

CHAPTER - VI

SUMMARY

AND

SUGGESTIONS FOR FUTURE WORK

S U M M A R Y

Now, that we have analysed the main trend of the results of Experiment I and Experiment II and we have discussed the findings in the light of studies carried out by other researchers, we are in a position to take a bird's eyeview of the present investigation.

Although the previous researches on Strategy in Concept Attainment have elucidated the role of situational variables in bringing about a change in Strategy, it was Rao (1971) who demonstrated experimentally the effects of dispositional variables such as Attitude towards problem solving, Ego-strength and Intelligence. The present two factor design with two levels of each factor carried out on post-graduate and under-graduate students has clearly brought out the effects of four independent variables - Field-dependence and Independence, Category Width, Problem Solving Ability and Creativity on Strategy and Performance in concept learning task. As a result of testing 200 subjects with two criterion tests, ten subjects were chosen for each cell of the design by using 25 percentile and 75 percentile points on each distribution as selection criteria. Similar procedure was followed for Experiment II.

Two experiments, I and II, with a total of 80 subjects who were given experimental tasks - Selection Concept Learning

and Inference Concept Learning - were conducted and data consisted of Performance as well as Strategy measures in each of the tasks. Verbal reports in standardised form were also obtained from the subjects as to the methods adopted in solving the problem.

The main results were as follows:

1) Performance in concept learning, by and large was significantly related to individual differences in Field-dependence and Independence, Category Width, Problem-solving ability and Creativity. This means that persons who were high in above mentioned variables were able to solve the concept problem in more efficient way than those who were low on all these variables.

2) Kinds of Strategy adopted while learning concept attainment problems differed from one individual to another, but were related to the independent variables mentioned above. It was found that subjects high in the four variables tended to adopt conservative focussing and wholist strategy while those who scored low in the four variables followed mainly scanning type of strategy.

SUGGESTIONS FOR FUTURE RESEARCH

This investigation was conducted in a narrower frame of reference with the girl students of post-graduate and under graduate classes as samples of subjects. The main reason for confining our sample to girl students was that it was found that as a result of exploratory studies with male that their co-operation was not satisfactory. However, it was found that in girls' college in which the investigation was conducted, there was better academic atmosphere conducive for this Psychological investigation. It will be worth-while to extend area of investigation, so as to include different kinds of samples such as male students. The wide frame of reference will call for more sophisticated way of ~~ways~~ computations such as use of computers to process large amount of data and the results will give more complete picture of the effects of cognitive style and cognitive ability variables.

It would be worthwhile to study the different age-groups, such as preadolescents and adolescents to find out the difference in various cognitive styles and abilities, particularly from developmental point of view.

We had taken Field-dependence and Independence and Category Width as our variables. It would be a good idea if other cognitive styles such as cognitive complexity, cognitive rigidity, levelling and sharpening etc. are used as variables and the effect of these cognitive styles on Strategy and Performance in concept learning task is experimentally investigated.

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