CHAPTER V
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SUMMARY AND CONCLUSIONS

5.1. SUMMARY

The importance of individuals with creative talents is paramount in today’s modern world. Thus discovering and enhancing creativity among students has become the need of the hour. The present system of education does not encourage creativity. Thus it is the responsibility of the teacher to try and enhance creativity among students.

Torrance has defined creativity as “the process of sensing gaps of distributing missing elements, forming ideas or hypotheses and communicating the results, possibly modifying and retesting the hypotheses.” There are four approaches of creativity, the process approach, the person approach, the product approach, the environmental press approach.

There are two fundamental assumptions of creativity: 1) the abilities involved in being creative are universal 2) creativity can be enhanced.

Torrance has presented the following six factors of creativity: (1) Sensitivity to problem; (2) Fluency, (3) Flexibility, (4) Originality, (5) Elaboration and (6) Redefinition. The following abilities clarify the nature of these factors:-
Ability to produce large number of ideas, ability to represent novel, uncommon ideas, ability to add some details in the plan, ability to have knowledge of different ways of expression, ability to realise the need and remedy for it.

The attitude of the students towards the school is said to be favourable if the student loves to come to school, has no fear or negative reaction towards it, finds interest in the work done at school, participates in the school activities and develops pride in the achievements of the school. The attitude of the students towards the school is said to be negative when the student hates to come to school, has to be forced by the parents to go to school, does not participate in the school activities, always criticizes the school functioning and feels ashamed of being a student of that school.

The attitude of the student is likely to change with the change in the teaching-learning process, democratic way of teaching, more sympathetic and positive behaviour of the teachers towards students.

The techniques which are used by the researcher in the present study to enhance creativity are brainstorming, inquiry training, synectics and role-playing.

Brainstorming has been used very successfully, as a technique of teaching for enhancing creativity. The technique of organized ideation is labeled quite aptly as “brainstorming” which means using the brain to storm a creative problem.
Brainstorming dramatises new ideas, makes people focus their attention upon them and realize the importance of ideas. It encourages the participants and makes them feel that they have the ability to think new ideas. This builds their self-confidence and it also helps ego-gratification.

Inquiry training is designed by Suchman to bring students directly into the scientific process through exercises that compress the scientific process into small periods of time. It originated with a belief in the development of independent learners; its method requires active participation in scientific enquiry. Children are curious and eager to know, and inquiry training capitalizes on their natural energetic explorations, giving them specific directions so that they explore new areas more forcefully. Inquiry training helps students develop the intellectual discipline and skills necessary to raise questions and search out answers stemming from their curiosity. Thus inquiry training is aimed at helping students inquire independently, but in a disciplined way.

Synectics is an approach to enhance the development of creativity designed by J. J. Gordon and his associates. In synectics exercises, students ‘play’ with analogies until they relax and begin to enjoy making more and more metaphoric comparisons. Ordinarily, when one is confronted with a task – say a problem to be solved or a piece of writing to be produced – one consciously becomes logical. For most problems and tasks of expressing oneself one’s logic works well enough. When one’s old
solutions or ways of expressing oneself is not sufficient, synectics is used. It is designed to lead into a slightly illogical world – to give an opportunity to invent new ways of seeing things, expressing oneself, and approaching problems.

In role-playing students explore human – relations by enacting problem situations and then discussing the enactments. Together, students can explore feelings, attitudes, values and problem solving strategies.

Role-playing means dealing with problems through actions; a problem is analysed, acted out, and discussed. Some students are role-players while others are observers. A person puts himself in the place of another person and then tries to interact with others who are also role-playing. Empathy, sympathy, anger and affection are all generated during the interaction. This emotional content as well as the words and actions are later analysed. After the acting is over, even the observers are involved enough to know why each person reached his decision, what the sources of resistance were, and whether there was another way of dealing with the situation.

‘Extroversion’ is a general attitude of group of traits characterized by a predominant interest in the external world, and social life and a correspondingly diminished concern for fantasies, reflection and introspection.
'Introversion' is a trait complex, probably of diverse genetic origin, characterized by a tendency to shrink from social contacts, by a preference for covert and symbolic as opposed to overt activities, by great personal sensitiveness and by a proneness to autistic thought.

Empirical researches as well as conceptual literature have indicated that there are people who believe that everything that happens, either good or bad, occurs by chance and man is not the master of his fate. In contrast, some others believe that man controls everything that happens in his own life. He believes that he is responsible for his fate. These two concepts put together constitute a major construct in psychological enquiry known as the locus of control.

Locus of control refers to the perception of possible occurrences and causal attribution between action and outcome, that is, to what extent an action produces an outcome and the type of causes (i.e. internal or external) that are attributed to the outcome.

A human brain is truly a remarkable organ. It is the source of emotions, such as love, fear and rage. The largest part of the brain is called the cerebrum and is divided into two hemispheres, the right and the left hemisphere. Each hemisphere receives and sends messages to the apposite side of the body.
The functions of the right hemisphere have generally been described as creative, divergently productive, deductive, intuitive, holistic, gestalt, concrete and analogic.

The left hemisphere is considered to be a rational linear mind specializing in sequential processing, logical, analytical thinking, inductive and convergent in production of ideas.

According to Laycock, in addition to intellectual factors, motivational factors are important in creativity. These motivational factors include (i) the desire to question, (ii) high intellectual persistence, (sticking to a problem over a long period) (iii) a delight in thinking and toying with ideas, (iv) the need for variety and independence, (v) insatiable curiosity, (vi) a tolerance of ambiguity, (the willingness to put up with the frustration of not being able to solve a problem because all of the evidences isn’t in) (vii) high energy and vast output of work.

According to Moos and Tricket, there are three general categories which can be used in conceptualizing those individual dimensions that characterize diverse psychological environments. They are the relationship dimension, the personal development dimension and the system maintenance dimension. It is desirable that any instrument used for assessing human environments provide adequate coverage to each of these three basic types of dimensions as they cover all the aspects of the processes going on in a classroom.
Statement of the Problem

"An Eclectic Approach to Creativity in Classroom: An Experiment."

Aim of the Study

To develop a programme for enhancing creativity in students in the history, geography and English language by using brainstorming, synectics, role-playing, inquiry training techniques together.

Objectives of the Study

1) To compare the pre-test and post test scores of creativity of experimental and control groups.

2) To compare the pre-test and post test scores of students’ attitude towards the school of experimental and control groups.

3) To ascertain the relationship between pre-test and post-test scores of creativity and students’ attitude towards the school.

4) To compare the pre-test and post-test scores of creativity of experimental group and control group.

5) To compare the pre-test and post test scores of students’ attitude towards school of experimental group and control group

6) To compute gain scores of creativity and students’ attitude towards school in terms of

   \[ \text{Gain score} = \text{post-test score} - \text{pre-test score}. \]

7) To compare gain scores of creativity and students’ attitude towards school of experimental and control groups.
8) To study the interaction effect of gender and treatment on gain scores of creativity and students’ attitude towards school.

9) To study the interaction effect of socio-economic status score and treatment on gain scores of creativity and students’ attitude towards school.

10) To study the interaction effect of motivational factors score and treatment on gain scores of creativity and students’ attitude towards school.

11) To study the interaction effect of locus of control score and treatment of gain scores of creativity and students’ attitude towards school.

12) To study the interaction effect of extroversion score and treatment on gain scores of creativity and students’ attitude towards school.

13) To study the interaction effect of hemisphericity dominance and treatment on gain scores of creativity and students’ attitude towards school.

14) To study the interaction effect of scores on classroom climate and treatment on gain scores of creativity and students’ attitude towards school.

15) To study the effect of the treatment on the post-test scores when the differences in the pre-test scores of the two groups have been partially led out.
16) To compare the residual scores of creativity of the experimental and control groups after controlling pre-test scores and socio-economic status scores.

17) To compute the residual scores of creativity after controlling pre-test scores and socio-economic status scores, using Dyer’s Regression Residuals Method.

18) To compute the residual scores of creativity after controlling scores on socio-economic status, motivational factors, locus of control using Dyer’s Regression Residuals Method.

19) To compare the residual scores of creativity of experimental and control groups after controlling scores on socio-economic status, motivational factors, locus of control.

20) To compare gain scores of a) fluency, b) flexibility, c) originality, d) elaboration of experimental and control groups.

21) To compute the magnitude of effectiveness of the eclectic approach on a) creativity and b) students’ attitude towards school.

**Research Hypotheses:**

The gain in creativity of students belonging to experimental group where the eclectic approach incorporating brainstorming, inquiry training, synectics and role playing for teaching history, geography and English language is used is expected to be greater as compared to the control group.
Moreover, different variables such as motivational factors, locus of control, hemisphericity, extroversion - introversion are expected to interact with the treatment and therefore likely to have different influence on students’ gain in creativity.

The gain in attitude of students towards school in the experimental group is likely to be higher as compared to the control group due to its exposure to a variety in teaching methods.

**Null Hypotheses:**

In order to attain the specific objectives of the study the following null hypothesis were formulated:

1. There is no significant difference in the pretest and posttest scores of creativity of experimental and control groups.

2. There is no significant difference in the pretest and posttest scores of students’ attitude towards school of experimental and control groups.

3. There is no significant relationship between pretest and posttest scores of creativity and students’ attitude towards school.

4. There is no significant difference in the pretest and posttest scores of creativity of experimental group and control group.

5. There is no significant difference in the pretest and posttest scores of students’ attitude towards school of experimental group and control group.
6. There is no significant difference in the gain scores of creativity and students’ attitude towards school of experimental and control groups.

7. There is no interaction effect of gender and treatment on gain scores of creativity and students’ attitude towards school.

8. There is no interaction effect of socio-economic status and treatment on gain scores of creativity and students’ attitude towards school.

9. There is no interaction effect of motivational factors and treatment on gain scores of creativity and students’ attitude towards school.

10. There is no interaction effect of locus of control and treatment on gain scores of creativity and students’ attitude towards school.

11. There is no interaction effect of extroversion-introversion and treatment on gain scores of creativity and students’ attitude towards school.

12. There is no interaction effect of hemisphericity dominance and treatment on gain scores of creativity and students’ attitude towards school.

13. There is no interaction effect of classroom climate and treatment on gain scores of creativity and gain scores of students’ attitude towards school.

14. There is no significant effect of the treatment on the posttest scores of the two groups when the differences in the pre-test scores have been removed.
15. There is no significant difference in the residual scores of creativity of experimental and control group after controlling pre-test scores and socio-economic status.

16. There is no significant difference in the residual scores of creativity of experimental and control group after controlling socio-economic status, motivational factors, locus of control.

17. There is no significant difference in a) fluency, b) flexibility, c) originality, d) elaboration of experimental and control groups.

**Design of the study**

The present study is aimed at enhancing creativity by using eclectic approach. The researcher has manipulated teaching approach to observe how the subjects are affected. So the methodology selected is the experimental one.

In the present research quasi experimental design of the pretest posttest non-equivalent type has been used which can be explained as follows:

\[
\begin{align*}
O_1 & \times O_2 & O_1 \text{ and } O_3 & : \text{ Pretests} \\
O_3 & \times C & O_4 & : \text{ Post tests} \\
X: \text{Experimental group} & \quad C: \text{Control group}
\end{align*}
\]

This type of quasi experimental design is used because the groups are naturally assembled groups i.e. intact classrooms.
The researcher first took permission from the schools. Then a pretest was taken of both the groups after obtaining the permission. Experimental treatment was given to the experimental group and control group was taught by the traditional lecture method.

Factorial design was also used to determine whether the treatment interacts significantly with certain variables. The present research deals with two dependent variables, viz., creativity and students' attitude towards school. Some mediator variables like extroversion-introversion, locus of control, hemisphericity dominance and motivational factors and control variables like gender, socio economic status and classroom climate are also included.

**Sample**

The sample comprised of the students of two schools A.I.H. School and V. W. A. H. School. A.I.H. School students formed the control group. It had 47 students out of which 31 were boys and 16 were girls. V. W. A. H. School students formed the experimental group. It had 41 students out of which 26 were boys and 15 were girls.

**Tools**

The tools used were

1) Creativity Test (Form A and Form B): Form A was prepared by the researcher and Form B by Naik (2000). Both the test consisted of 13 items measuring students' fluency, flexibility, originality and
elaboration. Form A was used as pretest and Form B was used as posttest. The reliability and validity of the tools were established through appropriate procedures. The reliability coefficients of both the tests are as follows:

<table>
<thead>
<tr>
<th>Type of Reliability</th>
<th>Form A Reliability Coefficient</th>
<th>Form B Reliability Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Consistency Reliability</td>
<td>0.815</td>
<td>0.891</td>
</tr>
<tr>
<td>Test - Retest Reliability</td>
<td>0.739</td>
<td>0.652</td>
</tr>
<tr>
<td>Parallel Form Reliability</td>
<td>0.85</td>
<td>-</td>
</tr>
</tbody>
</table>

2) The Classroom Climate Scale was prepared by the researcher. The tool was prepared on the basis of relationship dimension, personal development and system maintenance dimension. Content validity was established by following appropriate procedures. Internal consistency reliability obtained by Rulon’s formula was 0.81 and test-retest reliability was 0.87. It has 53 items in all.

3) Attitude to School Scale was prepared by Pandya (1987). The final form has 24 items having 4 point scale of always, frequently, sometimes and never. Content validity is established by following appropriate procedures. Item analysis was carried out. Out of 30 items 24 items remained others were discarded. The coefficient of correlations using split half method was 0.88, using test-retest method was 0.8 and parallel form method (for Rao’s School Attitude Inventory) was 0.81.
4) Extroversion-Introversion Test: Neymann-Kohlstedt Diagnostic Test of Extroversion-Introversion is used. It is a standardized test. In the test, there were 50 items followed by the alternatives Yes / No. The reliability of the test was 0.79 according to Cronbach’s method. It’s test-retest reliability was 0.77.

5) Locus of Control Scale is forced choice rating scale prepared by Shaikh (1999). There were 21 pairs of internal locus of control and external locus of control items. Content validity was obtained by consulting 8 experts. The reliability was computed by using Cronbach’s Alpha method and Spearman Brown formula. The obtained r was 0.645 for both. The final form has 20 items.

6) Hemisphericity Dominance Test is prepared by Venkatraman (1996). It included five different areas of hemisphere functioning for identification of dominance. There are 50 items in all. For each item there are two statements. Content validity was established following appropriate procedures. The constructed tool was validated with the help of standardized SOLAT tool constructed by Torrance. The test was also found to be reliable.

7) Motivational Factors. In order to measure motivational characteristics of students a scale prepared by Naik (2000) was used. To ascertain the content validity the scale was given to 10 experts. Initially there were 45 statements after consulting the experts only 25 were
retained. Internal Consistency Reliability was 0.84 and test-retest reliability was 0.76.

8) Socio Economic Status Inventory is prepared by Patel (1997), which is the modified version of Kalliath’s Socio Economic Status Inventory to measure students’ socio economic status in terms of wealth, power, prestige, enjoyed by the family. Content validity was established by following appropriate procedures. Internal consistency reliability obtained by Split Half Method was 0.96 and test-retest reliability was 0.77.

Techniques of Data Analysis

The present research used statistical techniques such as a t test, analysis of variance, analysis of covariance, Pearson’s r and Dyer’s Regression Residual Method.

5.2. FINDINGS OF THE STUDY

1) The gain in creativity was found to be significantly greater in the experimental group as compared to control group at 0.01 level with 45.74% of the variance in the gain in creativity being explained by the difference in the treatment.

2) The experimental treatment was found to be equally effective for both boys and girls.

3) Students from lower, moderate and higher socio economic status backgrounds found the experimental treatment more
beneficial as compared to those from the control group in enhancing creativity.

4) It was found that motivational factors and treatment do not have any interactive effect on creativity of students.

5) Locus of control is found to interact significantly with the treatment. Students with higher internal locus of control have gained more creativity in the experimental group as compared to those with lower internal locus of control.

6) It was found that extroversion and treatment do not have any interactive effect on creativity of students.

7) It was found that hemisphericity and treatment do not have any interactive effect on creativity of students.

8) It was found that classroom climate and treatment do not have any interactive effect on creativity of students.

9) The gain in students' attitude towards school was found to be significantly greater in the control group as compared to experimental group at 0.01 level with $13.14\%$ of the variance in the gain in students' attitude towards school being explained by the differences in the treatment when raw scores were taken into account.

10) It was found that gender of the students and treatment do not have any interactive effect on attitude towards school of the students.
11) It was found that socio economic status of the students and treatment do not have any interactive effect on attitude towards school of the students.

12) It was found that motivational factors and treatment do not have any interactive effect on attitude towards school of the students.

13) It was found that locus of control and treatment do not have any interactive effect on attitude towards school of the students.

14) It was found that extroversion and treatment do not have any interactive effect on attitude towards school of the students.

15) It was found that hemisphericity and treatment do not have any interactive effect on attitude towards school of the students.

16) It was found that classroom climate and treatment do not have any interactive effect on attitude towards school of the students.

17) When tested using ANCOVA where pretest scores were controlled, it was found that posttest scores on creativity of the experimental group were significantly greater then those of the controlled group. It was found that the mean posttest scores of creativity of the experimental group was significantly greater than that of the control group with 70-85% of the variance explained by the difference in the treatment.

18) Using Dyer's Regression Residuals Method, when pretest scores of creativity and socio economic status were controlled, it was found that the mean residual posttest scores of creativity of the experimental group
was significantly greater than that of the control group with 38.44% of the variance explained by the differences in the treatment.

19) Using Dyer's Regression Residuals Method, when socio economic status, motivational factors, and locus of control were controlled, it was found that the gain in creativity was significantly greater in the experimental group as compared to control group at 0.01 level with 46.83% of the variance explained by the differences in the treatment.

20) The magnitude of effectiveness of the eclectic approach was computed using Wolf's formula in four different cases as follows: a) the gain scores in creativity of both the groups, b) the posttest scores of creativity when the differences in the pretest scores were removed using ANCOVA for both the groups, c) the residual scores of creativity after controlling pretest scores and socio economic status scores of both the groups using Dyer's Regression Residuals Method, d) the residual scores of creativity after controlling scores on socio economic status, motivational factors and locus of control of both the groups using Dyer's Regression Residuals Method. It was found that in all the above cases the treatment was highly effective in enhancing students' creativity.

21) The magnitude of effectiveness of the eclectic approach was computed using Wolf's formula in the gain scores of students' attitude towards school of both the groups. It was found that the lecture method
was effective in the control group in developing positive attitude towards school.

5.3. CONCLUSION

In conclusion, it may be said that the eclectic approach including four methods, viz., brainstorming, inquiry training, synectics and role-playing, used to enhance creativity was highly effective. The mean gain scores of creativity of the experimental group was found to be higher than the control group. This finding has been supported by Deshmukh (1979), Patel (1988) and Shans Hans Raj (1989), who have ascertained the effectiveness of brainstorming as a method to enhance creativity, Frenz Stever (1975), Sucheta (1990), Malhotra (1992), Chaudhari and Mahapatra (1999) have ascertained the effectiveness of synectics model in enhancing creativity. Kasinath (2000) has ascertained the effectiveness of inquiry training model. The present study's findings are corroborated by the findings of these past researches.

The present research has found that role-playing in combination with other methods has been effective in enhancing the creativity of the students. But according to Deshmukh (1979) role-playing was found to be less effective than brainstorming in enhancing creativity. However, the aim of the present study was not to compare the relative effectiveness of different methods.
That creativity can be enhanced by using different techniques was ascertained by Jarial (1981) who had constructed instructional material to enhance creativity. Upadhye (1981) also had tried to find the effect of stimulating environment on creativity. It was found to be very effective in enhancing creativity. Jalegaonkar (1984) had developed teaching strategies, Gupta (1985) had prepared special creativity developing programmes, Singh (1985) had also prepared specially designed teaching strategies, Kotwal (1995) also prepared a teaching package to enhance creativity. All these researches have ascertained that creativity can be enhanced. The eclectic approach in the present research also has been effective in enhancing students’ creativity.

The present research has indicated that students’ socio-economic status does not help in benefiting from the eclectic approach. However, the same has been supported by the past researches like Shakunthala (1992) and Andal, Krishna and Stephen (1996) who have also found that those high on socio-economic status have greater creative thinking ability.

Bhogayata (1986) and Badola (1991) have found that those high on internal locus of control have greater creative abilities. The present research has also found that those high on internal locus of control have benefited more from the experimental treatment. The eclectic approach was more effective in the case of those students high on internal locus of control.
The magnitude of effectiveness of the eclectic approach was found in four cases. These cases and the magnitude of effectiveness are as given as follows:

<table>
<thead>
<tr>
<th>Four Different Cases</th>
<th>Magnitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Gain scores in creativity of both groups</td>
<td>2.13</td>
</tr>
<tr>
<td>b) Posttest scores of creativity when the differences in pretest scores were removed.</td>
<td>3.24</td>
</tr>
<tr>
<td>c) Residual scores of creativity after controlling pretest scores and socio economic status</td>
<td>1.67</td>
</tr>
<tr>
<td>d) Residual scores of creativity after controlling scores on socio economic status, motivational factors and locus of control.</td>
<td>1.31</td>
</tr>
</tbody>
</table>

The maximum effectiveness was found to be 3.24 when the differences in the pre test scores were removed. As other variables were controlled, the magnitude of the effectiveness reduced as compared to when the differences in the pretest scores were removed. As found earlier that socio economic status and locus of control had an effect on the treatment that explains why the magnitude reduced. This implies that gain in creativity is influenced by four factors, viz., the differences in pretest scores, socio economic status, motivational factors and internal locus of control of students. Yet in all the four cases, the magnitude was greater than...
0.8 which indicates that there was maximum effect of the eclectic approach on the creativity of the students.

The control group was taught by using traditional lecture method, where the focus was on imparting information. The experimental group was taught using the eclectic approach where the students actively participated in the teaching learning process. They had the freedom to express themselves without being ridiculed, where flow of ideas was given more importance than evaluating whether the ideas were useful or silly. They were free from being judged and that could have helped them and enhanced their creativity.

It can also be concluded that the eclectic approach did not develop in students a positive attitude towards school. The attitude of the students remained the same, it was not affected by the use of the eclectic approach.

The control group was taught by the traditional lecture method where the focus was on imparting information. The students perhaps feel that when the teachers teach them by using traditional lecture method, they are performing their function effectively and thereby leading to better students' performance in examination. On the other hand the students perhaps feel that if they are taught by activity method they may not benefit more from examination point of view. So the students' attitude became less favourable in the case of control group where as the students attitude became favourable in the case of experimental group.
There was no interaction effect found of the mediator variables like extroversion – introversion, motivational factors, and hemisphericity dominance on creativity as well as on students’ attitude towards school.

There was no interaction effect found of the control variable classroom climate on creativity as well as students’ attitude towards school.

**Suggestions for Enhancing Creativity**

Teachers should try to enhance creativity in the students by creating a climate of freedom in the classroom. She should involve the students in activities and discussions, so that the students express their ideas freely without having the fear of being judged by the teacher. Such a climate is very essential for the students to develop their creative thinking abilities.

The teacher should develop certain teaching strategies to enable the low students who are on socio economic status to develop their creative abilities. Some extra help is needed by these students to be able to enhance their creative thinking abilities. The socio economic group does not seem to benefit from the eclectic approach as much as those from and high socio economic status groups perhaps because their home environment places more emphasis upon examination marks and therefore they might be placing less value on attributes like creativity and more value on traditional approach of teaching.

The teacher should also develop certain teaching strategies to enable those students low on internal locus of control to enhance creativity.
Students who are low on internal locus of control need some extra help to develop their internal locus of control thereby developing their creative thinking abilities.

The principal should openly encourage the teachers who wish to use the novel methods to enhance creativity and arrange for certain programmes where the others also would be encouraged to do the same. The principal will have to take the initiative of arranging such programmes for the benefit of the teachers so that ultimately the students gain from them. He needs to allow the teachers to suggest new ways of teaching so that creativity can be enhanced in the teacher.

Even the colleges of education could take the initiative to train the teacher trainees to use such methods to enhance creativity among their students when they become qualified teachers. It should be included in their curriculum to practice these methods in their practice teaching lessons. They should try to incorporate these methods in the lessons from their respective text books and thus teach so that creativity can be enhanced in the students in various subjects.

The same freedom should be given to the students at home also. Very authoritative parents kill the creative ability in the students. The parents should be made to understand the repercussions of such behaviour by the school authorities.
An environment in the classroom should be so created where the students themselves feel that they are accepted by their peers, teachers and parents as they are. They are treated like responsible individuals whose views can be accepted which would enhance their personality and thus life would become worth living for them.

Since all the development that one sees around are only because of some individuals thinking in a different way, it is very important to develop creativity. It is very essential for teachers at all levels to unite together and try to develop this important ability among the children so that they become better citizens of tomorrow.

5.4 SUGGESTIONS FOR FURTHER STUDY

The process of studying a problem is a continuous one. While studying the problem, some others facets of the problem emerge out and can show a direction for other researchers to work on. Following are some of the topics in the area of training to enhance creativity among students.

1) To try out the eclectic approach on large and different samples for its greater generalization.

2) To try out the same approach at various other levels.
   (i) Primary level.
   (ii) Secondary level.
   (iii) Higher secondary level.
   (iv) College level.
(v) Teachers.

3) To try out the eclectic approach on other subjects.

4) To try out the same approach in other media of instruction.

5) To find the effectiveness of one technique/model over the other.

6) To find other model/techniques to enhance creativity of students.

7) To find out the effectiveness of the approach considering other moderator and control variables.

8) To try out the same approach over a longer period of time.

9) To try out whether such a technique can work on students of special schools.

10) Cross-sectional study can be carried out to find the effectiveness of the methods of enhancing creative thinking abilities at different levels.

11) To study the long term impact of the eclectic approach on creativity.