- Traditional method of teaching
- Inquiry training method of teaching, and
- Problem solving method of teaching