CHAPTER IV

DISCUSSION
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The purpose of this study was to investigate the level of n A eh and level of creativity in relation to socio-metric status. The findings of the present piece of research having been presented in the preceding chapter, This chapter is devoted to the interactions of results. The investigator has taken freedom of adopting a particular strategy in a systematic manner to assess the extent to which the present results are in agreement with the comparable empirical data already reported.

It has been observed that there exist a tendency to give the choice irrespective of age and sex. Younger children were as frequently chosen as the older. Similarly, boys made choice of girls as frequently as the girls make choice of boys. Among the subjects, generally those who were advanced in Academic achievement in the class were chosen as 'stars'. In some cases, friendship choice were given to those who were advanced in socio-economic status. They were identified as 'stars' who secured first and second position in the class in accordance with their academic achievement. Leviesion (1961) found intelligence is positively related to social acceptance. Bright children were better liked than those who were less bright. 'Isolates' were worst in Academic achievement in the class and usually irregular in attending
the classes. The present investigator used sociometric test among the same sample twice after a lapse of time of one year. On the basis of the sociometric data, identified the 'stars' and 'isolates'. As was found in the present investigation usually isolates plucked in the class examinations or were absent from attending schools. And in the case of the 'stars' the choices were alike in the both sociogram although some new students came into the circle of stars. Supporting the results as reported by Biunna (1977) it may be viewed that sociometric choice may last long time duration. So, this kind of mutual choice or interpersonal attraction is relative.

Another point which became salient was that along with the larger classroom size, the number of isolates were also larger which is supported by the study of Koranna (1973). However, the number of isolates found in greater number than the stars. This results to some extent support the findings of Hallion (1979) who found 61% of the classes contained no social isolates while 25%, 8% and 6% contained one, two and three isolates respectively. Also observed that stars were cheerful and alert, pleasant and good physique. On the contrary isolates were found timid, illadjusted, physically weaker and irregular in attending the classes.

In regards to n Ach proposed hypotheses were that stars will be higher than the isolates, boys will be higher than girls, older in age stars will be higher than older in
age isolates. The hypothesis were made on the grounds related to the socialization procedure of children. Not only the factors relating to the school environment but also other societal and home environmental factors are responsible. The school is a social environment where the child meets other children of his age and interacts with them. It is the school where the child is exposed to an environment unlike from home.

Though the child learns the social skills and it influence his social behaviour and exposed to many social situations accumulating to his personality development. The findings agree with results found by Klinger and Fredrick (1969), Shing (1970), Shan and Shing (1984) which indicates the association of class, residential factors and parental status with a Ach. Although, the subjects both stars and isolates picked up from the identical social atmosphere yet individual characteristics plays a vital role in their growth in the classroom groups.

The results presented in the present study reveals that (1) stars were higher than isolates in a Ach (ii) younger girl stars were higher than boy isolates (both younger and older), (iii) boy stars (both younger and older) were more achievement motivated than older boy isolates, (iv) boy isolates are higher in a Ach than girl isolates. These findings appear to confirm the hypothesis. The results have also shown that isolation is determinants of lower need achieve-
ments. Though the results have shown the adverse findings to our hypothesis yet it is in agreement with the earlier find-
ings, Easter (1968), Choudhury (1972), Gakulanathan (1979),
the case of boys were also in agreement with the findings of
Harkian Lynn and Ginsberg (1971) and Growal and Shing (1987).
Another results revealed that both younger and older boy stars
were found to be higher than the older boy isolates. This is
to some extent a similar findings as reported by Mehta (1967),
Sinha and Chaube (1972) also reported that age alone does not
seem to have strong effect on n Ach. Christian (1979) reported
chronological age not a factor affecting the level of n Ach.
Leliani (1981-82) concluded that age a factor has no effect
on n Ach at college level. It may be concluded that early
mastery training is imperative for higher level of n Ach.

The results revealed a support for the original
hypothesis that boy stars and boy isolates are higher than
girl stars and girl isolates. Dhamangadan (1981), Shrivastava
(1982), Thandani (1983), Venkateswaran (1987) reported similar
findings. The reasons behind this finding may be due to the
fact that generally girls are until now lacking in gathering
the vivid experiences in comparison to boys. Though, the
present set up and constitutional provisions allows them to
be at par with the males but in practice it is yet to be
attained. In fact, the girls have remained comparatively
backward and isolated from the main current of Indian life. Traditionally more conservatism and orthodoxy found their way into the life of girls. Shing and Kour (1987) conducted a study suggested the females scoring higher mean score (fear of success) tended to be more involved in sex role appropriate activity and low concern over standard of excellence.

The results as found were also in agreement with the hypothesis with regards to age and sex on creativity. Shing (1977) reported significant difference in relation to social position where isolates scored lower mean scores. Among the older group, boy stars were higher than older girl stars. This points out that age is not the distinguishing factor in case of creativity. Sex difference exists only in the older subjects (older boys, older boys stars) but not seen in case of difference between younger and older. This findings partially agreed with the studies by Rawat and Agarwal (1977), Passi (1982) who found that creativity increases with age upto a certain age level but they did not show the exact age level from which it starts. The results favoured to implications that being older favours creativity.

Other findings show that older boys obtained higher scores on creativity than older girls. Similarly older boy stars were more creative than boy isolates (both younger and older), also more creative than younger girl
stars. It seems that age, class and sex variables are related to creativity. It also indicated that being older in age is related to higher degree of creativity which supports the findings of Rawat and Aggarval (1977) and Dharmaagadan (1981). Out of all the findings it was observed that older boy stars were more creative than girls (stars and isolates, younger and older). The present results seems to be consonance with the hypothesis that creativity scores are higher in boy stars and boy isolates than girl stars and girl isolates. The another hypothesis that creativity scores are higher in older stars than in older isolates partially brings in home with the present findings. Succinctly speaking, the hypothesis, was made on the rational from societal point of view which are confirmed by the examination of results.

The results on the fluency part of the whole creativity test demonstrated that boys were found higher on fluency scores than girls, stars were higher than isolates, boy stars (both younger and older) were higher than girl stars and isolates (both younger and older) and thus confirmed the hypothesis evidently that boy stars and boy isolates are higher on creativity than girl stars and girl isolates. Another hypothesis was not creativity scores are higher in older stars than in older isolates. Of course, on fluency some other interesting findings were also highlighted. In case of the age norms it was found that younger stars were higher
than younger isolates and older subjects were found to be higher on fluency than the younger subject. This might explain how the social factors and age factors influence the scores on fluency.

A close perusal of the results, presented for the data on flexibility showed that boys were exhibiting more flexibility scores than girls, elder boy stars were found to be higher than elder girl stars. This implies that the variables chosen, for the present study were capable of differentiating adequately and significantly between boys and girls. Among the older subjects, an interesting result revealed that elder boy stars were higher than elder girl stars. This indicated that sex influence the scores on flexibility. Beyond the framework of the hypothesis, the present study showed another interesting findings that boys isolates (younger and elder) scored higher than girl stars (younger and elder).

The result, appeared for originality showed that F values for originality were not significant. This shows that mean originality scores did not differ from each other. It highlights identical mean scores for all. At the time of scoring it was found that the scores of the originality were very average though quite uncommon responses produced by respondents. Even the original words were also not like resemblance in shape as it were in writing guide. Probably, it
In the present study it was found that there was no significant relationship between father's education and sociometric status of the child and between father's occupation and sociometric status of the child. It might be because of the subjects drawn from completely similar rural areas and agrarian society. Of course, Shing (1970), Gakulanathan and Mehta (1972), Shrivastava (1979) reported difference in n Ash on the basis of the influencing factors like industrial entrepreneurs, agricultural entrepreneurs, rural and urban
background. Parikh (1976), Lyndoh (1976), Asher (1974) found differences between the residents of separate cities. It was also found by Nagar (1973), Joshi (1980) that those belonging to the families of higher socioeconomic position and higher income facilities. Notwithstanding, in fact, though the village population formed with some commonality in structure but friendly manner has replaced by the conflicts and changing pattern of livelihood. It helps to grow individualistic pattern of livelihood like the urban life. By the by social distance generates aliquot society.

Often the school environment is not up to the mark in fulfilling the requirements of the children. Fewer environmental scope provided for co-curricular activities. Possibly, this factor also affects on the n Ach and on the creativity of the subjects. Rubayi (1976) on this reason showed school environmental factor as an influencing factor of n Ach and Kumar et al. (1988) found the difference between the children of convent school and traditional school where convent school children exhibited more creativity. So, he suggested that better student teacher relationship, school conditions, teachers behaviour, teaching methods, teaching materials and children's motivation are the responsible factors in development of creativity.

It has been mentioned that the difference may occur in due to the parental economic and educational status. 
The present investigator observed that a very few parents were service holder and a larger part of the subjects' parents were cultivator. In the same way, a few subjects belong to the H.S.L.C. and above level educated parents. However, the experimental study conducted an exceptional child by Margary and Elchem (1961) suggests that education of both parents perpetuates the democratic atmosphere from generation to generations which foster good n Ash.

The results, as found, showed no significant relationship between sociometric status and father's educational level, between sociometric status and father's occupational level. It may be for neighbourhood inheritance and school's social influence. The children of village society brought up freely and mingle with each other, accordingly interactions stimulate their behaviour while in the urban society, there is a scope for possibility of difference among the urban subjects. Because in the urban society, actually there is no free mixed up among the children due to the authoritarianism of parents. The urban children only for a few hours may avail the chance to mix up irrespective of their father's educational and occupational level. Thus in the present study the results shows that sociometric status is not considered by father's educational and occupational level. Karanne (1973) found that sociability of children was affected by father's education but not by occupation while Pathak
(1971) reported that sociometric status irrespective of father's economic position is related to father's educational and professional background.

The villagers are the lower stratum of Indian society where environment plays crucial role in development of motivational dispositions. Verma (1990) stated about the home environment that high degree of social isolation dimension of a home environment leads to high degree of alienation among adolescents. In the same manner, association with the Artists or creative people the creativity of the individual gradually develop where the individual efforts operate to an increasing tendency. The environmental deficiency, probably damages the creative abilities of the rural students. It may be ascribed to the fact that there is lack of scope of applicability of knowledge in rural students. Even if, poverty and deprivation share several common factors but not synonymous yet psychological conceptualisation of the poverty emphasises deprivation. Scrutiny of the individual cases indicated both poverty and deprivation are to some extent responsible for betterment in case of the isolates.

The traditional life based on the fatalistic view prevailing in the family and immediate social context of the village setup are not conducive to the growth of independence which also left behind the hopes of growth of strong in Ash and creativity. Perhaps this commonality of outlook is
manifestation of deep rooted cultural values that operate to resist modern ideals. As a result, it requires the change of values and to provide social incentives to strengthen them. Over and above, rural traditional society likely to be less competitive in comparison with urban and industrial society. So the pupils from rural and agricultural society offers no opportunities to prove oneself competitively. The life in this kind of society permits relatively fewer problems and provides answer for all. It is the school environment and social environment which provide the scope through interactions to be competitive to solve problems and to enhance the degree of a child and creativity among the pupils.

The ever increasing influence of developing industries and technological advancement indicated the necessity of preparing such individuals who may perform tasks of high quality, to think independently in a constructive manner and to make decisions when a number of alternatives are facing them. It is very rightly believed that the technological developments have their inevitable impact on the minds of the school children, so in order to be successful members of the society, efforts must be made for developing creativity in children. At school the child confronts an authority which may be in the form of a teacher, an elder, class fellow a guardian, or a text book. On the basis of the authority child begins to learn and generally accepts what his
teachers, elders, guardians or the text books direct, consequently, the school is not regarded as a suitable atmosphere for the development of creativity as well as n Ash. Both Shrinivas (1978) and Ahmed (1980-81) found that by means of creative teaching creativity may be increased. McClelland (1968), Kolb (1968), Mehta (1968), Allan and Roger (1978), Agarwal (1980), Singh (1980) found the effect of training in creativity and suggested for imparting training to strengthen the n Ash. So, it is imperative to engage the children to investigate, invent and find out things themselves independently with a long time involvement with the tasks.

A number of social forces operate in the classroom and the group atmosphere may have a healthy influence on the individual. So, the children of the group may be diverted for striving for achieving a single goal valuable for the whole class. If it is ignored than the attitudes and behaviour pattern of the children may be greatly affected. In the classroom the group characterised which influence the individual are of great importance of the teacher. Therefore, the teacher should manage the classroom situation in such a way so that democratic atmosphere prevail in a self directed and constructive manner. Also, the teacher should encourage for group decision and group participation to the task entrusted for solving the problems.
Since there are differences between stars and isolates in achievement motivation and creativity and that stars have better achievement motivation and creativity it means that one's satisfaction in a social group helps in the development of achievement motivation and creativity and so our educational effort should be to arrange the classroom situations so that no child should be left without social interaction. This may reduce the number of isolates and may help them to develop their capability. It is of great demand to direct the education for the benefit of both intellectual learning and personality development of the pupils. To cater the needs of the present society it is momentum for productive orientation through organised classroom interactions because it permits the satisfactory realisation of human potentials. In brief, the results of the present investigation may be useful to teachers and guardians in taking care of students by providing favourable school as well as home atmosphere which will accelerate the inner abilities among the high school pupils.