CHAPTER VI

SUMMARY, CONCLUSION AND SUGGESTIONS

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CHAPTER VI

SUMMARY, CONCLUSION AND SUGGESTIONS

6.1. Introduction

About 40 years back, creativity was attributed to a divine source being termed as "spark of genius" or "revelation". But to-day it is defined as the psychic functioning of human beings. Creativity is a familiar yet oddly elusive concept. We all think we can recognise creativity in others (and even in ourselves at times), since this is regarded as one of the abilities. Creativity is a precious gift with which we are born.

Creativity has different meanings for different experts. Some people consider productive thinking to have five components: fluency, the ability to think up a number of ideas; flexibility, the ability to think different approaches; originality, unusual and uncommon response; elaboration, the ability to think up complete details of an idea, and evaluation, weighing ideas and looking at the pros and cons of each possibility.
Creativity has also been defined as:

i) forming of associative elements into new combination -- Mednik

ii) a novel product -- Stein

iii) a process of bringing about something new into existence -- Johnson and F Johnson

iv) as divergent thinking -- Guilford

v) Open thinking -- Bart Lett

vi) a product of understanding and imagination -- Parnes.

Although there is no single definition of creativity and psychologists do not agree on what creativity is, it is now widely recognised that creative thinking abilities can be developed to varying degrees among different pupils through a systematically organised programme of instruction. Several experimental studies have shown that pupils when trained to think creatively produce more new ideas than the pupils not going through such a training. Also creative thinking abilities yet shunted when not properly stimulated.

There are some well-known theories of creativity.

i) Creativity as Divine Inspiration

ii) Creativity as Madness
iii) Creativity as Instituitive genius
iv) Creativity as a Cosmic Life
v) Creativity as association
vi) Gestalt Theory and Creativity
vii) Psycho-analysis and Creativity

It is evident that none of the theories is in a position to explain the causes of creative behaviour single handedly. Many theories will have to be combined to understand clearly the causes of creative behaviour or manifestations of creativity.

There are different kinds of creativity and are identified in various forms like music, dance, painting, art, sculpture, science, mathematics, Industry, technology, and so on. Creativity is not the programme of a selected few. It is distributed among all people in continuum. It is universally found in all persons in varied degrees and shades.

A system of education stressing repeated memorization of knowledge hinders rather than promotes creative abilities. As creativity is not taught as a subject of the curriculum in schools, a successful method of education may aim at developing creative thinking through the subjects of curriculum.

In recent years a large number of test have been developed to measure creative ability of children. The most popular tests of creativity are those by Torrance and Guilford's and the test
developed by Mehdi for measuring creativity were suitable for the school going children in India. It was meant to identify creative talent at all stages of education except pre-primary and primary. It consists of two parts, vis-verbal and non-verbal for measuring a unified dimension in the intellectual domain designed as creativity.

Creativity is characterised by morality, non-coventionality, persistence and usefulness. It manifest itself early in life but its development depends upon the social conditions. It does not come all at once. It develop through a gradual process.

Creativity is a complex phenomenon. It is the product of many complex and diverse forces and factors. A society alive with inventive powers would, on the whole, be the most powerfully progressive society, which is the crying need of this area.

It is a known fact that when creativity is stifled, it leads to undesirable behaviour. The current behaviour of youth, can be taken as a warning that if education is to be relevant, the creativity of the children and adolescents of this area need to be explored.

The world is changing very fast and the child of today has to face a new world in the future.
Education aims at preparing him not only to face dynamic and complex situations and phenomena but also contribute adequately to the growth of a happier, richer and possible only if students today with creative talents developed properly. Teachers, parents and others who share the environment of growth and learning of children should be receptive sympathetic and helpful in this challenging adventure. The home and school should provide an atmosphere of free, democratic and creative activities. The media methods and materials should be developed adequately for their creative activities. The spirit of inquiry and discovery should transcend the entire environment of the child’s development and learning. In fine, all should extend their helping hand to the child of today not only to ensure "a soft landing" in the uncertain future but also to enable him for bringing about a "take-up" stage of scientific world as early as possible.

6.2. Objectives of the study:

The present study were undertaken to achieve the following objectives.

(i) To find out high and low creative adolescents studying in the high schools of Imphal district.

(ii) To find out the verbal creative thinking of high and low creative adolescents studying in class-IX in the high schools of Imphal district.
(iii) To find out the non-verbal creative thinking of high and low creative thinking adolescents studying in class-IX in high schools of Imphal district.

(iv) To determine any relationship between the high and low creative students in non-verbal creative thinking.

(v) To determine any relationship between the high and low creative students in verbal creative thinking

(vi) To find out any difference between the high and low creative adolescents in non-verbal creative thinking

(vii) To find out any difference between the high and low creative adolescents in verbal creative thinking.

(viii) To find out any difference between the high and low creative adolescents in verbal creative thinking.

6.3. Hypothesis:

The following hypothesis were formulated and tested for the present study:

H.1 There is statistically no difference in verbal creative thinking among the adolescents studying in class-IX of Imphal district.
H.2. There is statistically no difference in non-verbal creative thinking among the adolescents studying in class-IX of Imphal district.

H.3. There is statistically no difference in verbal creative thinking among the students studying in class-IX of Imphal district.

H.4. There is statistically no difference in non-verbal creative thinking of high and low creative adolescents studying in class-IX of Imphal district.

H.5. There is relationship between high and low creative adolescents in the verbal and non-verbal creative thinking.

6.4. Sample

In order to conduct the present study, the investigator selected 2 Government and 1 Private High Higher Secondary School and 1 Aided High School out of 201 High and Higher Secondary Schools in Imphal district. The sample of the study consisted of 151 students (85 male and 66 female) belonging to Meetei, Tribal and Muslim Community. Thus, altogether there are 41 students from 2 Government Higher Secondary Schools, 57 students from 1 Private Higher Secondary and another 57 students from 1 Aided High School which comes to 151 students.
Further, in order to see differences if any, among the students belonging to Meetei, Tribal and Muslim with respect to their verbal and non-verbal creative thinking the total sample was divided into high and low creative thinking groups for determining differences among the students.

6.5 Tools Used

In order to assess the verbal and non-verbal creativity of the adolescents the investigator constructed a test battery of 23 items for 85 minutes. It was prepared with due considerations of the Torrance’s verbal and non-verbal tests. The data collected regarding verbal and non-verbal creativity of the students were obtained by administering the tests. The scoring sheets duly completed were used and checked whether all the items answered by the students were done in accordance with the relevant scoring keys. Thereafter, the data were subjected to the following statistical treatment as under:

a) The mean score of verbal creative thinking and the mean of non-verbal creative thinking of the students belonging to Meetei, Tribal and Muslim were calculated.

b) The mean difference of high creative thinking and low creative thinking on both verbal and non-verbal creative thinking of the students belonging to Meetei, Tribal and Muslim were also computed.
c) The mean difference of verbal and non-verbal creative thinking of the students studying in class IX in the High Schools were calculated.

d) The mean difference of high creative thinking group and low creative thinking group on verbal creative thinking were computed.

e) The mean difference of high creative thinking group and low creative thinking group on non-verbal creative thinking of the students studying in class IX in High Schools of Imphal district were computed.

f) Schoolwise means of high creative thinking group and low creative thinking group on both the verbal and non-verbal creative thinking of class IX students of Imphal district were calculated.

g) Schoolwise means difference between verbal and non-verbal creative thinking of students included in the present study were calculated.

h) Sexwise means of high creative thinking group and low creative thinking group on both the verbal and non-verbal creative thinking of the students were computed.

i) Sexwise means of verbal and non-verbal creative thinking of the students were calculated.
j) Significance of difference between verbal non-verbal creative thinking among the class-IX students in High Schools in Imphal district were calculated.

k) Significance of the difference between the means of verbal and non-verbal creative thinking of the students included in the study were calculated.

l) Significance of the difference between verbal and non-verbal creative thinking among male students and female students studying in class IX in the schools of Imphal district were computed.

6.6 Statistical Techniques Used

The following statistical Techniques were used:

(i) Chi-square Test in order to determine any difference between verbal and non-verbal creative thinking among the students of class IX studying in the High Schools in Imphal district.

(ii) 't-test' in order to determine any significance difference between verbal and non-verbal creative thinking among the students of class IX in the High Schools in Imphal district.
6.7 Major Findings

The major findings of the study were:

1. There is statistically no difference between high and low creative thinking group on both verbal and non-verbal creative thinking among the students studying in class IX in the High Schools of Imphal district.

2. There is statistically no difference between verbal creative thinking and non-verbal creative thinking among the students studying in class IX in the High Schools of Imphal district.

3. There is statistically no difference between verbal creative thinking and non-verbal creative thinking among the male and female students studying in class IX in the High Schools of Imphal district.

4. There is statistically no significance of difference between verbal creative thinking and non-verbal creative among the students studying in class IX in the High schools of Imphal district.

5. There is statistically no significance of difference between verbal and non-verbal creative thinking among the students included in the study.
6. There is statistically no significance of difference between verbal and non-verbal creative thinking among the male and female students studying in class IX in the High schools of Imphal district.

6.8 Conclusions

(i) There is statistically no difference between verbal and non-verbal creative thinking among the students belonging to 3 types of schools.

(ii) There is statistically no significance of difference between verbal and non-verbal creative thinking among the students studying in class IX in the High schools of Imphal district.

(iii) There is statistically no significance difference between verbal creative thinking and non-verbal creative thinking among the students of class IX of Imphal district.

(iv) There is statistically no difference between verbal and non-verbal creative thinking among the students of class IX of Imphal district.

From the above discussion the investigator concluded that statistically no difference among the students studying in class IX in the schools of Imphal district in their verbal and non-verbal creative thinking even if their is little difference in the means, SED and 't'.
The students developed equally their creativity. They are of the same level of creative thinking.

6.9 Suggestions

There is a tide which begins to rise in the veins of students studying in class IX which is known as adolescence period means period of 'growing up. This is the period of mental instability not only of imagination but also of impulses and interests.

Accordingly, in the light of the above study, the investigator made the following suggestions in order to enhance creativity among the students:

1. being sympathetic towards him.

2. giving religious and patriotic education.

3. Organising co-curricular activities of various kinds such as games and sports, debates and dramatics, painting and music.

4. Organising social service programme.

5. teaching literature, painting, music, life histories of great men etc.

6. training him for citizenship through the organisation of clubs and literacy circles.

7. giving him practical, vocational skills.
6. to give him an insight into the human and social problems through questioning and discussion.

9. by recognizing his merits and by awarding him for his achievements.

10. by organising sex-education in a natural way.

11. by providing him educational and vocational guidance.

12. the administrators and teachers and parents should take initiative in the development of creativity of the students.

13. Text Books and curriculum should be flexible.

14. Inductive method of teaching should be employed by the teacher.

15. Dynamic method of teaching like the Project method, Heuristic method and Dalton Plan should be adopted.

16. Classes should not be over crowded.

17. the school should be well-equipped with books, teaching aids and other materials.

18. adequate provision must be made for meeting the problems arising out of individual differences.