CHAPTER – V

FINDINGS AND IMPLICATIONS

The secondary school education is the crucial means of fostering talent of the students. It increases the mobility in productive sector of economy by increasing the capacity and to engage oneself in activities which he otherwise could not have performed. Education has been considered an important tool for development. Importance of secondary education cannot be over emphasized in the present day context as it is the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and, in the process, enlarge their available set of opportunities and choices for a sustainable improvement in well-being.

Education is the process of all round development of a child. Creativity is one of the factors of the all round development of the child. Some innate capacity is there in the children. It is the teacher who should discover that capacity. At home parents are not trained enough to do that. So it is the work of the teacher to discover creativity and take it forward in a proper way. If we discourage a creative child he will become as problematic child in our society. He will put challenges on us. Secondary stage is the right age for students and right time to develop creativity among the students. Each individual is a unique person and he has some unique ideas in his mind. If we try to nurture this need, it may be that individual who will turn out to be a great help to society. It is the teachers’ responsibilities to develop creativity among the children when they are young.
The chapter provides the essence of the present study in terms of various findings and suggestions regarding the research work. Moreover, in this chapter the major findings are reported on the basis of the objectives and hypotheses framed before the investigation.

The present study conducted with the objective to investigate the scholastic condition and practices available in the secondary high schools for developing creativity among students.

The data were collected through a set of interview schedules and were tested with some descriptive and inferential statistical technique. The inferences were drawn on the basis of the test results. However the major findings that are obtained from the analysis and interpretations of the study are as follows.

5.1. MAJOR FINDINGS OF THE STUDY:

1. All the secondary schools (100%) do not organize, science clubs, mathematics clubs, nature clubs to inspire the students to promote intellectual flexibility, encourages self-evaluation.

2. Most of the schools (67.74%) do not organize exhibition and do not take students to visit to other school's art and science exhibition.

3. Most of the schools (75.80%) do not organize seminars to encourage students to promote intellectual flexibility.

4. All the schools (100%) have failed to reproduce the works of master artists by the students.

5. All the schools (100%) provided opportunities for the students to participate in drawing and painting activities, singing and drama competitions, games and sports and debate competition but failed to encourage students to participate in Scout and Guide and NSS programmes etc.
(6) All the schools (100%) failed to provide training their students in embroidery and knitting and also failed to encourage students in construction and designing with different materials which can help in developing the pupil’s understanding of shapes.

(7) All the schools (100%) failed to organize film/slides/videos shows for the students to stimulate student’s creative thinking.

(8) All the schools (100%) arranged visits to historical monuments, field trips and educational tours/excursions, but all the schools (100%) failed to arrange visits to local artist’s work places, craftsmen’s work places, and technician’s work places to stimulate student’s creative thinking.

(9) Most of the schools (83.87%) failed to provide vocational training for their students to develop creativity.

(10) Majority of the schools encouraged students to participate in decoration of school buildings, school stage and classrooms but 87.09% of the schools failed to encourage students to participate in the preparation of wall posters on special occasions.

11) The teacher’s initiative in connection with engagement of students in different types of creative activities is not adequate.

(12) Most of the secondary school teachers involved in the programmes of creative development inspire the students by allowing them to work freely to satisfy their curiosity in connection with creativity.

(13) Majority of the teachers encouraged creativity among students by applying the methods like finding novel solutions/answer to a given problem, giving freedom to respond and express ideas, giving examples of creative personalities and conducting literary competitions. But less importance is given on
encouraging experimentation, encouraging students to write imaginative story and provocative questions.

(14) Majority of the teachers identified the creativity among students on the basis of their performance in Drawing and Painting activities, Cultural activities, Assignment tests, student’s unusual questions, unusual and divergent responses but less importance has given in writing songs and essay of their own as well as in open discussions and student’s habits.

(15) There is no significant difference of involvement between the rural and urban school teachers in using different methods for developing creativity among students.

(16) There is no significant difference of involvement between the rural and urban school teachers in using different assessment criteria for identifying creativity among students.

(17) Most of the teachers believed that the obstacles at school level were: inadequate funds, over large classes, inadequate freedom for teachers to pursue creative activities, due to examination orientation.

(18) Most of the teachers believed that the obstacles at student level were: students tend to rote learn, student’s lack of experience, over emphasis only on academic excellence.

(19) Most of the teachers believed that the obstacles at teacher level were: teachers’ stress on completing the syllabus, teachers’ over emphasis on preparing students for examination, heavy teaching work load, and inadequate preparation time for teachers, lack of training programmes.
(20) The provincialized secondary schools of kamrup district require improvement in connection with the infrastructural facilities related to development of creativity in students.

(21) More scientifically organized classroom interaction is required to provide opportunities to the students to develop creative talent.

(22) More initiative is required from school authorities to involve teachers in building conductive environment to develop creative in students.

(23) Most of the teachers of provincialized secondary schools co-operate in organizing the programmes for the development of creativity in students.

(24) Most of the programmes initiated by the school authorities, in connection with the development of creativity among students confined only to school week programmes once in a year.

(25) Most of the secondary schools students are aware for the development of their creative talent.

(26) Overall participation of the secondary schools students in the programmes for creative development is not encouraging type.

(27) Most of the school authorities are facing problems of trained teachers in different areas of creativity and management of fund in the time of need.

(28) Most of the school authorities are not satisfied with the sources of finance available in their schools for organizing the programmes for the development of creativity in students.

(29) Most of the schools manage the expenditure incurred in organizing programmes for the development of creativity in students from student’s contribution only.
The environment for the development of creativity among students in different areas like drama, dance, music, art and painting, scientific discoveries and literary activities is not up to the mark.

**5.2. IMPLICATIONS OF THE STUDY:**

The present study is related to the creativity of the provincialized high school students. This study mainly focused on the identification of creative children, methods used by the teachers to encourage creativity among students, and the necessary concepts of how a school can provide a supportive and stimulating environment for fostering creativity among the students. An analysis was undertaken of the co-curricular activities provided by the schools and a comparative study of methods and assessment criteria used by rural and urban school teachers for developing creative talent among students.

The development of creative talent in our pupils is an objective of new scheme of education. A beginning has been made in this direction by including creative education in our school curriculum, but much of the activities are haphazard and not properly planned. Now a day researchers have recognized, the importance of creativity and its relation to the creative growth of children in their creative talent, mental hygiene, educational achievement, vocational success and fully functioning personality and social welfare. Though the psychologists, educationalists, curriculum planners and teachers have seem to be realized the importance of creative education and some initiative have been taken but still more attention is required from school authorities and government so that overall scholastic conditions and practices for developing creativity among students can be promoted.

However, the study has some implications for the persons/ administrators who are involved in the process of creativity of children. The findings of the study have
some significant messages for the policy makers/ government, educational planners, school administrators, teachers, parents’ community and also for the NGO’S who have a significant role and responsibility in educating the children of our society.

The present studies have special messages for the government, school administrators, teachers and curriculum planners.

➤ There should be a good cooperation between the teachers and pupils. Teachers need to create a friendly and affectionate environment in the class so that the children can freely express their creative thoughts. Children having curiosity and interest in particular areas should be identified by the teachers and subject clubs must be formed such as science clubs, mathematics clubs and cultural and literary clubs or committees. Teachers need to build up confidence among students to take up projects or encourage the children to become involved in practical activities.

➤ Teachers should be given freedom to experiment with new creative techniques in the classroom. Their creative work should be recognized and rewarded. The teachers can use the discovery method or problems solving method.

➤ Programmes should be made for pre service training or in-service training about creativity for the teachers teaching at various levels, to enable them to acquire the necessary skills to promote creativity, and motivating students to be creative. Specialized courses concentrating on subject/area and refresher courses which introduce teachers to new curricula and techniques should be organized frequently.

➤ An effort should be made by the teachers and parents to make their children independent and self-reliant in order to express their creativity.
Students should be facilitated with provisions to show their presentations in class and enabling them to write imaginative stories, poems, draw cartoons or pictures and build models by using various materials.

Engagement of children in extra-curricular activities like dance, drama, film, art and crafts and sports is very essential part of everyday learning. Debates, brainstorming quiz competitions should be conducted for developing creativity.

The government should assist the schools by providing sufficient funds, as majority of the schools suffer from lack of funds.

The children should be provided with proper infrastructure facilities, adequate instructional materials and high quality of teaching by the school. They should be encouraged to undertake stimulating creative activities and exposed to the outer world by conducting educational tours and field trips.

In order to improve creative thinking a fixed portion of syllabus should be allotted at secondary level and the curriculum should accommodate the students, entire present day world needs.

Overemphasizing of textual information should be avoided. Measures must be taken to provide children with other supplementary books which will help them to furnish their creativity.

Children should be encouraged towards self evaluated and self initiated learning. They should be encouraged to build the habit of working out the full implications of ideas and develop skills of constructive criticism.

Whenever a child expresses creative behavior like asking unusual questions, giving unusual ideas, taking self initiative actions, etc. they should be openly appreciated.