

Effect of Creativity on Achievement in English of The Students of Secondary School

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Abstract

The present study was conducted with a view to assess the effect of Creativity on achievement in English of secondary students studying in X standard. The purpose of the study was to explore the effect the level of creativity of secondary students, if any, in terms of gender and locality in achievement in English. A sample of 715 students who were studying in X standard of different schools were randomly selected from urban and rural areas of Chickballpur and Kolar district of Karnataka. Both boys and girls were included in the study. The result showed that the students with creativity achieved better in English than the students who had less creativity; and there was no significance correlation between creativity and achievement scores among the boys and girls of urban and rural area.

Keywords: Interest, Intelligence, creativity, Urban, Rural and Achievement in English

Introduction

English language is the global lingua-franca which is being used globally in the present era for communication, administration, diplomacy, cultural exchange, business, education, research and advancement of science and technology. English is spoken in maximum countries of the world as their mother tongue and the maximum numbers of countries of the world have English as their national language. "It is the mother tongue of more than 200,000,000 people. Information about recent advances in sciences and technology is available to us through the medium of English. In our country English continues to be the official language at the Centre. It is now an important link-language in a multi-lingual country like ours. It is no wonder that the English language continues to occupy a prominent place in our school curriculum" (Rao, 1987).

For India, English is a foreign language which entered into

this country in the seventeenth century along with the British traders who represented British East India Company. English language made an inroad into this country as language of trade, but once the British traders established their rule in India in 1857, English language became the sole language for administration of this country. It is in the interest of their business and rule; the British rulers introduced English education and established educational institutions in the country for teaching and learning of English. Gradually English language spread lips and bounds in the country among the people. English gradually became the single-most language for educated native Indians in the vast sub-continent for communication, cultural unification and socio political movements. It was English which was, to a large measure, responsible to make the Indian struggle of independence possible. When India became independent in 1947, the constitution of India adopted English as an associate official language of the Union (Gupta, 1998).

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It is believed that learning a foreign language at the earliest possible age, and learning of English for Educational reasons between 4 and 5 years old that is at nursery and primary school opens up a whole new dimension for children and it greatly benefits their reading and writing in their own language. It is evident that, like musical education, it contributes significantly to the development of individual's intelligence and it concretely improves overall results at school (Matussek, 2003).

Definition of Creativity

Dawn, the sun bobs up from the horizon, spilling its gentle rays on the rocky walls of an unknown cave. The moon quietly bows away with a million of stars in a row. A cave man, hand like the stones he works with, watches the dawn as the wind plays with his unkempt hair and the cry of a newborn drifts into his ears. They stand motionless, entranced and unable to articulate what he feels or fathom why. Little does he know that he is mesmerized by the power of the creator and his creation?.

It is not easy to come to terms with the somewhat nebulous, intangible, but strangely fascination concept of creativity. The word is derived from the Latin 'Creates', 'meaning to bring into being'. More after than not, creativity has been associated with the arts – painting, dancing, sculpture, literature, and so on. Then, is it correct to assume that if you can paint or dance, you are creative? That is the reason that the noted painter Jatin Das considers, "Creativity is a transfer of energy".

According to Csikszentmihalyi (1997), creativity is the achievement of something remarkable and new, something that transforms and changes a field of endeavour in a significant way.

According to Guilford (1950), it is the ability to react to or cope with relative novelty.

According to Jean Bear (2003), "Creativity is certainly one of the hardest, and most mysterious even when considered within the confines of single culture."

According to May (2004), "A creative act is a process, doing specifically, a process interrelating the person and his world."

According to Plucker, Begheto and Dow (2004), "There is no such thing as all purpose creativity, people are creative in a particular area".

According to Rozer (2004) "Creativity is an emergence in action of novel relational product, growing out of the uniqueness of the individual on the one hand the materials, events, people or circumstances, of his life on the other."

According to Zbignition and Pietrzinki (2008), "Creativity

is an activity resulting in new products of a definite social value".

According to Google (2017), "Creativity is the use of imagination or original idea to create something".

Review of Related Literature

The creativity has been considered to be one of the most import factors for achievement. As a result several studies have been carried out by educational researchers on this. Some of the representatives of recent studies are being presented in the present review.

Mehdi (1977) found that intelligence and creativity were slightly negatively correlated in the urban sample whereas; in the rural sample a significant positive and significant correlation between creativity and school achievement.

Jody and Fitz (1978) found that poor creativity is the cause of academic underachievement at the secondary school stage.

Raj (1978) studied the phenomenon of overlap of creativity with cognitive and affective variable. He found the creativity variables and the cognitive variables discriminated between the students of high intelligence and of low intelligence whereas among the seven affective variables general anxiety and masculinity-femininity failed to discriminate between the two groups.

Menon (1980)'s subject of study was to do a comparative study of creativity of English language students of higher secondary level in English medium school in Delhi in relations to their intelligence, achievement and language abilities. The main objectives of the study were to understand the relationship between creativity and basic intellectual potential and the relationship between creativity and achievement. The major finding of the study was that creativity correlated with language, the next was with achievement (0.45) and then with intelligence (0.29). Moreover he found that the Intelligence correlated highest with language (0.32), the next was with creativity (0.29) and then with achievement (0.24).

Kausar (1982)'s study on children's curiosity and its relationship to intelligence, creativity and personality, revealed a significant relationship between curiosity and creativity for certain age groups. He inferred that the curiosity was a combined effect of the variables – intelligence, creativity, extraversion and neuroticism.

Singh (1982) studied the relationship of creative thinking of the high school students of Himachal Pradesh in relation to some cognitive and con-cognitive variables. He found in his study that the high school boys achieved significantly higher mean scores than the high schools girls on the

measures of verbal and non-verbal creative thinking. He also found that the verbal, non-verbal and total creative thinking scores were positively and significantly related with the verbal and non-verbal intelligence of the high school boys and girls. Further, there was curvilinear relationship between the measures of creative thinking and intelligence and that had positive and significant relationship with the academic achievement of the high school boys and girls.

Srivastava (1982) studied the factor of creativity in relation to personality. By using Cattell's High School Personality Questionnaire and Passi's Verbal and Non-Verbal Test of Creativity, he found out about the creativity among the students. The main finding of his study was that there was a positive relationship between the scores on creativity and the scores on different personality factors of the students. He found the boys to be more creative than girls.

Sudesh Bal (1988) studied the relationship between creativity, cognitive styles and academic achievement among college students, 150 Secondary school in the age range of 16-18 year were only drawn. The sample had high, middle and low academic achievers in equal number. Torrance Test of Creative Thinking (TTC) and verbal Form and Remote Association Test (RAT) were administered. The ANOVA of the creative scores on various measures revealed that both cognitive styles and academic achievement related to Fluency, Flexibility and Originality scores of TTC as well as creativity measured by RAT. It was also observed that cognitive styles and academic achievement significantly interact with RAT creativity and not with TTC creativity.

Riaz, Mah (1989) in their investigation explored the relationship between academic excellence, creativity achievement in science and psychological differentiation; using 39 academically superior and 29 below average Secondary schools. The study found out that academically superior students earned significantly higher scores on all these tests. The correlations between scores on creativity and science achievement tests were significant for the academically superior group but not for the below average group. Correlations between creativity, psychological differentiation and science achievement were insignificant in both the groups.

Significance of The Study

In the globalised India, English has become ever more important. The current generation students are in

need of acquiring higher level of writing, speaking and comprehension skills in English for their education, personality development and career. With the Liberalization, Privatization and Globalization (LPG) more number of present generation Indians are facing the need of going for their job with multinational companies. They are feeling the necessity of having higher level of skill in English to maintain higher level of professional efficiency, as in their workplace there is a requirement of team work with people coming from different linguistic background. English plays a vital role to provide common medium for communication and holds the pride of place as the world language today.

Objective of Study

- To study of the effect of creativity on achievement in English of secondary level students.
- To study of the effect of creativity on achievement in English of secondary students when they are classified as boys and girls.
- To study of the effect of creativity on achievement in English of secondary students when they are classified as urban and rural area students.

Hypotheses of Study

- H_1 : There is no significant difference between male and female students of secondary school with regards to Creativity scores and achievement in English.
- H_2 : There is no significant difference between urban and rural students of secondary school with regards to Creativity scores and achievement in English.

Variables of Study

- Location of Schools (Urban and Rural)
- Gender of the Students (Boys and Girls)

Material and Method of Study

A cross sectional study was conducted among students of secondary schools of Chikballapur and Kolar districts in Karnataka. Randomly selected stratified sample of 715 students was taken from eight schools of two districts of Karnataka. The samples covered the students of X standard from urban and rural areas both boys and girls, which was about 40% of the total secondary students' population of the area. The details of the sample are placed at Table No. 1 below:

Table 1. School wise sample showing location and gender

S.No.	Name of the School, Location & District	Locality	Gender		Number of samples Studied
			Boy	Girl	
1	BGS World School, Chickballapur Dt. Chickballapur	Urban	31	---	49
			---	18	
2	Sri KV English School, Chickballapur Dt. Chickballapur	Urban	32	---	65
			---	33	
3	Vidyanidhi Public School, Gouribidnur Dt. Chickballapur	Rural	54	---	99
			---	45	
4	Sri Venu Central School, Srinivaspura Dt. Kolar	Rural	16	---	22
			---	6	
5	BGS English School, Chickballapur Dt. Chickballapur	Urban	67	---	152
			---	85	
6	BGS Vidyanikethana, Manchanbele Dt. Chcikballapur	Urban	29	---	47
			---	18	
7	BGS Public School, Gouribidnur, Dt. Chickballapur	Rural	83	---	146
			---	63	
8	Sri Bhairabya Vidya Nikethan Srinivaspura, Dt. Kolar	Rural	76	---	135
			---	59	
Total			388	327	715
Boys (388) + Girls (327) = 715					
Urban (313) + Rural (402) = 715					

Study Tools

The following tools were used:

- Verbal Test of Creative Writing (TCW) Questionnaire.
- Achievement Test for English Grammar (ATEG), designed by the researcher.
- Achievement Test for English Literature (ATEL), designed by the researcher.

Selected Tools

Test of Creative Thinking (TCT)

The questionnaire of Test of Creative Thinking has been designed by Baquer Mehadi. It was a test which was conducted to measure the individual's ability and imagination to solve problems. Purpose of this test is to see how quickly and imaginatively one can think under situations which require novel ways of dealing with them. The students were asked to apply their best thinking in giving responses. There are no right and wrong answers to the questions and there were varied time allotted to

each section. The students have been asked to give as many responses or solutions as possible for a problem. There have been a total of 4 sections. The first three sections have 3 questions or situations each and the 4th section has only one problem. The time allotted for initial 9 questions were either 4 or 5 minutes; but for the 10th question 6 minutes were allotted (Mehedi).

Depending upon the relevance of the suggested solutions and number of alternative solutions the students have provided score has been awarded. The evaluation of the responses has been done very carefully so that the factors of creativity of the students are assessed accurately. Originality in thinking has been given higher weightage in evaluation.

Construction of Tools

The researcher designed the following two sets of English questionnaires to test skills and knowledge of the students in English. The questions were set as per the syllabus of the students of their secondary class literature section and language section. The tools have been named as the following:

- Achievement Test for English Language (ATELg).
- Achievement Test for English Literature (ATELit).

Achievement in English Language (ATELg)

The English Language questionnaire has been prepared to check students’ linguistic skills. The questionnaire comprised the questions on reading and comprehension, punctuation, grammar which include elements like tense, voice, narration, phrases and idioms, filling in the blanks using appropriate preposition and converting incorrect sentences into correct form. The test carried 50 marks. The students were given credit for expression and use of appropriate words. They were given negative marks for spelling and punctuation errors.

Achievement in English Literature (ATELit)

The English Literature questions were set to test the achievement of students in English literature. The questions emphasized on testing the leaning outcome of literature among students based on the syllabus which was covered in the class, in the academic session of the test. It was to test as how far the students understood the central theme poems and stories; and how far they had appreciated the meanings of the selected poems and short stories including the metaphors and similes etc.

Data Collection and Scoring of The Data

For collection of date, the researcher visited all eight schools and conducted the tests personally after explaining the

students the purpose of the study and relevant instructions to fill the questionnaire. The achievement test was conducted twice keeping two months of gap between two assessments. The scores were calculated after correction.

Ethical Considerations

All students were informed about the purpose of the study before collecting data. Prior permission was taken from parents and school authorities. All data was used only for research purpose and confidentiality was maintained.

Statistical Analysis

The data collected were analyzed using Epi Info software. Data was presented in mean and standard deviation for quantitative variables and in proportions for qualitative variables. Statistical association was determined by using chi-square and ‘t’ test. P value less that 0.05 was considered statistically significant.

Results

A total of 715 students participated in the study. Out of 715, 388 (54.3%) were males and 327 (45.7%) were females. 313 (43.8%) students were from urban area and 402 (56.2%) were from rural area.

Null Hypothesis 1

- H_1 : There is no significant difference between male and female students of secondary school with regards to Creativity scores.

Table 2. Difference in mean scores of interest among male and female students

	Score Mean (\pm SD)	Test Statistic value	Degree of freedom	P value	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Interest A	Mean score (male) – 27.6 (\pm 5.3) Mean score (female) –27.3 (\pm 5.3)	.598	713	.550	.24049	-.54937	1.03035
Interest B	Mean score (male) – 9.4 (\pm 6.2) Mean score (female) – 9.1 (\pm 6.6)	.851	675.963	.395	.41451	-.54145	1.37046
Interest C	Mean score (male) – 28.2 (\pm 6.4) Mean score (female) –29.1 (\pm 7.0)	-1.609	713	.108	-.81326	-1.80567	.17915

As shown in table 2, the score of creativity of the boys of X standard was 27.6 (5.3) for interest A as compared to score of 27.3 (5.3) among females. This difference was not statistically significant ($p>0.05$). Similarly, there was no significant difference between score of interest B and C ($p>0.05$). Therefore the hypothesis is proved that there was no significant difference between male and female students of secondary school with regards to Interest scores.

Null Hypothesis 2

- H_2 : There is no significant difference between urban and rural students of secondary school with regards to Creativity scores.

Table 3. Difference in mean scores of interest in urban and rural areas

	Score Mean (\pm SD)	Test Statistic value	Degree of freedom	P value	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Interest A	Urban – 27.6 (\pm 5.5) Rural – 27.4 (\pm 5.2)	.501	713	.617	.20224	-.59097	.99545
Interest B	Urban – 10.1 (\pm 6.8) Rural – 8.6 (\pm 6.1)	3.015	627.271	.003	1.47927	.51565	2.44290
Interest C	Urban – 28.1 (\pm 7.1) Rural – 28.9 (\pm 6.4)	-1.691	713	.091	-.85835	-1.85471	.13800

As shown in table 3, there was no significant difference between urban and rural students of secondary school with regards to Creativity scores A and B. For interest score B, the score of urban and rural students were significantly higher than those of students of rural area ($p<0.05$). As shown in table 4, there was no significant effect of Creativity score in

Table 4. Relation between test scores among students

Characteristics		Pre-Test Scores	Post – Test Scores
Urban (n = 313)	Mean	40.6038	45.1821
	Std. Deviation	19.32838	15.77370
Rural (n = 402)	Mean	33.4851	43.8383
	Std. Deviation	17.50457	14.54312
	P value	0.01	0.23
Total (n = 715)	Mean	36.6014	44.4266
	Std. Deviation	18.65008	15.09813
Male (n = 388)	Mean	41.3660	49.8918
	Std. Deviation	16.33848	14.82276
Female (n = 327)	Mean	30.9480	37.9419
	Std. Deviation	19.64252	12.67696
	P value	0.01	0.01
Total (n = 715)	Mean	36.6014	44.4266
	Std. Deviation	18.65008	15.09813

English among school students in urban and rural area in Post-Test ($p>0.05$); but score were significantly higher among students of urban area than rural area students in Pre-Test score ($p<0.05$). The scores were significantly different between male and female students with male students getting higher score than female students in both tests ($p<0.05$).

Table 5. Correlation between test scores and interest, intelligence and creativity scores among students

		Pre-Test Test Scores	Post - Test Test Scores
Interest A	Correlation Coefficient	-.02	-.018
	P value	0.57	0.63
Interest B	Correlation Coefficient	-.01	0.01
	P value	0.97	0.87
Interest B	Correlation Coefficient	-.01	0.01
	P value	0.81	0.89
Intelligence	Correlation Coefficient	0.59	0.49
	P value	0.01	0.01
Creativity	Correlation Coefficient	-.06	-.18
	P value	0.11	0.01

As shown in table 5, there was no significant difference in achievement in English score among students ($p>0.05$). However there was no significant correlation between intelligence and creativity score and test score ($p<0.05$). Similar findings were found when data was analyzed separately for urban and rural areas. In both areas, there was no significant effect of interest score in achievement in English score among school students ($p>0.05$), but there was significant correlation between intelligence and creativity scores ($p<0.05$).

Findings of the Study

The present study showed that there was no significant difference in interest score among male and female students between urban and rural students. The student those who had the higher level of intelligence had better level of achievement in English scores. The students of the urban locality have better achievement in English score that the rural students. It may be because of the fact that the students of urban area have better access to the facilities like news paper and recreational facilities etc. and they get better opportunities of interaction with educated and English speaking people. The urban students also get the opportunities to hear better quality of spoken English. There was significant difference in achievement in English between boys and girls with boys getting higher score than girls.

Recommendation Ffor Further Study

- The study was confined only to the students of X standard and it could have been extended to other classes.
- The study was confined to English medium students only and it could have been carried out on the students

of Kannada medium students also.

- The study was confined to only variables like sex and locality of stay of students and that could have been extended to the other factors also.
- This study could be carried out to the students of residential schools also.

Limitation of The Study

- The study was confined only to the students of X class. Other classes would have been taken.
- The study was limited to the English Medium students which may have resulted in bias. Kannada medium students would have been taken.
- The study was limited to eight schools located in the Talukas of Chickballapur and Kolar district of Karnataka. More schools of other areas would have been taken.
- Variables apart from sex and locality of stay could have been taken.
- The emotional intelligence in relationship with interest and creativity to measure achievement in English of the students and the other factors could have been studied.

Conclusion

It could be concluded that it is the creativity of a person which makes him achieve higher score in English. The study brings out that that besides interest, creativity and intelligence also contribute in higher achievement in English, and higher achievement of English in turn provides better communication skill. It is also known that the better communication skill enhances better personality of a person and leads him to succeed in life.

Conflict of Interest: None

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