CHAPTER VII

OBSERVATION, CONCLUSIONS AND SUGGESTIONS

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OBSERVATION, CONCLUSIONS AND SUGGESTIONS

7.0 INTRODUCTION

Education plays an important role in the all round development of a child. It provides the way of life to the child through learning. The process of learning requires the creative behaviour in the students. Most of the work done in the field of creativity was based on measurement of creativity. Most of the works stopped after measuring creativity.

The investigator plan to work in the area of measurement of creative behaviour. A student who possesses low creative behaviour will be encouraged with the appropriate training and encouragement. A student possessing high creative behaviour will be more enriched by providing proper guidance.

The investigator was encouraged with this idea and decided to work on this subject.

7.1 SUMMARY OF THE RESEARCH

Investigator would like to summarize the experience of the study. At the very first level, the investigator decided the objectives of the study. At the time of deciding objectives,
Limitations and the research methodology were taken into consideration, prime importance was given to the designing of the creative behaviour scale.

At the time of preparation of creative behaviour scale research surveys, manuals, journals etc. were referred the senior educationalists were interviewed at the same time. The investigator constructed and standardized creative behaviour scale to measure creative behaviour of high school students with great care.

The investigator had given a pool of 1st statements to the teachers of the high schools, principals of the high schools, teacher educators, principals of education colleges, expert in the field of research etc.

100 statements were selected from the pool for the pre-pilot scale. The pre-pilot scale was tried out on a very small group of students of high schools, teacher educators and the expert in the field of research. After the tried out of pre-pilot scale the pilot scale was prepared and got printed. It was administer on the sample of 400 students of high schools.

The final scale items were selected with the help technique. The investigator had selected 25 statements for the final scale. Thus final creative behaviour scale was prepared.
of 25 statements.

The final scale was administered on the sample of 1600 students of high schools of Anand and Kheda Districts.

The investigator had used SES scale and group Intelligence test to measure SES and I.Q. of the students at the time of administering the creative behaviour scale.

The 'F' test and 't' test was used to study the effect of independent variables on the creative behaviour of high school students. The data and analysis were explained in the previous chapter.

7.2 OBSERVATIONS

It was essential and basic requirement to develop creative behaviour scale to measure creative behaviour of high school students.

The investigator adopted systematic procedure to construct and standardize the creative behaviour scale.

While administering the scale, the investigator could get warm cooperation from the heads of high schools, teachers of high schools and the students of high schools.

Thus, this study provided the investigator valuable
opportunities to observe and enjoy the school climate.

The following statistical observations would give a clear and perfect picture of its effect.

**Study 1**  
Area VS Creative Behaviour

Data 
\[ F_{obs} = 12.65 \quad F_{tab} = 6.87 \text{ at } 0.01 \]

Observations 
Null hypothesis is rejected.

Conclusion 
The effect of sex is not found on the creative behaviour of students of high schools.

**Study 2**  
Sex VS Creative Behaviour

Data 
\[ F_{obs} = 0.57 \quad F_{tab} = 3.93 \text{ at } 0.05 \]

Observations 
Null hypothesis is accepted.

Conclusion 
The effect of sex is not found on the creative behaviour of students of high schools.

**Study 3**  
I.Q. VS Creative Behaviour

Data 
\[ F_{obs} = 457.24 \quad F_{tab} = 6.87 \text{ at } 0.01 \]

Observation 
Null hypothesis is rejected.

Conclusion 
The effect of I.Q. is found on the creative behaviour of high school students.
**Study 4**

: Achievement VS Creative Behaviour

Data: F obs : 57.10  F tabs = 6.87 at 0.01

Observation: Null hypothesis is rejected.

Conclusion: The effect of achievement of students is found on the creative behaviour of high school students.

**Study 5**

: Interaction Effect of Area and Sex VS Creative Behaviour

Data: F obs : 12.85  F tab : 6.87 at 0.01

Observation: Null hypothesis is rejected.

Conclusion: The effect of interaction of area and sex is found on the creative behaviour of high school students.

**Study 6**

: Interaction Effect of Area and I.Q. VS Creative Behaviour

Data: F obs : 8.91  F tab : 6.87 at 0.01

Observation: Null hypothesis is rejected

Conclusion: The effect of interaction of area and I.Q. is found on the creative behaviour of high school students.
Study 7 : Interaction Effect of Area and Achievement VS Creative Behaviour

Data : F obs : 8.74 F tab : 6.87 at 0.01

Observation : Null hypothesis is rejected

Conclusion : The effect of interaction of area, and achievement is found on the creative behaviour of high school student.

Study 8 : Interaction Effect of Sex and I.Q. VS Creative behaviour

Data : F obs : 6.25 F tab : 3.93 at 0.05

Observation : Null hypothesis is rejected

Conclusion : The effect of interaction of sex and I.Q. is found on the creative behaviour of high school students.

Study 9 : Interaction Effect of Sex and Achievement VS Creative Behaviour

Data : F obs : 62.62 F tab : 6.87 at 0.01

Observation : Null hypothesis is rejected.
Conclusion: The effect of interaction of sex and achievement is found on the creative behaviour of high school students.

**Study 10**: Interaction Effect of I.Q. And Achievement VS Creative Behaviour

Data: $F_{obs} : 13.69, F_{tab} : 6.87$ at 0.01

Observation: Null hypothesis is rejected

Conclusion: The effect of interaction of I.Q. and achievement is found on the creative behaviour of high school students.

**Study 11**: Interaction Effect of Area, Sex and I.Q. VS Creative Behaviour

Data: $F_{obs} : 29.62, F_{tab} : 6.87$ at 0.01

Observation: Null hypothesis is rejected

Conclusion: The effect of interaction of area, sex and I.Q. on the creative behaviour of high school students is found.

**Study 12**: Interaction Effect of Area, Sex and Achievement VS Creative Behaviour
Data : F obs : 30.56  F tab 6.87 at 0.01
Observation : Null hypothesis is rejected
Conclusion : The effect of interaction of area, sex and achievement on the creative behaviour of high school students is found.

Study 13 : Interaction Effect of Area, I.Q. And Achievement VS Creative Behaviour
Observation : Null hypothesis is rejected
Conclusion : The effect of interaction of area, sex and achievement on the creative behaviour of high school students is found.

Study 14 : Interaction Effect of Sex, I.Q. and Achievement VS Creative Behaviour
Data : F obs : 14.55  F tab 6.87 at 0.01
Observation : Null hypothesis is rejected
Conclusion : The effect of interaction of sex, I.Q. and achievement on the creative behaviour of high school students is found.
Study 15: Interaction Effect of Area, Sex, I.Q. and Achievement VS Creative Behaviour

Data: F obs 142.94 F tab 6.87 at 0.01

Observation: Null hypothesis is rejected

Conclusion: The effect of interaction of area, sex, I.Q. and achievement on the creative behaviour of high school students is found.

Study 16: Caste VS Creative Behaviour

Data: t obs 0.40 t tab 1.96 at 0.05

Observation: Null hypothesis is accepted.

Conclusion: The effect of caste of students of high schools on the creative behaviour of high school students is not found.

Study 17: SES VS Creative Behaviour

Data: t obs 5.55 t tab 1.96 at 0.05

Observation: Null hypothesis is rejected

Conclusion: The effect of socio-economic status (SES) of students on the creative Behaviour of high school students is found.
7.3 CONCLUSIONS

Some of the major conclusions drawn from the present study are mentioned in the following section.

1. Creative behaviour of the students

The creative behaviour of the high school students is high. The mean score of creative behaviour of high school students is found to be 56.60. It is more than the 50% of the score.

2. Area and creative behaviour

The area plays its role in the creative behaviour of high school students. The effect of area on the creative behaviour of high school students is found.

3. Sex and Creative Behaviour

The sex does not play its role in the creative behaviour of high school students. The effect of sex of students is not found on the creative behaviour of high school students.

4. I.Q. And Creative Behaviour

The I.Q. also plays its role in the creative behaviour of high school students. The effect of I.Q. is found
on the creative.

5. **Achievement and Creative Behaviour**

The achievement also plays its role in the creative behaviour of high school students. The effect of achievement is found on the creative behaviour of high school students.

6. **Caste and Creative Behaviour**

The caste of the student does not play its role in the creative behaviour of high school students. The effect of caste on the creative behaviour of high school students.

7. **SES and Creative Behaviour**

The SES of the student plays its role in the creative behaviour of high school students. The effect of SES of students is found on the creative behaviour of high school students.

7.4 **IMPLICATION OF THE STUDY**

The implications of this study are self-evident and self-explanatory. However, the following implications of this study are worth noting.
1. The teachers of high schools should pay more attention to develop the creative behaviour of the students in the rural area.

2. The sex of the students should not be taken into account while dealing with the students in the classroom in developing the creative behaviour.

3. The teachers of high schools should pay more attention to develop the creative behaviour of students whose I.Q. is low.

4. The teachers of high schools should also pay more attention to develop the creative behaviour of students whose achievement is low.

5. The caste of the students has no significant effect on the creative behaviour of high school students. Hence, the teacher should pay equal attention to the non backward class students and backward class students while developing the creative behaviour of the students.

6. The teachers of high schools should also take care in developing the creative behaviour of students whose SES is middle and low.
7.5 SUGGESTIONS FOR THE FURTHER RESEARCH

The investigator has come to certain conclusion hence it deserves a few suggestions for the further researches. They are as under:

1. A case study of the students whose creative behaviour is high.

2. A case study of the students whose creative behaviour is low.

3. A study of the creative behaviour of primary school students.

4. To develop the programmes for developing creative behaviour of students.

5. A study of the impact of creative behaviour programme in relation to various components level of the students.

6. A study of the techniques to develop and implement creative behaviour of the students.

These suggestions for further research work only mean that the research on any subject has no end. Further research starts where the previous research steps.
The suggestions for further research work shows that research on any subject has no end. In accordance with it, the investigator accepted the same facts.