CHAPTER-V

FINDINGS, DISCUSSION OF RESULTS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delineated and discussed in present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the areas of the study. As such some suggestions have been given for the further research. This chapter therefore is devoted to focusing the findings, conclusions, discussion of results of this study and for indicating their implications and suggestions for further studies or research.

The main findings in general and conclusions drawn on the basis of results and discussions indicate a wide range of implications and their potentials for further research. This chapter is, therefore, devoted to focusing the finding, conclusion, discussion of the results of the study and for indicating their implications and suggestions for further studies or research. These are presented below in the sequential form-

- Major findings
- Conclusion
• Discussion of the result
• Educational Implication
• Suggestion for Further Researches.

5.1 MAJOR FINDINGS OF THE STUDY

The statistical data of the study reveals some of the following main findings in respect of language creativity and their relationship with linguistic skills, school environment and home environment of secondary school students. They are presented here at systematic manner in conjunction with the set of objectives stipulated for the study in hand.

5.1.1 Language Creativity of Secondary Students

It was found that highest percentage of the Language creativity scores of the students of Secondary Schools is range from 101-150. The lowest percentage of the language creativity scores of the students of Secondary School is ranges from 301-305. The mean of the language creativity scores of the students of Secondary School is 146.45 and variation of the same scores is 64.72. The percentage of moderately creative students in language is highest.

5.1.2 Language Creativity by Gender

It was found that male and female students of secondary schools do not differ significantly on language creativity. Language Creativity mean scores of male and female students of Secondary Schools do not differ significantly. It may therefore be concluded that language creativity of an individual is not affected by the gender.

5.1.3 Language Creativity by Types of Institutions (Public & Govt.)

It was found that the mean scores of language Creativity scores of Public and Govt. Secondary Schools do not differ significantly. It may therefore be concluded that language creativity of an individual is not affected by the type of institution.
INTRA-RELATIONSHIP

5.1.4. Intra-Relationship between language creativity of secondary school students and their linguistic skills

It was found that there is a significant relationship between Language creativity and their linguistic skills. Language Creativity and Linguistic skills of secondary school students are positively correlated with each other, that is, the higher the Linguistic skills, the higher would be the Language creativity and vice-versa.

5.1.5 Intra-Relationship between language creativity of secondary school students and their home environment.

It is found that Language creativity of students is correlated with their home environment. This correlation shows that the better home environment enhances the Language creativity of the students. The findings indicates that there exists significant relationship between Language creativity and control, Protectiveness punishment, social isolation, reward, deprivation of Privileges, nurturance, rejection, permissiveness components of home environment of students of secondary school. It means that these dimensions of home environment are related with the Language Creativity. Also, found that coefficient of correlation of Language creativity with conformity component of home environment is not significant. It shows that there exists no significant relationship of Language creativity with conformity component of home environment among secondary school students. It is also evident from the findings that the Language Creativity and Control, Protectiveness, Punishment, Social Isolation, deprivation of privileges, Rejection components of home environment are negatively correlated that means the increase in these components will bring decrease in the Language creativity scores and vice versa. Language Creativity and reward, nurturance, permissiveness components of home environment are positively correlated that means the increase in these
5.1.6 Intra-Relationship between Language creativity and school Environment

It was found that there is a significant relationship between Language Creativity and school Environment. Language creativity and school environment of secondary school students are positively correlated with each other. So it can be interpreted that language creativity of students is positively correlated with their school environment. This positive correlation shows that the better school environment enhances the language creativity of the students. There exists significant relationship between Language creativity and creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection, and control components of school environment of students of secondary school. It means that these dimensions of school environment are related with the Language Creativity. It is also evident from the table that the Language Creativity and Control, Rejection components of school environment are negatively correlated that means the increase in these components will bring decrease in the Language creativity scores and vice versa. Language Creativity with creative stimulation, cognitive encouragement, permissiveness and acceptance components of school environment are positively correlated that means the increase in these components will bring increase in the Language creativity scores and vice versa.

5.2 CONCLUSION

The study in hand examined the strength of language creativity among secondary school students in relation to linguistic skills, school environment and home environment. The language creativity is found to be normally distributed among students in the study. It shows that Language creativity is universally widespread and each and every child has some degree of language creativity. It is the responsibility of the teachers and parents to develop and
stimulate creation potential as early as possible in childhood, when children can still express them freely. The teachers should design activities that will allow the child to come up with new and original contributions that will stimulate its creative and divergent thought for the essence of creative teaching lies in allowing each pupil to contribute some thing personal, valuable and innovative to the learning process. The teacher should establish an appropriate atmosphere in the classroom that will give each pupil the opportunity to find and to manifest its own interests and needs, using these as the starting point for their creative potential, setting new objectives and goals to be achieved. So, it is important to faster and develops creativity in children, to motivate them so that they can respond favorably when faced with new situations and innovative ideas, while at the same time encouraging them to behave in a spontaneous, imaginative and original way.

Teachers in class rooms should be like gardeners who need to cultivate student’s potential so that they will grow into creative adults. As we know that the importance of creativity is universally recognized but its cultivation in our classroom is paradoxically neglected. The teachers and parents should be flexible and should encourage divergent thinking in children. When teachers are giving feedback regarding the performance of the child, take descriptive posture rather than evaluative posture. Teachers and Parents should never ridicule the child’s error instead they should spot some good points in the child’s answer and extend recognition towards it.

Now days it is vital for human beings to have a series of skills and resources at their disposal that will allow them to menu forward in a changing continuously demanding world which subjects them to a vast quantity of new situations that are different from each other. therefore if the main aim of education is encourage and develop all the capacities of the individual it makes no sense to leave out the stimulation and development of creative capacities in the child, for these capacities allow it to observe, manipulate, experiment and
resolve questions it will encounter over the course of the teaching and learning process. The current educational system should bravely and successfully take up the challenge of framing learning within a set of significant contacts that parents pupils to use all their abilities in a creative way and thus to make a creative impact on the environment in which they are immersed. Individual counselling, making use of appropriate intervention techniques, should be used in order to strengthen of language creativity. There should be close coordination between parents, teachers and the principal. Parent-Teacher meetings should be held off and on in order to find out the strategy to improve the language creativity of students. In absence of a Guidance and Counselling worker, the teacher should act as "go between” for the family and the school so as to bring about desired changes in the behaviour of students.

This study concluded that Language creativity is influenced by the environment of the school and home. So, Talent and creativity in children will flower only when the family and school environment is stimulating and supportive. Psychologists and educationists all over the world are now more optimistic. It is known that good parental care, good nutrition, early stimulus and a stimulating environment are most likely to increase the potential for creativity and help talent hunting and harnessing it among children to the maximum. Analysis of this study is expected to give information about language Creativity of students which can affect their academic achievement. It is hoped that the findings can help the students, teachers, school administrators, parents and the Government and can act as a guide in the programmes organized within or outside school in order to instill good environment and high creativity in language.

5.3 DISCUSSION OF THE RESULTS
The study reveals that language creativity is not affected by the gender of the learners which is in consonance with the findings of Sumangala (1990)
Shaahi (1992), Suresh (1995) and Yuvraj (2011), they all found that the sex difference is not a matter for the language creativity. They also concluded that there is no significant difference between language creativity of male and female students. Shamayal (2007) also stated in his study that there is no significant difference in the creativity scores of boys and girls. But this finding is in contrast with the findings of Sharma (1987), who concluded that male had an edge once female on verbal and language creativity. In his study, he found that males are significantly superior to female on the basis of originality. The finding is also in contrast with the findings of Trimurthy (1987) concluded that sex influenced language creativity ability and the boys were better than the girls in both verbal and non-verbal language creativity ability. Sharma (2004) also concluded in her study that language creativity of boys and girls are differed significantly.

The study finds that language Creativity scores of Public and Govt. Secondary Schools do not differ significantly. It may therefore be concluded that language creativity of an individual is not affected by the type of institution. This finding is consonance with the findings of Indian study by Yuvraj (2011) concluded that Government and Private Students do not show any significant difference at 0.05% level of significance. Hence there is no significant difference between language creativity of Government and Private Students. But this finding is in contrast with the findings of Usha (2003) who found in her study, the language creativity of private students is higher than government students of IX standard. The findings of the present study is also in contrast to the findings of Verma (2011) who concluded that the government schools of Chandigarh provide greater creative stimulation to their students as compared to those studying in the private schools.

The present study revealed that there exists a significant relationship between the language creativity and school environment which is in contrast with the findings of Mishra (1982) who concluded that various aspects of
school environment are not related to language creativity significantly. But it is in consonance with the finding of Sumangala (1990). In her study she concluded that without the involvement of teacher the component of the language creativity cannot be improved. This finding is also in consonance with the findings of Shamayal (2007) that the teaching strategies developed have helped the students to improve their creativity. The study of Richa Verma (2011) is also in consonance with the present study finding in her study, she concluded that some dimensions of school environment such as creative stimulation, cognitive encouragement and permissiveness has positive impact on the language creativity of the students.

The present study revealed that there exists a significant relationship between language creativity and home environment which is in consonance with the findings of Mishra (1982) who concluded that various aspects of home environment are significantly related to language creativity. Kelu (1990) stated that parental income, occupation, education and socio–family status are positively correlated with linguistic skill. Chandrakanthi & Ananthasayanam (2010) in their study of language creativity. They confirmed that family environmental factors expect factors like organization and control contribute much to the development of linguistic skills. The study of Verma (2011) also reveals that there were significant differences between children of rich and poor home environment on all the dimensions of language creativity. As per mean values, children of rich environment were higher on their language creativity levels as compared to poor environment on all the dimensions. Freeman, Domitrovich and Welsh (2004) in their study of parental involvement, they stated that home has significant positive influences on reading achievement, Language comprehension and expressive language skill. Gditawi and Ghani (2011) also identified the influence of home environment on the learning, reading and writing skills of students. They
concluded in their study, there is a positive correlation between some factors of home environment and reading and writing skill.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

This study aimed at studying language creativity in relation to their linguistic skills, school environment and home environment of secondary students in Haryana. The findings revealed in this study will have significant implications in the field of Education. It will help the language teacher to plan his/her teaching strategies in such a way that enhance the creativity in language as well their linguistic skills. The findings of the study point out many significant implications on these finding, the following recommendations are suggested by the researcher for the development of language creativity among students.

- Teachers should provide opportunities to the students for expressing their thoughts freely.
- A better environment should be provided to the students so that the fluency in thought can be enhanced.
- Novel ideas should be added in the teaching methodology by the language teachers so that creativity among students can be improved.
- Assignments to the students should be given in creative manner such as reading books, newspaper and playing word games so that students can improve their vocabulary.
- Hindi should not be neglected by the teachers and parents.
- Literary competition in Hindi should be organised in the school so that interest of the students can be aroused in Hindi language.
- Create curiosity and inventiveness in the minds of the student. This would make them to react creatively.
- Teachers and parents may enable children to learn on their thinking and discovery.
Curriculum should be framed with plenty of opportunities for creative behaviour.

Constant evaluation should be pursued to assess students’ performance and the results should be used to improve their creative thinking.

It is the responsibility of the school administration to provide congenial atmosphere for the students so that they never hesitate in expressing their ideas.

Teachers and parents should be recognised the writing skill of the learners and provide proper guidance to increase their capabilities.

Teacher also must check the element of rejection in their nature if they actually wish to seek creativity among their students. Creativity generally comes with a good amount of freedom given to the students.

School should plan their curriculum by keeping the importance of language creativity in student’s life.

Educational institutes should lay adequate stress on originality in all spheres of education.

It is sincerely believed that the implications of this study will help to improve the environment of school to assist their students in showing better act in their language creativity.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

At present there are many problems in the field of Education. There is a need to understand and solve these problems. It is very difficult for a researcher to reach every corner in the field of education. Since for further innovation in research have no barriers. The present study reopens many issues for carrying further research. To overcome the limitations of the study, the researcher proposes the following suggestions:
The present study has been conducted on a small sample of students. The same study can be done by taking large sample to find out a better generalization.

The present study was conducted at Ambala, Karnal, Hisar, Sirsa, Panipat, Gurgaon, Faridabad & Punchkula. Further study can be undertaken on other Schools of the district.

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 generalized findings can be obtained.

Similar study can be conducted by comparing creativity of students from different group’s i.e. normal, gifted and creative students.

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.

A comparative study can be done on the language creativity of male and female of Senior Secondary students.

A comparative study can be done on the language creativity of male and female of college students.

A comparative study can be done on the language creativity of male and female of rural and urban students.

The same Study can be done to see the effect of different stream of study on Language Creativity like, English, Science and Arts.

Language creativity in association with other variables like intelligence, personality and achievement can be studied.

Various strategies of teaching can be compared on the bases of their effect on fostering the creativity
On the basis of the present study, it can be suggested that an attempt can be made to explore the role played by the school and home in other areas of education.

More in depth studies can be conducted to understand the role of teachers or parents in the improving the language creativity among students at any level.

The Present study was conducted on Public and Government schools in Haryana. Further study can be conducted at different types of schools i.e. Kendiyra Vidyalaya, Novodaya Vidyalaya etc.

**Sum up**

This Chapter is the final phase of research study, which includes main findings, conclusions, educational implications of the finding and suggestions for further research. The investigator has assessed great value for present investigations in terms of educational implication of the findings of the present study. This chapter included all outcomes of the research which may have great value for educational researcher, administrators and planners and every persons who want to contribute something goods for development of secondary students.