

A Study of Language Creativity of Class IXth Grade Students Studying in Different Schools of Jabalpur City

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Abstract

The objective of present research is to study the difference in the language creativity of male and female Students studying in CBSE and MP board Schools. Related to this problem there are two main hypothesis and to test the significance of hypothesis, the raw data collected from 8 schools were converted to T-Scores and mean, standard deviation and 't' value were calculated with the help of them. On the basis of significance or insignificance of the null- hypothesis were found.

Keywords: language creativity, CBSE and M.P. board schools

Introduction

The use of education is not merely to collect facts but its ultimate aim is to produce and develop creative abilities. Through Education man can seek new ideas and new ways to achieve the goal of life. The creative thinking and intelligence is useful for all types of educational practices. Intelligence and creativity has the power to explore the nature of a child or a adolescents. Adolescents are the pillars of the action. They are the person having great dilemmas about their physical, mental, emotional, social and moral development, school play a great role in shaping the life of adolescence and it is a challenging job for teacher to know how to do things which require to cultivate their creative process, beside the teaching strategies and devices creativity plays relevant role. Creativity is an important aspect of human development in education field and language act as the base.

Aim of Language Creativity is to develop innate unique hidden talents and creative qualities of a student, little effort and motivation can give them wings of success. However a minimum level of Intelligence is required for creative output-language creativity encourages to develop multidimensional quality of an adolescents. As Adolescents have various, divergent interest in various field and the system is giving pace to a high competition where in every individual is trying to project his/her ideas, in most developed from school environment also promotes this type of creativity to service in the ever growing field of Education.

In this period they are more energetic, their intellectual development reaches the climax. Excessive imagination and interests are widened. They are asked to cultivate their hobbies to develop their ideas to their optimum level. School environment is helpful in harnessing creativity. Creativity is an inborn characteristic, an inherent quality which can be refined and pruned by the enhancement of vocabulary. Words can be checked, fluency and flexibility can be developed.

Many researches have conducted research on various forms of creativity but the present study is extended to the field of Language Creativity.

Objectives

1. To find out the difference in the language creativity of students studying in CBSE and M.P. board schools.
2. To find out the difference in language creativity of male and female students in different schools.

Hypothesis

1. H-1 there will be no significant difference in the language creativity of students studying in CBSE and M.P. board schools.
2. H-2 There will be no significant difference in the language creativity of male and female students in different schools.

Research Methodology

Sampling

For the selection of the sample the researcher has taken Eight schools of English Medium students were randomly selected for the sample. (4 schools of CBSE and 4 of M.P. board) The investigator has selected 6% students from each school.

Tools Used

For the present study the investigator has used English version Language creativity test (LCT). Test is prepared by Dr. S.P Malhotra and Ms. Sucheta Kumari.

The criteria of selection of this test are

1. This test has been prepared especially of language creativity test for the students studying in various educational institutions.
2. Language is simple and can be easily understood by the students.
3. This test retest reliability coefficient is 0.87, 0.76, 0.79, 0.84, and 0.89 for plot building, dialogue writing, poetic diction, descriptive style, and vocabulary test respectively.
4. The validity coefficient ranged from 0.59 and 0.72.

Data Analysis and interpretation

H-1 There will be no significant difference in the language creativity of students studying in CBSE and M.P. board schools.

To test the hypothesis H-1 the test of language creativity was administered on the 9th grade students and means and SDs were calculated which are present in the table for the interpretation of the data.

Table 1: Statistical inference for the Language Creativity of IXth Grade Students of CBSE and M.P. Board schools

Board	N	M	SD	t-Value
CBSE	63	48.29	60.83	
				0.44
M.P	60	52.8	53.41	
	df=121	p>0.05		Not significant

It is evident from the table that t-value between two means was obtained 0.44 which is not significant at 0.05 level from this statistical analysis it is clear that there is no significant between the student of IXth grade CBSE and M.P. board schools in language creativity

H-2 There will be no significant difference in the language creativity of male and female students in different schools To test the above hypothesis H-2 the test of language creativity was administered on male and female students studying in different schools and means and SDs were calculated which are present in the table 2 for the interpretation of the data.

Table 2: Statistical inference for the Language Creativity of male and female students Male and female Students Studying in different schools.

CBSE & M.P Board	N	M	SD	t-value
Male	62	49.87	50.9	
				0.13
Female	61	51.12	51.92	
	df=121	p>0.05		Not signification

It is evident from the table that t-value between two means was obtained 0.13 which is not significant at 0.05 level from this statistical analysis it is clear that there is no significant d male female students studying in different schools.

Conclusion

H-1 There will be no significant difference in the language creativity of students studying in CBSE and MP board schools (df = 121, t=0.44, p>0.05)

Hence hypothesis is accepted

H-2 There will be no significant difference in the language creativity of male and female students in different schools (df = 121, t=0.13, p>0.05)

Hence hypothesis is accepted

Suggestion

On the basis of the present study, the researcher suggests the following point for the curriculum makers, administrators, teachers and parents.

1. Instructional material beyond text book, widen the horizon of reflective thought process and development an insightful perception and a creative taste in creative contributions. The curriculum makers should try and provide such instructional material.
2. The teacher should encourage the imaginative flight because imagination leads to creativity.

3. Students should be given opportunities to redefine the objects of this world in their own way and establish, a causal relationship between the various objects they classify and redefine.
4. Parents should provide facilities keeping in view their child interest and abilities.

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