Chapter VII
SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1 Summary. In this section the summary of the study is described. The summary is presented under the following subtitles:

7.1.1 The Problem of the Study
7.1.2 Objectives of the Study
7.1.3 Hypotheses
7.1.4 Questions
7.1.5 Research Design

7.1.1 The Problem of the Study. The problem of the study was as under:

"A STUDY OF THE POETRY PREFERENCES IN HINDI OF THE HIGH SCHOOL STUDENTS IN RELATION TO SEX, INTELLIGENCE AND CREATIVITY."

7.1.2 Objectives of the Study. The main objectives of the present study were as under:

1. To develop a Hindi Poetry Preference Scale (HPPS) to measure the poetry preferences of the students of Standard X.
2. To study the main and interactive effects of sex, Intelligence (I.Q.) and Creativity upon the poetry preferences.
3. To assess the differences in the magnitudes of the intercorrelations among the replications of the sets of the poems.

4. To study the differences in the characteristics and contents of the poems.

5. To ascertain the trends of poetry preferences for the poems of different groups of the students of standard X.

6. To explore rank orders for the preferences of the poems in HPPS.

7. To find out most and least preferred characteristics of the most and least preferred poems.

8. To study the effects of sex, IQ and Creativity upon the preferences of the characteristics of the poems in HPPS.

7.1.3 Hypotheses. Forty-seven hypotheses were formulated to study the main and interactive effects of the three treatment variables upon the dependent variable. By nature 46 out of 47 hypotheses were null and operational hypotheses. Only one hypothesis was directional.

7.1.4 The Questions. The following questions were raised for the present study:

1. Are there any particular rank orders for the preferences of six poems?

2. Which characteristic of the most preferred poem will be most preferred by the students?
3. Which characteristic of the least preferred poem will be least preferred by the students?

7.1.5 Research Design. The present experiment was multidimensional study which contained three treatment variables which ran at two levels and one dependent variable. To measure the main and interactive effects of the variables 2x2x2 Factorial Design was adopted.

As 2x2x2 Factorial Design would have 8 cells, such as high IQ and Creativity, high IQ and low creativity, low IQ and high creativity and low IQ and low creativity of the boys as well as the girls. The 8 independent groups of the students were needed. Hence the X grade students of Gujarati medium high-schools of Bhavnagar district whose names were enrolled during the academic year of 1983-84 were considered as the population of the experiment. It was classified with the help of I.Q. and Creativity levels. There were 6,380 boys and 3,288 girls enrolled in X grade during the year of 1983-84 in the high schools of Bhavnagar district.

By stratified random cluster sampling technique 671 boys and 343 girls were selected for the development of HPPS and administration of I.Q. and Creativity tests.

To create eight experimental groups of the students first and third quartiles were drawn for I.Q. and creativity. The 80 students were selected for the experiment. Fourty girls
were selected according to their I.Q. and Creativity levels. Ten boys and Ten girls were selected for each group.

Three tools were used for data collection. First Hindi Poetry Preference Scale was developed by the experimenter by Scale Discrimination Technique. HPPS contained 18 poems of six different types of contents. The scale divided into three sets which contained 6 poems of 6 types of content. There were six common characteristics for most preferred poem and six common characteristics for least preferred poem. The students of the experimental groups showed their preferences by ranking the poems according to their likings. But the students showed their preference by making a tick mark against the characteristic for the most preferred as well as the least preferred poem.

The reliability of the HPPS was measured by test-retest method Rank difference correlation technique was employed. The rank difference correlations of the first, second and third sets of HPPS were 0.89, 0.83 and 0.77 respectively.

To measure the intelligence of the students Desai-Bhatt Group Intelligence Test was administered. It was a well-known verbal test and standardized for Gujarati speaking students of VIII to XII grade level and 12th to 19th year age groups. Its test-retest, split half and Kuder Richardson formula reliability were .84, .93 and .87, .90 respectively.
To measure the creativity of the students Creative Expression Test was administered which was standardized by J.G. Dave. It was also verbal test and standardized for tenth grade students of Saurashtra area. Fluency and originality which are two dimensions of creativity can be measured by the test. It was a multi-factorial speed test. Its test-retest and test of parallel forms reliability were 0.832 (fluency), 0.852 (Originality), 0.812 (fluency) and 0.942 (Originality) respectively.

The process of data collection had been completed at two stages. In the first stage, the data had been collected for the development of HPPS and assign the students in the particular groups for the experiment. The data had been collected mostly by the researcher during the first term of the academic year 1983-84. The order of the administration of the tests was as under:

1. Desai-Bhatt Group Intelligence Test
2. Primary Form of HPPS
3. Creative Expression Test

The data for the experiment were collected in the second stage. The HPPS was divided into three sets. Hence, the replications were necessary. So the administration of the sets of the HPPS had been done with one week interval. This data had been collected during the second term of the academic year 1983-84.
For the purpose of the analysis of data the following techniques were employed:

1. Computation of the means and variance of the whole experiment for 2x2x2 Factorial Design.
2. Calculation for Analysis of Variance (ANOVA) was done in 2x2x2 Factorial Design for each type of poem.
3. N.K. Sequence Range Test was given to measure first order interactive effects of the variables.
4. Coefficients of correlations were calculated for three replications.
5. Rank Correlations were calculated to study the preference scores of different groups.
6. $X^2$ test (Friedman Method) was applied to measure the differences in the characteristics of the poems and differences among the poems as rated for preferences.
7. The percentages were calculated to study the most and least preferred characteristics of the poems and interactive effects of the variables upon the preferences for the characteristics.

7.2 Conclusions. The following conclusions can be arrived at -

1. Sex of the students did not affect Hindi poetry preferences.
2. Intelligence and Creativity of the Students affected the preferences for the poem of social problem. But so
far as the preferences for the poem of Human relationships was concerned the I.Q. of the students had some effect on it, and so far as the preferences for the poem of Upliftment of life was concerned the creativity of the students affected their preferences.

3. There were no interactive effects of SEXxCreativity upon the preferences for the poems of Social problems, Nationalism, Love, Human relationships and Nature but there was interactive effects of SEXxCreativity of the students upon the preferences for the poem of Upliftment of life.

4. There were no interactive effect of SEXxIntelligence of the students upon the preferences for the poems of Love, Upliftment of life and Human relationships. But there were interactive effects of SEXxIntelligence of the students upon the preferences for the poems of Social problems, Nationalism and Nature.

5. The preferences for the poems of social problems and Love were affected by the interactive effects of intelligencexCreativity of the students. But the preferences for the poems of Nationalism, Human relationships, Nature and Upliftment of life were not affected by the interactions of intelligenceXcreativity of the students.
6. There were no interactive effects of SEXxIntelligence X Creativity on the preferences for the poems of Social problems, Love, Nature, Upliftment of Life and Human relationships except the poem of Nationalism.

7. There were no differences in magnitude of 3 intercorrelations among the three replications of the three sets of the poems. The poems chosen in each set reflected the six characteristics equally.

8. The different groups showed different preferences with respect to the different poems.

9. The numbers of each group showed similar preferences irrespective of different characteristics of the poems.

10. The groups showed different preferences for different poems due to differences in the contents of the poems.

11. There was not a definite linear trend in the preferences for the poems of the different groups of the students.

12. There were no particular rank orders of the preferences for the six poems.

13. The content of the poems affected the preferences more significantly than any other characteristics.

14. The contents of the poems were responsible for the preferences of least preferred poem.
7.3 **Educational Implications.** The educational implications of the study can be presented as under:

7.3.1 To satisfy the various levels of intelligence and creativity of the secondary school boys and girls, there should be poems of wide range of contents area in the text books.

7.3.2 It is revealed by this study that the students of secondary schools do not favour a poem due to its poetic characteristics but they favour it for its content. In consequence of this conclusion the editor of the text-book should consider content as much more important characteristic than any other characteristic at the time of the poetry selection for the students.

7.4 **The Recommendations.** During the present study, the researcher had plenty of experiences. On the basis of these experiences researcher is able to recommend some new areas for further study. First, the researcher would like to suggest some other variables with which poetry preferences can be studied. The variables are as under:
1. Grade Levels
2. Rural and Urban areas of residence
3. Reading Comprehension ability
4. Socio-economic levels
5. Effect of Teacher's choice of the poetry preferences of the students.

The preferences can be studied for the following elements of poetry too:

1. Forms of the Poetry
2. Style of the Poetry
3. Message of the Poetry
4. Devices of the Poetry