Chapter-5

Discussion
of the
Results
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As per the design of the study, the required data was collected using standardized tools and then it was subjected to statistical treatment to verify the stated hypotheses for achieving the objectives of the present investigation. This chapter deals with the rational explanation of the results which have been presented in tabular form in the preceding chapter. For the convenience of understanding and clarity in presentation, the results of the study have been discussed and interpreted in accordance with the hypotheses framed in the first chapter of the thesis.

\[ \text{HO, : "There would be no significant difference on the measure of 'Creativity' between the II/Islam and Non-muslim secondary school drop-outs".} \]

ANOVA Table-4.6 reveals that community variable affects the dependent variable Creativity (F=18.42). It is clear that there exists a difference between the two communities (M & NM) on the measure of Creativity which is significant at 0.01 level. It is further confirmed from Table-4.7 that Muslim drop-outs scored higher as compared to their Non-muslim counterparts. It can safely be inferred that Muslim drop-outs were found to be more creative than Non-muslim drop-outs. It may be due to the fact that most of the Muslim drop-outs, as mentioned earlier, work with their parents in lock making cottage industries to enhance their family income. This provides them ample opportunity to learn the intricate skills
which grooms their creative abilities. This finding is supported by the finding of the study conducted by Ahmad (1980) who reported the positive influence of advantaged home background on the creativity of the secondary school stage students. Thus, the above mentioned hypothesis no. 1 is rejected.

**H0**: "There would be no significant difference on the measure of 'Creativity' of the secondary school drop-outs at different levels of Socio Economic Status".

Table-4.6 of the preceding chapter depicts that SES significantly affects the dependent variable Creativity in case of drop-outs, \( F=6.42 \). It may be inferred from this fact that SES is one of the important variables which determines the Creativity of the secondary school drop-outs. As far as the different levels of SES are concerned there exists a positive trend between the levels of SES and levels of creativity. Drop-outs belonging to high SES are found to exhibit more Creativity than the drop-outs of middle SES. Similarly the Creativity is found to be higher in middle SES group as compared to the low SES group. Results of this study are understandable on the basis of the fact that conducive environment is essential to facilitate the creative thinking among adolescents (Conger, 1984). It is expected that relatively congenial environment might be available to the respondents belonging to high SES group which should have resulted in comparatively better performance of the subjects on the measure of Creativity. The
above finding is supported by the findings of Pandey (1981); Sharma (1982); Singh (1980); Jariai (1981); Srivastava (1982); Singh (1982); Sharma (1984); Kumar (1989) who found a positive trend in favour of upper SES respondents as far as Creativity is concerned. However, few researchers reported contradictory result. Thus, the hypothesis no. 2 is rejected.

**H03** "There would be no significant difference on the measure of 'Creativity' of secondary school drop-outs at different levels of Adjustment".

The effect of Adjustment on dependent variable Creativity is found to be statistically significant at 0.01 level (F=5.98, Table-4.10). It means that Adjustment as an independent variable plays an important role in influencing the Creativity of the secondary school drop-outs. Further detailed analysis shown in the Tables-4.9 and 4.11 reveals that drop-outs who fall under the category of higher adjustment level were found to be more creative as compared to the average adjustment drop-outs (Table-4.9). The above finding is on expected lines because the students who are well adjusted in all the areas-emotional, social and educational are expected to perform better on Creativity test too. This finding is in harmony with the study of Gupta (1981) who reported that students with high adjustment tend to be more creative. Thus, the above stated hypothesis no 3 is partially accepted.
HO^ "There would be no significant difference on the measure of 'Creativity' of secondary school drop-outs at different levels of Intelligence".

The effect of Intelligence on dependent variable Creativity is also found to be significant at 0.01 level (F=7.37, Table- 4.13). It shows that Intelligence of the respondents plays a significant role in influencing the Creativity. It has become more apparent from Tables-4.12 and 4.14 that highly intelligent drop-outs are more creative than average and low intelligent ones. However, the difference does not reach the level of significance for middle and low intelligent groups. The results of the present study are on expected lines and supported by earlier researches which took into account the Creativity and Intelligence variables. Results of the investigations (Barron, 1961; MacKinnon, 1961) indicate that a moderately high level of intelligence is essential for Creativity. However, the relationship between Creativity and Intelligence has always remained a point of great interest for researchers. The studies which have reported positive and significant relationship between Intelligence and Creativity support the finding of the present study are by Quereshi (1980); Singh (1982); Chaudhry (1983); Ramkrishna (1986); Desai (1987); Gupta (1988); Sahoo (1990); Pal (1991). Whereas, the results of few studies are in contradiction with the present findings. (1984). Thus, the above mentioned hypothesis no. 4 is partially accepted.
There would be no significant difference on the measure of 'Intelligence' between Muslim and Non-muslim secondary school drop-outs.

Comparison of Muslim and Non-muslim secondary school drop-outs on the measure of Intelligence revealed significant difference. ANOVA Table-4.17 depicts that F-value for community variable is (13.73) which is significant at 0.01 level. The Table-4.16 presents the means of Intelligence scores which are found to be 98.40 and 90.50 for Muslims and Non-muslims respectively. It is clear from the said table that Muslim drop-outs scored higher on the measure of Intelligence as compared to their Non-muslim counterparts. The above finding is very interesting in the sense that the Intelligence can not be linked to the culture or community as generally presumed. It is an ability which is universal in nature, and has no ethnic or geographical links. However, the observed difference may be justified if we look into the 'SES' of the groups studied. Muslim drop-outs scored higher on 'SES' as compared to Non-muslim drop-outs (Table-4.33). It seems to be quite on expected lines that respondents of comparatively better SES might have availed suitable environment congenial for the development of their mental abilities than their low SES counterparts. Nutritious diet, shared common activities and recognition or importance to the child in the family, and exposure to the print and electronic
media would have influenced mental development. Inspite of
performing better on both SES and Intelligence measures,
Muslim respondents left the school and did not materialize their
abilities for achievement in the field of education. This is a
matter of great concern and regret. It may be the result of
Muslims' general apathy to education. Thus, the hypothesis no.
5 is rejected.

HOg. "There would be no significant difference on the
measure of 'Intelligence' of secondary school drop-outs at
different levels of SES".

ANOVA Table-4.17 reveals significant influence of SES on the
dependent variable Intelligence. It can be inferred that SES of the
respondents plays a key role in determining the Intelligence. It is
further clear from Tables-4.15 and 4.19 that on the measure of
Intelligence the drop-outs belonging to high SES significantly differ
from the low SES drop-outs. In the same way the difference
between respondents of middle SES and lower SES appears to be
significant though at low level of confidence (0.05). The above
results may be because of the fact that environmental as well as
genetic factors are important in raising or lowering the child's level
of intellectual performance (Conger and Peterson, 1984). Though,
the major role is played by the genetic factors but the role of the
environmental factors can not be underestimated. It is therefore,
expected that the drop-outs from better SES might have found
relatively more favourable home environment than low SES drop-outs for the development of their intellectual abilities. Thus, the hypothesis no. 6 is partially accepted.

**HO7**: "There would be no significant difference on the measure of 'Intelligence' of secondary school drop-outs at different levels of Adjustment".

The effect of Adjustment on dependent variable Intelligence is found to be insignificant at 0.01 level (Table-4.21). The results of the sub-groups of Adjustment also shown the same trend. Therefore, it can be concluded that Adjustment has nothing to do with the performance of respondents on the measure of Intelligence. Thus, the above hypothesis no. 7 is accepted.

**HO8**: "There would be no significant difference on the measure of 'Intelligence' of secondary school drop-outs at different levels of Creativity".

ANOVA Table-4.23 of the preceding chapter depicts that the influence of Creativity on dependent variable Intelligence was found to be significant at 0.01 level. It may be inferred that the level of Intelligence is also determined by the Creativity of the respondents. It can further be concluded on the basis of Tables-4.22 and 4.24 that highly creative drop-outs were found to exhibit more Intelligence than the average and low creative groups. As has been stated earlier that Creativity and Intelligence are associated
with each other. If a person is creative it is expected that he will perform better on Intelligence test too. It may be because of the fact that a moderately high level intellectual ability is essential for Creativity (Barron, 1961; & Wlaberg, 1971). Studies which support the present finding are conducted by Pal (1991); Sahoo (1990); Gupta (1988); Desai (1987); Ramakrishna (1986); Chaudhry (1983); Singh (1982); Quraishi (1980). However, Aggrawal (1977) and Raina (1984) reported no relationship between the said variables. Thus, the above hypothesis no 8. is partially accepted.

**H0:** "There would be no significant difference on the measure of 'Adjustment' between the Muslim and Non-muslim secondary school drop-outs".

The results presented in ANOVA Table-4.27 reveal that the effect of community (M & NM) on dependent variable Adjustment is found to be insignificant (F=0.11). It leads to infer that Muslim and Non-muslim drop-outs do not differ with each other on the measure of Adjustment. Moreover, the results of the Table-4.26 indicating the Mean and Adjustment scores of the Muslim and Non-musim groups being 17.49 and 17.72 respectively also confirm that there is no difference between the two communities on the measure of Adjustment. This finding is interesting and helps the researcher to claim that Adjustment has emerged as the single important factor responsible for drop-out. This result is corroborated by findings of Subramanyam...
(1986); Vatsala (1981); Mohan (1981) and Sarkar (1980). Thus, the above hypothesis no 9. stands confirmed.

**HO^g:** "There would be no significant difference on the measure of 'Adjustment' of secondary school drop-outs at different levels of SES".

It can be concluded on the basis of Table-4.27 that SES as a factor does not affect the performance of respondents on the measure of Adjustment. Even the sub-groups of SES shown the same trend. This result is interesting and supports the investigator's point of view that maladjustment of respondents is the result of prevailing unhealthy school climate. Moreover, majority of the respondents belonged to the average and low socio-economic background which might have been responsible for poor performance on Adjustment Inventory. This result is corroborated by the finding of Schneiders (1961) who concluded that economic and social deprivation damages the personality and causes maladjustment. Thus, the hypothesis no. 10. is accepted.

**HO^^:** "There would be no significant difference on the measure of 'Adjustment' of secondary school drop-outs at different levels of Creativity".

The effect of Creativity on dependent variable 'Adjustment' was found to be insignificant (Table-4.29). It can be inferred that Creativity as a factor does not influence the performance of
subjects on the measures of Adjustment. It may also lead to conclude that there exists no significant difference on the measure of Adjustment for the respondents of high, middle and low creative groups. This seems to be quite understandable on the basis of facts that our schools do not cater the psychological needs of the students. The undemocratic attitude of school authorities and teachers hamper self expression in school including the class room. The above factors are detrimental to the development of creative potential of the students. Such unhealthy environment of the school may lead to the maladjustment and alienation of students. The findings of the present research are corroborated by the findings of Kumari (1975); Nathawat (1971) and Asha (1978). Whereas, few researches conducted on normal regular students reported contrary results too (Singh, 1979; Sami, 1986). Thus, the above hypothesis no. 11 is accepted.

H0^2' "There would be no significant difference on the measure of 'Adjustment' of secondary school dropouts at different levels of Intelligence".

ANOVA Table-4.31 reveals that Intelligence affects the dependent variable Adjustment (F=3.42) which is significant at 0.05 level. It can be inferred that the drop-outs of different levels of intelligence differ with each other on the measure of Adjustment. It is further apparent from Tables-4.30 and 4.32 that respondents
belonging to higher intelligence group exhibited better Adjustment than lower intelligence level. Similarly average intelligence level drop-outs were more adjusted than low intelligence level. The above results are on expected lines because Intelligence as a cognitive ability helps to adjust nicely and effectively in the school. The above finding is in harmony with the findings of Pereira (1974). Thus, the hypothesis no. 12 is rejected.

\[ H_0: \text{There would be no significant difference between the SES scores of Muslim and Non-muslim secondary school drop-outs}. \]

The Table-4.33 presents Means & SDs of SES scores of both the communities (M &NM). To see the significance of difference between two means, T test was applied. The obtained 't' value is 3.76 which is significant at 0.01 level, going in favour of Muslims. The result is quite interesting as it is contrary to the common belief that poverty is the single most important hurdle in the educational development of the muslims. The present result can be defended on the basis of facts that the sample belongs to Aligarh, famous for small scale industries manufacturing locks and door materials. Workers take raw material and return the product to their masters in the evening. Manufacturing cost is lowest because the whole family including women and children participate according to their capacity. In the prevailing circumstances parents, consider
education as wastage of time and effort. Educating children involves huge expenditure. The Muslims fail to consider education as long term investment due to their illiteracy and ignorance. Moreover, education at present does not yield expected monetary returns because of rampant unemployment. The prevailing notion in the family and community as a whole. Muslim children too prefer to work than seriously pursuing education. It results into maladjustment and weaving of interest in curricular and co-curricular activities of the school. Furthermore, children's "pocket money", a share of their own labour, motivates them to drop-out of the school. Such children are asset to the family who effectively contribute in enhancing family income, thus, the family income as reported by respondents has resulted into higher SES scores, of the Muslim group as compared to their Non-muslim counterparts. Thus, the above stated hypothesis no. 13 is rejected.

**H0^**: "There would be no significant difference in predictors of 'Creativity' of Muslim and Non-muslim secondary school drop-outs".

A comparative analysis of the Tables-4.35 and 4.36 revealed that the magnitude of the shared common variance between 'SES' and Creativity as represented by the multiple regression factor ($R^2$) appeared to be higher (9%) in case of Muslim drop-outs whereas, this variance is (2%) for Non-muslim drop-outs. However, for both
the groups SES has emerged as the significant predictor of Creativity. The difference of magnitude between the two groups may be attributed to the comparatively better performance of the Muslim drop-outs on SES measure (Table-4.33). On the basis of present investigation it can be inferred that SES may be considered as the most influential factor which plays a crucial role in influencing the Creativity of the drop-outs. It is quite understandable because Muslim drop-outs might have enjoyed relatively more suitable environment in their world of work to exhibit their creative skills than their Non-muslim counterparts. It is due to the fact that conducive environment is essential to facilitate the creative thinking among adolescents. (Conger, 1984). Socio-Economic Status combined with Adjustment contributes (10%) for Creativity in case of Muslim groups whereas, it is just (3%) in case of Non-muslims. It can be argued that Adjustment has very little influence (1%) in predicting creativity of both the groups studied. This finding is very important and it again confirms the researcher’s point of view that our school environment is not conducive to cater the needs of creative students.

The collective contribution of the three predictor variables appeared to be (14%) and (8%) for Muslim and Non-muslim drop-outs respectively. This shows that the influence of Intelligence as the predictor of Creativity is same (5%) for both the Muslim and Non-muslim groups. It can be concluded on the basis of present
investigation that out of three variables, there exists a clear difference between the two groups regarding the contribution of SES in predicting the Creativity. However, no significant difference exists as far as Adjustment and Intelligence variables are concerned. In this way the hypothesis no 14. is accepted partially.

\[ H_0^\text{A:} \text{ There would be no significant difference in predictors of 'Adjustment' of Muslim and Non-muslim secondary school drop-outs".} \]

Regression analysis Tables-4.38 and 4.39 revealed that none of the three variables SES, Creativity and Intelligence have emerged as the significant predictors of Adjustment in case of both, the Muslim and Non-muslim groups. The value of \((R^2)\) for above mentioned three predictor variables indicates that their contribution in predicting the Adjustment is (5%) in case of Muslim group whereas, it is only (1%) for Non-muslims. The results are very interesting and helpful in explaining the fact that the problems related to Adjustment of the students in school condition have emerged as the most important causal factor leading to drop-out for both the groups. The difference between the value of \((R^2)\) for the groups under study may be due to the contribution of Intelligence which appeared to be greater in case of Muslim drop-outs (Table-4.18). Respondents having comparatively higher Intelligence level are expected to utilise their mental faculties in