CHAPTER V

SUMMARY AND CONCLUSION
5.1 Introduction

Just from birth onwards the child begins to develop his personality traits. School being a social environment plays a vital role in the personality development of the child through social interaction. Therefore it was assumed that social position has an effect on the achievement motivation and creativity of the child by sex and age.

The main objectives of the study are as follows:
1. To study the difference of achievement motivation and creativity in 'stars' and 'isolates'
2. To study the sex difference of achievement motivation and creativity in 'stars' and 'isolates'
3. To study the age wise difference of achievement motivation and creativity in 'stars' and 'isolates'

The concept of 'stars' and 'isolates' refer to social position which is determined by fellow members of the group with maximum and minimum choice patterns which is mostly depended upon the perceived and objective personality traits. Again, the concept of creativity refers to an intrinsic factor of personality of an individual reflected on production from abstract things, ideas and thought, to a novel and concrete one with usability to the society.

Using a personality disposition the concept of achievement
motivation refers to an urge to do well or to undo something with long term involvement in doing and through competition and unique accomplishment.

The present study was undertaken to test the following hypotheses.

1. Achievement motivation and creativity in 'stars' are higher than "isolates."

2. Achievement motivation scores are higher in boy 'stars' and boy 'isolates' than the girl 'stars' and girl 'isolates.'

3. Creativity scores are higher in boy 'stars' and boy 'isolates' than girl 'stars' and girl 'isolates.'

4. Achievement motivation scores are higher in older in age 'stars' and older in age 'isolates.'

5. Creativity scores are higher in older in age 'stars' than older in age 'isolates.'

5.2 Methodology

The actual sample was consisted of 120 subjects of which 60 stars and 60 isolates of age group between 12 to 16 years of age. The sample was drawn from the school students reading in class VIII, class IX and class X from the rural High School and Higher Secondary Schools of Kamrup District.

The following tools were used for the present investigation.
1. Sociometric technique — to identify the stars and isolates.

2. Rao achievement motivation test — to find out the level of achievement motivation.

3. Verbal test of creative thinking — to find out the level of creativity.

The test were conducted in the usual classroom setting with the help of teachers and staff of the concerned schools.

A 2x2x2 factorial design was employed to interpret the obtained data. Moreover, Duncan's Multiple Range test and chi-square test was made use in the study.

5.3 The main findings

Achievement Motivation

1. Stars were higher than isolates in n Ach.

2. Younger girl stars were higher than boy isolates (both older and younger).

3. Boy stars (both younger and older) were more achievement motivated than older boy isolates.

4. Boy isolates were higher in n Ach than girl isolates.

Creativity

1. Boys obtained higher scores than girls.

2. Older boys obtained higher scores on creativity than
older girls (both older stars and isolates).

3. Older boy stars were having higher creativity scores than boy isolates (both younger and older).

4. Older boys were more creative than girls (both younger and older).

5. Older boy stars obtained higher level of creativity than younger girl stars.

6. Older boy stars obtained higher level of creativity scores than girl isolates (elder and younger isolates).

7. Boy stars were higher on creativity than girl subjects (both girl isolates and stars).

**Fluency**

1. Boys were found higher on fluency scores than girls.

2. Stars obtained higher fluency scores than isolates.

3. Older subjects were higher on creativity the younger subjects.

4. Older boy stars scored higher than older girl stars.

5. Older boy stars were higher than girl isolates (both younger and older).

6. Older boy stars were higher than younger isolates (boys and girls).

7. Younger stars were higher than younger isolates.

8. Boy stars (younger and older) were higher than girl stars (younger and older) and girls isolates (both younger and older).

9. Boy stars (both younger and older) were higher than boy
isolates (both younger and older).

10. Older boys (stars and isolates) scored higher on fluency than older girls (stars + isolates).

**Flexibility**

1. Boys mean scores were found higher than girls mean scores.
2. Older boy stars were higher than older girl stars.
3. Boy isolates (younger and older) scored higher than girl stars (younger and older).

**Originality**

1. Older boys scored higher than older girls.

**Sociometric status**

1. Father’s education and vocation had no bearing on sociometric status of child.

5.4 **Suggestion for future research**

In course of discussion of the findings in the present research a number of problems come out which seeks future researches. The following are the problems suggested for future research.

1. Adolescent cliques— their Achievement motivation and creativity.
2. Planning and training in n Aoh and creativity.
3. Socioeconomic status of urban and rural school pupils in relation to their creativity and n Ach.

4. A study of social stars and social isolates in relation to SES, School climate, residence, child rearing process, school management and home environment.

5. Comparative and developmental study of n Ach and creativity in relation to sociometric status.

6. A study to identify the personality characteristics of social stars and social isolates.

7. Influence of schools, voluntary organisation, extra curricular activities and its efforts on star position and isolation.


9. Influence of parental attitudes, educational level, social status on sociometric status.

10. Sociometric choices in relation to academic achievement and some personality correlates.

11. Class size, school organisation and its effect on sociometric status.

12. Relationship between seating pattern, audiovisual aids, teachers authoritarianism and sociometric choice.


14. Comparative study of home environment and school environment of the social stars and social isolates.

15. Need for affiliation, need for achievement and need for power in relation to the sociometric status.