CHAPTER VI

SUMMARY, CONCLUSIONS AND
SUGGESTIONS FOR FURTHER RESEARCH
INTRODUCTION

Our country has accepted a democratic constitution, is pledged to new social order and has set before it the national goods suited to the needs, aspirations and genius of our fast changing political, social and economic conditions. The rising generation has, therefore, to be trained to implement our laudable objectives and grandiose scheme and projects. Let this generation be helped to develop a coherent philosophy of life so that they may resist the temptations of being self-centred and egoists (Dongerkery, 1961).

For the proper functioning of democracy, the Government of India is bound to see that every individual whether belonging to minority community or non-minority community is equipped with the necessary knowledge, skill, optitude, creative talent, wholesome personality and excellent value system to discharge his duties as a responsible and co-operative citizen. Democracy warranted a balanced education in values, virtues, intellectual development and all round development of personality.
There had been an accentuation in recent years of certain undesirable tendencies of provincialism, regionalism and other group rivalries and sectional differences. There is need to check such tendencies, if educational progress is to be well planned, divergent and conflicting policies are to be avoided.

To achieve this, there is need to pool the knowledge and skill of the parents, teachers and authority about the children of different community. If we want that children learn the art to fit themselves to live with and for others, they have the spirit of belongingness, they feel that they have a part in the school and do not feel like slaves who have to walk the chalk line having no voice as to where the line should be drawn, then we have to be very conscious in providing the scholastic and non-scholastic activities to the children according to their individual differences - according to their intellectual level, creativity level, personality pattern and value system.

Here lies the need to explore the field of personality and value pattern to identify and compare
these variables of children of minority and non-minority communities.

REVIEW OF RELATED STUDIES

Verma (1975) concluded that there were significant differences among rural, rural-urban and urban groups of children in intelligence.

Kershner and Ledger (1985) in their study of the effect of style of thinking and sex on students creativity found that sex and style of thinking had an effect on different dimensions of students' creativity. They further suggested that performance on each of the creativity subsets may be strongly influenced by different psychological and social class factors.

Wright and Wright (1976) in their study concluded that the social class remains the primary determinant of self-direction of values.

Kapoor (1986) in his study found that Saraswati Shishu Mandir's students had more respect for religious, social, democratic knowledge and power values whereas the public school students paid more regards to aesthetic,
economic, hedonistic and health values.

Lahri (1977) in his study observed that normal, vagabonds and delinquents differed in their personality pattern. Similarly, Framenick (1981) found that Hindu middle class adults, Muslim middle class adults and Christian middle class adults differed significantly in their personality traits. In a somewhat similar study, Patel (1987) concluded that scheduled caste, scheduled tribes and advantaged children differ significantly in their personality traits.

Thus, review of above studies related to different variables though indirect and very scanty, is indicative of the fact that there are individual differences on these important variables among different groups of individual. Therefore, to see the direction and extent of the difference between children of minority and non-minority communities is the aim of the present study.

STATEMENT OF THE PROBLEM

Today the aim of education is to develop all round and harmonious development of the personality of the child right from their schooling. There are
various factors which go with the development of personality of the child whether he/she belongs to minority group or non-minority group. Some of these factors are intelligence, creativity, self concept, adjustment, values, cognitive styles and personality pattern. The present study has tried to find the answer whether children belonging from minority and non-minority groups differ from each other in matter of intellectual ability, creativity level, personality characteristics and values pattern. Hence the present study is stated as:

"A Study of Intelligence Creativity Personality Characteristics And Value Patterns of Adolescents Of Minority And Non-Minority Communities"

OBJECTIVES:

The present study was conducted on the basis of following objectives:

1. To see and compare the intellectual ability of adolescents belonging to minority and non-minority communities.
2. To see and compare the creativity level of adolescents belonging to minority and
non-minority communities.

3. To see and compare the values pattern of adolescents belonging to minority and non-minority communities.

4. To see and compare the personality characteristics of adolescents belonging to minority and non-minority communities.

HYPOTHESES:

The present study was advanced within the framework of following hypotheses:

(1) Intellectual level of adolescents belonging to minority and non-minority communities differ significantly from each other.

(2) Creativity level of adolescents belonging to minority and non-minority communities differ significantly from each other.

(3) Value pattern of adolescents belonging to minority and non-minority communities differ significantly from each other.
Personality characteristics of adolescents belonging to minority and non-minority communities differ significantly from each other.

DELIMITATIONS OF THE STUDY:

(1) The present study was limited to a sample of 420 adolescents both males and females (150 adolescents from minority group and 270 adolescents from non-minority group).

(2) The present study was delimited to seven districts of Punjab and also Union territory of Chandigarh (Capital of Punjab).

(3) The present study was conducted on Xth Class children studying in private/government aided and government senior secondary schools.

OPERATIONAL DEFINITIONS OF THE TERMS USED:

1. Intelligence:

Intelligence is the general adaptability to the new problems and conditions of life, as explained by Stern (1914). Operationally, intelligence is defined as, "the ability to deal with numbers, analogies, opposite
and synonyms, to make categories and to draw inferences'.
Its measurement (verbal) is the total score on Group
Test of General Mental Ability (Jalota, 1972).

2. **Creativity:**

Creativity has been operationally defined as
"the process of sensing gaps or disturbing, missing
elements, forming ideas or hypotheses" (Torrance, 1965).
Its measure is the total scores measured by Creative
Activities Checklist (Torrance, 1962).

3. **Value:**

Values are the integral part of personal
philosophy of life by which we generally mean the
system of values by which we live (Lahner and Kube,
1964). This philosophy of life includes our aims,
ideals and manners of thinking, the principle by which
we guide our behaviour and conduct our affairs. In
values moral and materials questions are asked.
Operationally, values are defined as theoretical,
economic, aesthetic, social and political values
and its measures is the total scores on Study of Values
by Allport-Vernon and Lindzey Sosle (Indian adoption
4. Personality:

Personality is the prediction of what a person will do in a given situation and is concerned with all the behaviour of individual both overt and under the skin. Its measure is the total score on Kapoor and Tripathi's 16 PF Questionnaire (1982).

5. Minority and Non-minority Communities:

Here minority community is defined as Muslim Community, whereas non-minority community is Hindu community.

DESIGN OF THE STUDY:

In the present investigation Survey Method was employed. The technique of t-ratios was employed in order to know and compare the differences in intellectual ability, creativity level, value patterns and personality characteristics of adolescents of minority and non-minority communities.

SAMPLE

Out of all the districts of Punjab, seven
districts and Union Territory of Chandigarh were selected randomly for the present study. 420 adolescents (150 from minority and 270 from non-minority communities) were selected from Xth Class on the basis of multistaged randomization technique from private, government aided/government senior secondary schools of Punjab.

**TOOLS:**

To collect data for the present study, following tools were used:

2. Creative Activities Check List (Torrance, 1962).
4. 16 Personality Factor Questionnaire (Cattell & Eber, Indian adoption by Kapoor & Tripathi, 1982).

**NEED AND SIGNIFICANCE OF THE STUDY**

Although one or two studies have been conducted by taking the sample of minority communities - e.g., what
are the various problems faced by minority communities in the matter of facilities, funds etc. in running educational institutions; what are the rights and duties and constitutional safeguards of these communities, yet no systematic study has been conducted in the field of personality by taking the minority communities into consideration. Since the country is passing through such a stage where national integration is the dire need of the day, therefore, the researcher found it worthwhile to take the present field for her research work.

By identifying the intellectual level, creativity level, personality characteristics and value preferences of the adolescents of minorities and non-minorities communities, the administrators, educationists, curriculum framers and teacher will be able to help the adolescents who are lacking on these dimensions by way of organising academic and cocurricular activities according to the need of the adolescents.

The study will be helpful in saving the future generation from narrow prejudices and strengthens in them attributes of patriotism, national pride and feeling of friendship.
Further, the study can prove beneficial to the parents, administrators, counsellors, teachers and social workers by giving them understanding to the extend to which they can change the environment and school programme to bring improvement in the intellectual level, creativity level, personality traits and value system of the adolescents.

Since the school-community relationship is a two way traffic, the present study will be helpful in planning programme of interpreting the school to the community for the better growth and development of the adolescents. Since creative, personality and value system are developed by doing and experiences, therefore, teachers and head of the institution will learn how to coordinate the various influences, efforts and abolish the barriers in the way for planning experiences by adolescents for adolescents and of adolescents.

Government and other similar agencies will also be benefitted by the results of this study and will come to know the need of spending money in proper way for the around development of adolescents of minority and non-minority communities.
ADMINISTRATION OF THE TOOLS

For the purpose of data collection, permission of the head of the concerned school was sought and timings were fixed for administration of the test. A rapport was established with the subjects and they were told the purpose of the tests. To reduce their anxiety, they were told that their responses would in no way effect their assessment and the information would be kept confidential.

Before administering all the four tests, instructions were given for each test as per the directions given in their respective manual. As the tests were length, therefore, they were given to the subjects in two sessions with some break.

Finally, data collection for a sample of 420 adolescents (150 from minority and 270 from non-minority) were used for statistical analysis and interpretation of results.

STATISTICAL TECHNIQUES USED

For the statistical treatment of the data, values of mean, SD and t-ratios were calculated for the variables
of intelligence, creativity value patterns and sixteen personality factors by taking the data of both the groups to see the differences between the two groups of adolescents belonging to minority and non-minority communities on the basis of their intellectual level, creativity level, value patterns and personality characteristics.

**CONCLUSIONS:**

Conclusions as arrived after the analysis, interpretation and discussion of results are presented below:

1. **Comparison of Intellectual Level**

Findings reveal that mean intelligence score of adolescents belonging to minority community (mean = 18.92) is lower as against the mean intelligence score of the adolescents belonging to non-minority community (mean = 42.92) and this difference between the means is significant at .01 level. Therefore, it is evident from the results of the present investigation that adolescents belonging to minority community are less intelligent than that of adolescents belonging to non-minority community.

Thus in the light of above findings, hypothesis N.1 that intellectual level of adolescents belonging to minority and non-minority communities differ significantly
from each other is retained here.

2. **Comparison of Creativity Level**

Results reveal that there is no significant difference between the creativity level of adolescents belonging to minority and non-minority communities as the values of mean in both the cases are nearly identical and the difference between the means of two groups (mean = 49.52 and 49.57 respectively) is insignificant at .05 level.

Although intelligence and creativity belong to the same domain and it was expected that creativity level of adolescents belonging to minority community would have been different from the adolescents belonging to non-minority community but in the present investigation no such difference is obtained. Thurstone (1952) have also indicated evidence concerning the relative independence of measures of intelligence and measures of creativity or imagination, especially when the quality rather than fluency is considered.

Therefore, in view of the above results, hypothesis N.2 that creativity level of adolescents belonging to minority and non-minority communities differ significantly from each other is not accepted in the present study.
3. **Comparison of Personality Characteristics**

In conclusions, it can be inferred that:

In the present study out of 16 personality factors, only ten factors viz. Personality Factor A (reserved vs. outgoing), Factor B (less intelligent vs. more intelligent), Factor C (affected by feelings vs. emotionally stable), Factor M (practical vs. imaginative), Factor N (forthright vs. shrewd), Factor O (confident vs. apprehensive), Factor Q₁ (conservativeness vs. experimenting), Factor Q₂ (dependent vs. self-sufficient), Factor Q₃ (undisciplined vs. controlled) and Factor Q₄ (relaxed vs. tense) have shown significant differences between the adolescents of minority and non-minority communities, whereas other six personality factors viz. Personality Factor E (humble vs. assertive), Factor F (sober vs. happy go lucky), Factor G (conscientious vs. expediency), Factor H (shy vs. venturesome), Factor I (tough-minded vs. tender-minded) and Factor L (trusting vs. suspicious) have shown no significant differences between the adolescents of minority and non-minority communities.

Comparative picture of the personality characteristics of adolescents belonging to minority community and non-minority community characterizes the adolescents
of minority community as reserved, aloof (Factor A),
less intelligent and slow learner (Factor B), emotionally
disturbed (Factor C), anxious to do right things and
attentive to practical matters (Factor M); sentimental
and forthright (Factor N); depressed, moody or worried
(Factor O), have conservative outlook (Factor Q_4); prefer
to work in group and make decisions with other people
(Factor Q_2), less controlled (Factor Q_3) and tense,
impatient and restless (Factor Q_4).

Comparative picture of the personality characteristics of adolescents belonging to minority and non-
minority community characterizes the adolescents of
non-minority community as more warm, more adaptable,
more emotionally expressive (Factor A); more intelligent
and fast learners (Factor B); more emotionally stable,
have high ego strength and emotional maturity (Factor C),
more unconventional and imaginatively, more unconventional
and imaginatively creative have concerned with physical
realities (Factor M); more shrewd, worldly, calculating
and penetrating (Factor N); more confident (Factor O),
more experimenting (Factor Q_1); more self-sufficient
and have independent nature (Factor Q_2); controlled
(Factor Q_3) and more relaxed, satisfied and unanxious
(Factor Q_4).
Hence, on the basis of above findings of the present investigation, the hypothesis N.4 that personality characteristics of adolescents belonging to minority and non-minority communities differ significantly from each other is also retained in the present study.

4. **Comparison of Value Pattern**

The results of comparison of adolescents belonging to minority and non-minority communities on the six dimensions of value and total value patterns show that mean difference in the two groups of adolescents is significant on all the six dimensions of value i.e. theoretical, economic, aesthetic, social, political and religious values.

Adolescents belonging to minority community are higher religious value only whereas adolescents belonging to non-minority community are higher on theoretical, economic, aesthetic, social and political value and also on value patterns as a whole.

Results clearly depict that adolescents of minority community show dominant preference for religious outlook and great concern for welfare of others whereas adolescents of non-minority community gain more satisfaction from ordering and systematic knowledge
(theoretical value); have strong desire to earn much more money as well as give importance to their own convenience and overall pleasure to whole family (economic value); have more artistic appeal (aesthetic value); show interest in love of people and like to mix with other people (social value); take pleasure and satisfaction in sharing power and prestige (political value).

Hence, in the light of above results, hypothesis N.3 that values pattern of adolescents belonging to minority and non-minority communities differ significantly from each other is also retained in the present investigation.

EDUCATIONAL IMPLICATIONS

The present study has following important educational implications:

1. The concerned authority/government can make some provision to provide some extra reading facilities to help the adolescents to develop
multifarious interests, wholesome personality and fine value system.

2. In the school some arrangement for guidance and counselling be made so that the specific needs of the adolescents are attended.

3. Special classes may be arranged for the adolescents who are deficient in their intellectual and creativity level. Similarly, some talk of good persons may be arranged so that adolescents can develop their personality and value system to the maximum.

4. The findings of the present study can be used for making the teaching-learning situation more effectively and more productive by keeping in view the individual differences of the adolescents in matter of intelligence, creativity, personality make-up and value system.

5. The results of the present study may form a subject matter of the refresher course, seminar and workshops organised for teachers, parents, principals, counsellors and social workers.

6. Findings of the present study will be helpful in studying the problems of adolescents of minority community and also to study their personality and
value system so that special care, educational facilities and training may be provided for their complete rehabilitation and all-round development

SUGGESTIONS FOR FURTHER RESEARCH

For further research in this field, the investigator proposes following topics for the consideration of future researchers:

1. Study may be conducted by taking one or group of exceptional children of the schools run by minority and non-minority communities.

2. Instead of taking present variables, the study may be explored by taking some other psychological variables such as mental health of the adolescents of these schools.

3. A comparative study of the personality traits, values pattern of adolescents studying in schools run by some other minority and non-minority communities may be taken up.

4. Study may be conducted by taking some non-psychological variables such as study habit, cognitive styles, vocational preferences of the adolescents of these communities.
5. By taking larger and different population, a replicative study may be undertaken by some potential researchers.

6. A follow-up study may be conducted to establish the validity of the findings of the present study.