CHAPTER-V

FINDINGS, DISCUSSIONS, IMPLICATIONS AND FURTHER SUGGESTIONS

In the previous chapter data analysis, interpretation and result have been discussed. This chapter is related to finding, conclusion, implication and further suggestions. On the strength of the analyses and interpretations, the investigator is in the stage to draw the findings and to have a discussion on the obtained result. The present chapter has focused mainly on the four aspects such as main findings, discussion of the results, educational implications and suggestions for the further research. These are presented below in the same sequence.

- Main findings
- Discussion of the Result
- Educational Implications
- Suggestions for further Researches

5.1 MAIN FINDINGS

On the basis of the analyses and interpretations in the previous chapter the following findings have been drawn out.

SECTION-A

FINDINGS RELATED TO SOCIO-PSYCHOLOGICAL CO-RELATES AND LEARNING-THINKING STYLE

The socio-psychological correlate variable has been taken as the combination of two variables i.e. socio-economic status and personality.
5.1.1 **Findings related to Socio-Economic status and Learning-Thinking Style of secondary school students:**

1. There exists positive and significant relationship between socio-economic status and learning-thinking style of secondary school students.

2. It is found out that there exists significant difference between the learning-thinking style of secondary school students belonging to above and below average socio-economic status.

3. It is found out that there exists significant difference between the learning thinking style of boys and girls of secondary schools.

4. It is found out that there exists significant difference between the learning thinking style of rural and urban secondary school students.

**SECTION-B**

5.1.2 **Findings related to Socio-Economic status and Creativity of secondary school students:**

1. There exists insignificant relationship between socio-economic status and creativity of secondary school students.

2. It is found out that there exists no significant difference between the creativity of secondary school students belonging to above and below average of socio-economic status is not significant.

3. It is found out that there exists significant difference between the creativity of boys and girls of secondary schools.

4. It is found out that there exists significant difference between the creativity of rural and urban secondary school students.

**SECTION-C**

5.1.3 **Findings related to Personality and Learning-Thinking Style of secondary school students:**

1. It is found out that there exists a positive and significant relationship between personality and learning-thinking style of the students.
2. It is found out that there exists significant difference between the learning thinking style of secondary school students belonging to activity and passivity group of personality traits.

3. It is found out that there exists significant difference between the learning thinking style of secondary school students belonging to enthusiastic and non-enthusiastic group of personality traits.

4. It is found out that there exists no significant difference between the learning thinking style of secondary school students belonging to assertive and submissive group of personality traits.

5. It is found out that there exists significant difference between the learning thinking style of secondary school students belonging to suspicious group and trusting group of personality traits.

6. It is found out that there exists significant difference between the learning thinking style of secondary school students belonging to depressive and non-depressive group of personality traits.

7. It is found out that there exists significant difference between the learning thinking style of secondary school students belonging to emotional instability group of personality traits and emotional stability group of personality traits.

**SECTION-D**

**5.1.4 Findings related to Personality and Creativity of secondary school students:**

1. It is found out that there exists positive and significant relationship between personality and creativity of the students.

2. It is found out that there exists no significant difference between the creativity of secondary school students belonging to activity and passivity group of personality traits.

3. It is found out that there exists significant difference between the creativity of secondary school students belonging to enthusiastic and non-enthusiastic group of personality traits.
4. It is found out that there exists no significant difference between the creativity of secondary school students belonging to assertive and submissive group of personality traits.

5. It is found out that there exists significant difference between the creativity of secondary school students belonging to suspicious and trusting group of personality traits.

6. It is found out that there exists significant difference between creativity of secondary school students belonging to depressive and non-depressive group of personality traits.

7. It is found out that there exists significant difference between creativity of secondary school students belonging to emotional instability and emotional stability group of personality traits.

5.2 DISCUSSION OF THE RESULTS

The present study shows that there is a significant and positive relationship between learning style and socio-economic status of secondary school students. The findings also show that there exists a significant difference between learning-thinking style of secondary school students belonging to above average socio-economic status and below average socio-economic status group. The finding is in agreement with Sternberg and Grigorinko (1995) who found out that secondary school students from high socio-economic status families obtained significantly higher score on legislative thinking style than students who came from lower socio-economic status families.

The finding vide table no. 4.4 shows that there exists a significant difference between learning-thinking style of rural and urban students of secondary school which is not in agreement or in contradictory with findings of Verma (2001) who found that rural, urban differences in thinking-learning style are most negligible. Review shows that gender-based style differences are more in functions of thinking and negligible in learning of thinking styles. Significant gender difference was found only in one out of thirteen thinking styles (Cilliers and Sternberg, 2001). Females showed significant stronger preference for executive thinking style than male students did. Male students scored significantly higher on the global thinking styles (Zhang and Sachs, 1997), Verma (2001) also noted that female college
students had more inclination towards the use of legislative and executive thinking style whereas male students had higher tendency to adopt monarchic thinking styles. Gender had significant influence on executive, anarchic, and external thinking styles (Verma and Monika, 2006).

The finding from table 4.9 shows that the calculated value between personality and learning-thinking style of secondary school students is significant. It means that there exists positive and significant relationship between personality and learning-thinking style of the students. This study is found to be in agreement with results of study conducted by Zhang, L. F. (2005) and Zhu, C. and Zhang, L. F. (2011).

The findings from table 4.5 show that the calculated co-relation value 0.027 between socio economic status and creativity of secondary school students is not significant at 0.01 level of significance. It means that there exists insignificant relationship between socio-economic status and creativity of secondary school students. The above finding is in agreement with the study of Gupta, A. K. (1980) who concluded that creativity is independent of socio economic status.

The findings vide table no. 4.6 show that there exists no significant difference between creativity of secondary school students belonging to above average group and below average group of socio-economic status which is contradictory with the findings of Singh, O.P. (1982), Bilqies (1988) and Kumar, M.A. Sudhir (1992), who concluded that moderately high positive linear relationship was observed between the variables of creativity and socio economic status. The students from high socio-economic background were definitely superior to those from the lower strata in their creative thinking ability. It was also concluded that the students with a higher family facility score possessed a higher creativity score than their lower family facility counterparts.

Mehdi, B. (1977) conducted a study on rural children and their difference from urban children in respect of personality traits related to creativity and found out that the relationship was significant but considerably low between personality traits and creativity. It is also concluded that there is a significant difference between rural and urban children in respect of their personality traits related to the creativity and the finding is in correlation with the
findings of the present study which shows that there is a significant difference between creativity of rural and urban students of secondary schools.

It is also found out that there exists a significant difference between personality and creativity of secondary school students. The present result is in agreement with the results of Bali, S.S. (1981) and Rama Devi, M. and Subrahmanyam (1994), who concluded that creativity and personality were positively correlated with each other. Ray, T. (1989) also found out that there is a significant relationship between personality characteristics of creative minds.

The present study also concluded that there is a significant relationship between personality and creativity of secondary school students and there exists a significant difference between creativity of different groups of personality traits. The results of the present study is in agreement with study of Zhag, D.S. (1979), Muddu, V. (1980), Srivastava, B. (1982) and Jain, S. (1992) who found that there is a positive and highly significant correlation between creativity and personality factors.

5.3 EDUCATIONAL IMPLICATIONS

The most outstanding characteristic of any research is that it contributes something new towards the development of the area concerned. The findings of the present study raised some significant issues that are beneficial in varied ways. The present study have bearing on following implications for improving strategies of implementation of transmission of knowledge in secondary school students. Socio-psychological correlates, creativity and personality play an important role in the overall development of secondary school learners in the light of the findings of the present study it has its implications for parents, teachers, administrators are as well as for learners in general. The study has its implication to meet the needs of learning groups. During the study some specific observation based on survey requires strategic planning to improve learning condition through effective implementation of certain strategies.

The present study has a wide range of implementation in the field of education. Some of the implications are given below:

- The present study has its implications for parents. Parents influence their children by involving in their day to day activities. Parents want to develop the innate qualities
and personality of their ward. For that they look forward for their all round development. As findings directly indicate that there is a positive correlation between socio-economic status and learning-thinking style of secondary school students. Thus the parent should try to raise their socio-economic status.

- Parents at home and the teachers in classroom situations always have the opportunity for nurturing the creativity, personality and learning thinking style of secondary school students. They may channelize a child’s creative energy into constructive dimension. They should not block their divergent thinking. But they should act as facilitators for the same. Student’s unusual ideas must be welcomed at home as well as in classrooms, rather their unusual ideas should be kept in record.

- Parents should also try to satisfy every unusual query of the children. They should not snub child’s curiosity in the name of discipline. Classroom situations should be made free from rigid plannings. Let the children be free from anxiety and to play with their imaginations. Boys should be encouraged to be divergent in their thinking.

- Teachers and parents should give such type of environment to children so that they can touch the edge of their imagination. Their original responses should be welcomed and they should be encouraged to bring the solutions or ideas which have not been expressed by someone else. Their curiosities should be free to ask question from the teacher.

- Training/orientation of teachers at cluster level particularly on academic aspects like classroom transaction, school effectiveness programmes, potentials of technology, pedagogy of the implementation of technology and changing roles of teachers to facilitate learning of children during transmission through different learning-thinking strategies beneficial for children and improving professional competencies of teachers. This helps in utilizing their services effectively in classroom for optimum benefit of learning-thinking style transmission particularly for improving learning of children.

- The study showed significant correlation between creativity and personality. Our education system in schools should be like a place where students are free to learn and think independently. So our aim of education, curriculum, method of teaching and
especially examination system should be reformed. Therefore the policy makers, national and international level of organization like UNESCO, NUEPA, NCTE, NCRT, etc. should play a major role in reforming the curriculum and examination system. Moreover, spirit of teachers as a dimension of organizational climate proved to be a significant predictor of creativity in students.

- Some personality development programmes, which play a significant role in the career of secondary school students should be organized in the schools by head of the institutions.

- Trained and competent teachers be invited and engaged during the development of content for transmission along with other resource persons. Suggestions of working teachers be invited and duly acknowledged by incorporating it in the development of learning thinking style, creativity and personality.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Generally one of the outcomes of conducting any research study is to generate avenues for further research. In the light of the findings that have emerged from the present study and the valuable experiences gained by conducting this investigation, some related problems that can be taken for further researches are stated as follows:

- The sample of the present study was taken from secondary schools of Haryana only. The same study can be undertaken on a large population drawn from other states and national capital territory of Delhi and on a longitudinal basis, so that more generalisable findings can be obtained.

- Similar study can be conducted by taking students from different groups i.e. normal and exceptional students of different level of learning.

- Further studies can be conducted to find out the extent of influence on factors like curiosity, academic behaviour, anxiety, academic achievement, educational background etc.

- Present study was conducted on the students at secondary level only, similar attempt can be made at elementary as well as higher secondary school students.
• Studies on impact of socio-psychological correlates on different dependent variable like interest, motivation, problem solving ability can also be conducted.

• The present study has been conducted by using the statistical techniques like ‘t’ test and correlation. Similar study can be conducted by using ANOVA etc.