

LEVEL OF LANGUAGE CREATIVITY AMONG 9TH STANDARD STUDENTS IN RELATION TO GENDER AND LOCALITY – A STUDY

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Abstract

All humans are born with creativity and the inbuilt creativity leads him to self-development. Development of an individual is possible through knowing the abilities which he possesses. Capacity building is very much essential in today's fast changing world as we have come across a lot of changes in the past couple of years in education system in terms of technology-based teaching-learning process. In addition to adapting to the technological changes it is also necessary to develop the basic ability of language writing skill which plays a very important role in learning process.

This study is an attempt to know the language creativity of 9th standard students in relation to gender and locality. A total of four schools were selected randomly out of which a total number of 170 students were selected. Descriptive analysis is done. To know the significant differences in language creativity (Fluency, Flexibility, Originality and Elaboration) in relation to gender and locality of 9th standard students, t-test is used on the groups (boys and girls, urban and rural). The study concluded that the obtained mean scores of students studying in 9th standard have low language creativity. The study also reveals that there is no significant difference in language creativity (Fluency, Flexibility, Originality and Elaboration) between girls and boys and also urban and rural 9th standard students. The study suggests to conduct activities to improve the language creativity of 9th standard students.

Keywords: *Language creativity (Fluency, Flexibility, Originality and Elaboration), Gender, Locality.*

INTRODUCTION

It is a known fact that self-development plays an important role in one's life be it in terms of being at par with the changes in the technology or to be adapted to the newer teaching learning processes. Self-development is possible by improving the capacity building of students which is essential to cope-up with the changes in learning field. As we know that capacity building is

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a “process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world” (United Nations).

Creativity plays an important role in Capacity building of students to catch-up with the modern and new technology-based learning processes. We should not leave behind one of the basic abilities of an individual which is very much essential for effective communication, the Language Creativity. To know the skill of a student, it is required to understand and analyse the student’s capability of Language Creativity which has four components i.e., Fluency, Flexibility, Originality and Elaboration.

The present study is an attempt to understand and analyse skills of 9th standard students in their Language Creativity. The analysis would lead us to the develop and improve the language creativity in students.

NEED FOR THE STUDY

The present study is advantageous in today’s situation which gives idea on the existing level of language creativity of students. Based on the study, necessary steps for future improvement can be thought of in developing the language creativity. It is essential for giving proper shape and direction to the ideas and improve communication among the students.

REVIEW OF RELATED LITERATURE

Sumangala (2014) in her research ‘*A Study of Language Creativity of IX Standard Students in Relation to Intelligence and Gender*’ found that higher the intelligence of IX standard boys, the higher is their language creativity. Language creativity and intelligence are positively and significantly associated among boys and girls. Boys scored higher on fluency, flexibility, originality and elaboration dimensions of language creativity than girls. Sex is found to affect language creativity of IX standard students.

Seresh (2018) conducted the study “*A study on language creativity of Higher Secondary school students in Relation to achievement motivation self-confidence and Emotional Intelligence*” to a simple random sample of 600 higher secondary school students studying in higher secondary school in Ramanathapuram District, Tamil Nadu, India. It is concluded that students need improvement in language creativity from average level to high level and the study suggests that the teachers need to put efforts to improve achievement motivation, self-confidence and emotional intelligence of higher secondary students from average level to high level.

Luqman et al. (2013) conducted a study on “*The Level of Creativity in English Writing among Jordanian Secondary School Students*” using a random sample of 100 students of secondary school students in Irbid and Amman cities in Jordan. Adopted Torrance Test of Creative Thinking (TTCT) was used to measure their creativity in English writing. . The results of the study showed that the respondents fall in the moderate level of creativity.

STATEMENT OF THE PROBLEM

Level of Language Creativity among 9th standard students in relation to gender and locality – a study

OBJECTIVES OF THE STUDY

1. To find out the gender difference in level of language creativity of students studying in 9th standard.
2. To find out the gender difference in level of language creativity of Urban students studying in 9th standard.
3. To find out the gender difference in level of language creativity of Rural students studying in 9th standard.
4. To find out the locality difference in level of language creativity of students studying in 9th standard.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the level of language creativity of 9th standard boys’ and girls’ students.
2. There is no significant difference between the level of language creativity of 9th standard urban girl’s and boy’s students.
3. There is no significant difference between the level of language creativity of 9th standard rural girl’s and boy’s students.
4. There is no significant difference between the level of language creativity of 9th standard urban and rural students.

VARIABLES OF THE STUDY

Following are the variables of the study:

Dependent variable: Language creativity

Independent variable: Gender and Locality

METHODOLOGY

Sample design

In the present study, descriptive survey method was selected. The study was conducted using following sample:

Students	Urban	Rural	Total
Girls	60	38	98
Boys	31	41	72
Total	91	79	170

Research Tool Used:

Language Creativity test: A standardised tool of Dr. S.P Malhotra and Ms. Sucheta Kumari is used.

Administration of the tool:

Dr. S.P Malhotra and Ms. Sucheta Kumari's Language Creativity Test was used for the purpose of data collection of secondary school students who are studying in 9th standard from different schools of Bangalore city.

The interpretation done on the basis of gender i.e., girls and boys and locality wise i.e., urban and rural. The methodology shows the collected data which is further tabulated and appropriately rearranged to find out objective wise findings.

ANALYSIS, DISCUSSION AND INTERPRETATION OF DATA

Table 1.

Mean, S.D. and ‘t’ Value of Language Creativity of Total Girls and Boys Students Studying in 9th Standard

	Fluency		Flexibility		Originality		Elaboration		Total Language creativity	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	N=98	N=72	N=98	N=72	N=98	N=72	N=98	N=72	N= 98	N=72
Mean	130	130.5	60.36	61.84	58.52	59.66	49.55	50.84	297.21	302.86
SD	49.87	49.41	27.53	27.72	25.79	28.73	27.07	25.95	121.9	126.95
‘t’	0.06 (NS)		0.34 (NS)		0.33 (NS)		0.31(NS)		0.29 (NS)	

N.S (No Significant difference)

Table 1 reveals that, the mean and SD scores on Language creativity test for the total girls as well as boys sample fall under low creativity. The obtained ‘t’ value (0.29) of total language creativity is less than the ‘t’ table value at 0.05 level of significance. Therefore, the hypothesis that there is no significant difference between the level of language creativity of 9th standard boys’ and girls’ students is accepted.

Table 2.

Mean, S.D. and ‘t’ Value of Language Creativity of Urban Girls and Boys Students Studying in 9th Standard

	Fluency		Flexibility		Originality		Elaboration		Total Language creativity	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	N= 60	N=31	N=60	N=31	N=60	N=31	N=60	N=31	N= 60	N=31
Mean	127.71	128.48	65.71	61.54	62	58.7	55.53	51.54	308.96	286.9
SD	49.97	54.95	27.31	29.44	26.01	30.97	26.17	27.29	124.06	144.97

‘t’ 0.06 (NS) 0.65 (NS) 0.50 (NS) 0.67 (NS) 0.72 (NS)

N.S (No Significant difference)

Table 2 reveals that, the mean and SD scores on language creativity test for the total urban girls as well as boys sample fall under low language creativity. The obtained ‘t’ value 0.72 of total language creativity is less than the ‘t’ table value at 0.05 level of significance. Therefore, the hypothesis that there is no significant difference between the language creativity among the urban girls and boys of 9th standard students is accepted.

Table 3.

Mean, S.D. and ‘t’ Value of Language Creativity of Rural Girls and Boys Students Studying in 9th Standard

	Fluency		Flexibility		Originality		Elaboration		Total Language creativity	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	N= 38	N=41	N=38	N=41	N=38	N=41	N=38	N=41	N= 38	N=41
Mean	134.39	131.9	52.73	61.09	53.86	59.39	40.76	49.48	281.76	301.87
SD	49.95	45.42	26.49	26.7	25.25	27.19	26.55	25.04	118.51	118.88
‘t’	0.23 (NS)		1.40 (NS)		0.93 (NS)		1.50 (NS)		0.75 (NS)	

N.S. (No Significant difference)

Table 3 reveals that, the mean and SD scores on language creativity test for the total rural sample fall under fall under extremely low language creativity. The obtained ‘t’ value 0.75 of total language creativity is less than the ‘t’ table value at 0.05 level of significance. Therefore, the hypothesis that there is no significant difference between the level of language creativity of 9th standard rural girls and boys students is accepted

Table 4.

Mean, S.D. and ‘t’ Value of Language Creativity of Urban and Rural Students Studying in 9th Standard

	Fluency		Flexibility		Originality		Elaboration		Total Language creativity	
	Urban N=91	Rural N=79	Urban N=91	Rural N=79	Urban N=91	Rural N=79	Urban N=91	Rural N=79	Urban N=91	Rural N=79
Mean	127.97	133.1	64.29	57.07	60.87	56.73	54.17	45.29	301.45	292.2
SD	51.41	47.36	27.96	26.76	27.67	26.25	26.47	25.98	131.17	118.38
‘t’	0.63 (NS)		1.24 (NS)		1.00 (NS)		2.20*		0.48 (NS)	

N.S (No Significant difference)

*Significant at 0.05 level

Not significant difference at 0.01 level

Table 4 reveals that, the mean and SD scores on language creativity test for the total urban sample fall under low language creativity and total rural sample fall under extremely low language creativity. The obtained ‘t’ value of one of the language creativity components, Elaboration is 2.20 and it is more than the ‘t’ table value at 0.05 level. There is a significant difference between elaboration of 9th standard urban and rural students. But, the obtained ‘t’ value (0.48) of total language creativity is less than the ‘t’ table value at 0.05 level of significance. Therefore, the hypothesis that there is no significant difference between the level of language creativity of 9th standard urban and rural students is accepted.

MAJOR FINDINGS OF THE STUDY

The interpretation of the results prompted the researcher to draw the following important findings:

1. Girls and Boys students studying in 9th standard do not show any significant difference in their language creativity and fall under low language creativity.
2. Girls and Boys urban students studying in 9th standard do not show any significant difference in their language creativity and fall under low language creativity.

3. Girls and Boys rural students studying in 9th standard do not show any significant difference in their language creativity and fall under extremely low language creativity.
4. Students from Urban and Rural locality studying in 9th standard do not show any significant difference in their language creativity. Urban students fall under low language creativity and rural students fall under extremely low language creativity.

CONCLUSION

The present study indicates that students who are studying in 9th standard were having low level of language creativity. The above findings prompt us to think towards improving student's creativity and in order to improve creativity in the student, role of teachers, schools and parents is very important. More exposure needs to be given to students such as visits to museums, botanical parks, education excursions, field trips and ask them to write briefly about their visits and put forth the experiences in their own words. This will help them in development of new ideas and to express in systematic way. This process will automatically improve their language creativity over a period of time with necessary guidance of the teachers, parents and the schools. To face the future challenges expression is one of the essential abilities which a student needs to possess.

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