



# A COMPARATIVE STUDY OF LANGUAGE CREATIVITY OF SECONDARY SCHOOL STUDENTS OF SIRSA DISTRICT

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## ABSTRACT

One of the properties of language that has come to be emphasized only during the late twentieth century is the creative aspect of language. Creativity is a process of developing original novel and gets appropriate response to a problem. Creativity provides a very open space to the learners in language teaching. Language classroom play a crucial role in order to develop creativity among learners. The study aims to find out the English Language Creativity of secondary school students of Sirsa District. This is a descriptive survey research in which the sample comprised of 200 students of class IX & X selected from Govt. and Private secondary schools of Sirsa city randomly. The data was collected through Language Creativity test by S.P. Malhotra & Sucheta Kumari. The tabulated data was analyzed and interpreted by using statistical techniques, Mean, Standard Deviation, and Critical Ratio. The study affirms the importance of Language Creativity concluded by making insightful suggestion and recommendation. It was suggested teacher is a significant part in the process of learning. He should provide opportunities to the students for expressing their thoughts freely. In this research the Language Creativity of Pvt. Sec. school students was found better than Govt. Sec school students in Sirsa District.

**Key Words :** Language Creativity, Spontaneity, Productivity, Communication, Sophistication,

## INTRODUCTION

Creativity is the act of turning new and imaginative ideas into reality. It is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. The meaning of creativity is to think or do something differently. Creative learning is a natural human process that occurs when people become curious and excited. Children prefer to learn in creative ways rather than just memorizing information provided by teachers or parents. They also learn better and sometimes faster. Factors like originality, spontaneity, expansion, flexibility in work etc. are inherent in the creative production of a person. All the students can develop their creative capacities if they have access to rich learning opportunities in environments that nurture and support their creative development.

## LANGUAGE CREATIVITY

Language creativity may be understood to be the creativity exhibited by an individual in the usage of language in its various forms. It consists of characteristics similar to those which are considered in the concept of general creativity. Beyond the early childhood, when a child imitates the language utterances, the use of language is a highly automated ability. It consists the learning sounds, word patterns, rules for creating words and stringing them together. Having learnt these, the speaker develops highly automated skills and language use becomes largely subconscious and almost entirely creative. Language consists of sound symbols which are used to create meaning by the speaker. Fatemi (2003) asserts that Language creativity is boom out of breaching the familiar horizons. There is not any form of familiarity or acquaintance in breeding the creative flux of thoughts and its crystallization in language. Thus, creative language opens up the possibility of looking into the known and the familiar through unfamiliar and unknown ways.

## RATIONALE OF THE STUDY

Language acts as one of the most important means of communication amongst the human beings. In the present sanerio, basic skills and abilities that children should possess is the result of their schooling. Every child is creative in its own way that allowed the child to progress from early ages to high sophistication culture of the modem day. Today's complex problems require creative ideas for solutions. These creative abilities be nurtured and cultivated to achieve the challenges of modem life. It is understood that language is a not only a medium of communication; it is a primary tool of cognitive, social development. Therefore language creativity becomes an important topic for research. So the problem of the study has been stated as '**A Comparative study of Language Creativity of secondary school students of Sirsa District.**'

## OBJECTIVES

1. To study and compare the Language Creativity between govt. and private Students of secondary schools of Sirsa district.
2. To study the Language Creativity between Female & Male of private secondary school students of Sirsa district.
3. To study the Language Creativity of Female & Male of Government Secondary School students of Sirsa district.
4. To study the Language Creativity of Rural & Urban Government Secondary School students of Sirsa district.
5. To study the Language Creativity of Rural & Urban Private Secondary School students of Sirsa district.

## HYPOTHESES

1. There is no significant difference regarding language Creativity between Govt. and Private Students of secondary schools of Sirsa District.
2. There is no significant difference regarding Language Creativity of Female & Male of Private secondary school students of Sirsa District.
3. There is no significant difference regarding Language Creativity of Female & Male of Government Secondary School students of Sirsa district.
4. There is no significant difference regarding Language Creativity of Rural & Urban Government Secondary School students of Sirsa district.
5. There is no significant difference regarding Language Creativity of Rural & Urban Private Secondary School students of Sirsa district.

## REVIEW RELATED LITERATURE

**Seresh Prabakaran (2017)** studied the Language creativity of secondary students in relation to Achievement Motivation, self-

confidence and emotional Intelligence found that the mean and standard deviation of the total sample is 172.94 and 27.33 respectively. With regard to the sub-sample, gender, the mean and standard deviation of boys and girls are 173.23 and 26.85 and 172.45 and 128.16 respectively. Of which boys mean score is higher than girls. **Chauhan Sarika, Anita (2017)** studied relationship between Creativity and Academic Achievement Among Public And Private School Students. Results shows that Academic Achievement in Private Schools is significant at  $p < .01$   $p < .05$  levels. The result of the present study indicates creativity is one of the factors which contribute significantly in the academic achievement of the students. **Sangiita Bagaria (2016)** Study of language creativity in relation to achievement in English of class XI students. The mean of the independent variable denoted as X is 60.765 and of the dependent variable denoted as Y is 58.918. The value of R [Pearson's Correlation] is 0.5923. Results of the study clearly show the positive correlation between English language creativity and academic Achievement. **Manisha Arya and Suman (2016)** studied creativity, Intelligence and academic Achievement among School Going Children standard. Results reveal that the majority of children were high in creativity (64%) followed by average creativity (29%) and low creativity (7%). The majority of students in VII standard class were belonging to high (56%), average (34%) and low (10%). Similar pattern was found in among the IX standard class students. There is no significant association between creativity and academic achievement. **Syed Rizwaruddin (2015)** studied creativity in relation to achievement of ix standard students. The obtained results of the study have positive and high relationship between Creativity and Achievement Motivation. The Pearson Coefficient of Correlation between Creativity and Achievement Motivation of IX standard students of CBSE schools 0.318 which is positive. No significant difference found between the Creativity of Male and Female IX standard students of CBSE Schools of Aurangabad city. **Dr. N. Sumangala (2014)** studied language creativity of 11th standard students in relation to intelligence and gender found that 11th standard boys have higher language creativity and girls. Boys scored higher on fluency, flexibility, and originality and elaboration dimension of language creativity than girls. Sex is found to affect language and originality and elaboration dimension of language creativity than girls. Therefore language creativity is positively and significantly associated among boys and girls. **Alacapinar, Fusun G. (2013)** Studied the language creativity of 3rd grade to 8th grade students and found the significant differences in average fluency, flexibility, originality, elaboration, and total scores of classes. **Kumar Jitender (2013)** studied language creativity among secondary school students. It was found that male & female students of secondary school do not differ significantly on language creativity. Further it was also found that language creativity scores of public and govt. secondary school don't differ significantly. It may therefore be concluded that language creativity of an individual is not affected by the type of institutions.

## METHODOLOGY

The method adopted in the present study was Descriptive Survey Method.

## POPULATION

All the student of secondary schools of Sirsa District of Haryana constituted population of the present study.

## SAMPLE & SAMPLING METHOD

In the present research 200 students are selected through Random Sampling method as the sample of the study. At first, researcher selected 4 schools of Sirsa District situated in Haryana which are affiliated to HBSE. Thus, out of total Two hundred students, 100 girls and 100 boys from Govt. & Private schools have been selected.

## TOOL USED

In this research the following tool has been applied:

1. S.P. Malhotra & Sucheta Kumari published by NPC, Kacheri Ghat, Agra was used.

## STATISTICAL TECHNIQUE USED

In this research Mean, S.D, CR test and other statistical techniques have been used for data analysis.

**INTERPRETATION & ANALYSIS OF DATA**

**Hypothesis No 1.1:-** There is no significant difference regarding Language Creativity of Private & Government secondary school students of Sirsa District

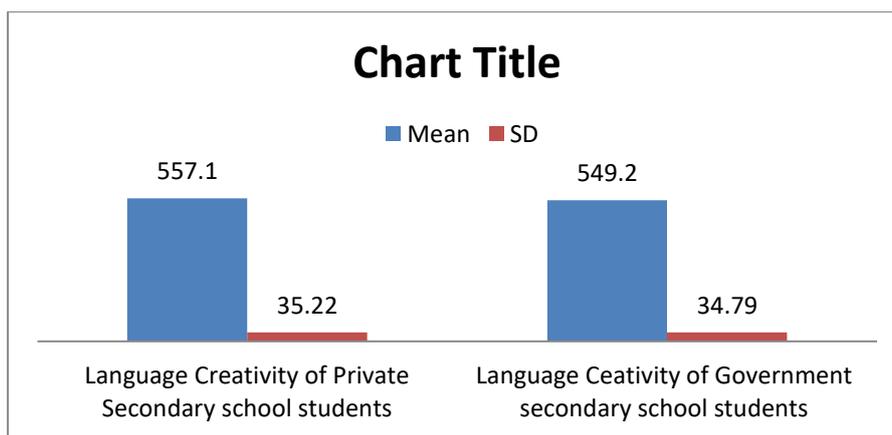
**Table No 1.1**

Sr. No.	Nature of Variable	No. item	Mean	S.D	Df	C.R Value	Level of Significant
1	Language Creativity of Private Secondary School Students	100	557.1	35.22	198	14.33	Significant at both levels i.e. at .05 & .01 level
2	Language Creativity of Government secondary school students	100	549.2	34.79			

Df = 198 .05 = 1.96 .01=2.59

**Interpretation :- From table No. 1.1** It is evident that calculated mean & S.D of Language Creativity of Private & Govt. Secondary school is 557.1, 35.22&549.2, 34.79respectively. The calculated C.R Value is 14.33 which is more than standard table value at df= 198, at .05 level of significance is 1.96 and at .01 level of significance is 2.59 which indicates that hypothesis no. 1.1 is rejected. It is interpreted that there is a significant difference of Language Creativity between private and government secondary schools. Further it is concluded that mean value of Language Creativity of Private is more than Language Creativity of Govt. Sec. school students. So it is finally analyzed that the Language Creativity of Private sec. school students is more than Language Creativity of Govt. Sec. School Students.

**Fig 1.1**



**Hypothesis No. 1.2:-** There is no significant difference regarding Language Creativity of Female & Male of private secondary school students of Sirsa District.

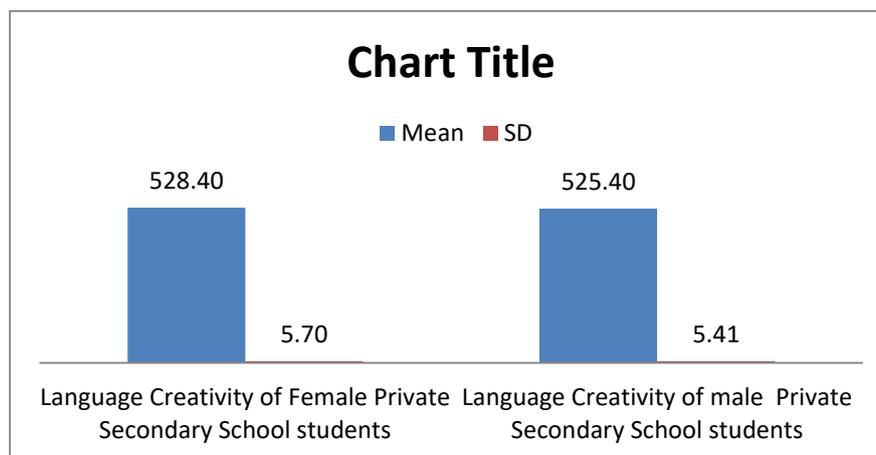
Table 1.2

Sr. No.	Nature of Variable	No. of Items	Mean	S.D	df	CR	Level of Significance
1	Language Creativity of Female private Secondary School Students	50	528.40	5.70	98	4.19	Significant at both level i.e. at .05 & .01 level
2	Language Creativity of Male Private Secondary School Students	50	525.50	5.41			

df = 98 .05 =1.97 .01 = 2.59

**Interpretation :-** From table No. 1.2 , it is evident that calculated Mean & SD of Language Creativity of female & Male private secondary school of Sirsa District is 528.40, 5.70&525.50, 5.41 respectively. The calculated CR value is 8.94 which is more than standard table value at df =98 at .05 level of significant is 1.97 and at .01 level of significant is 2.59 which indicate that hypothesis No. 1.2 is rejected. It is interpreted that there is a significant difference of Language Creativity of female & male private secondary school students. Further it is concluded that mean value of Language Creativity of Female private school is more than Language Creativity of Male in private school. So, it is finally analyzed that the Language Creativity of female private school is more than Language Creativity of Male private secondary school students.

Fig 1.2



**Hypothesis No. 1.3:-** There is no significant difference in Language Creativity of Female & Male of Government Secondary School students of Sirsa District

Table No.1.3

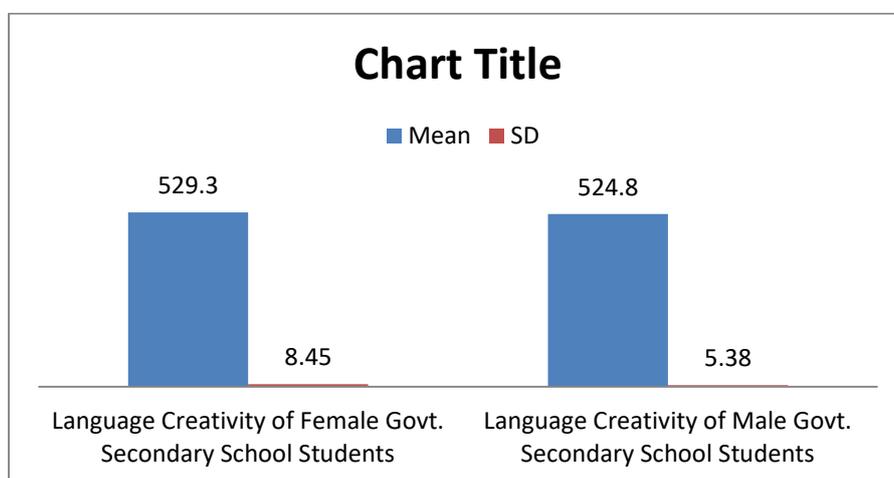
Sr. No.	Nature of Variables	No. of Items	Mean	SD	df	CR Value	Level of Significant
1	Language Creativity of Female Government Secondary School Students	50	529.30	8.45	98	4.34	Significant at both levels i.e. at .05 & .01 level
2	Language Creativity of Male	50	524.80	5.38			

Government Secondary School Students						
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Df = 98 .05 =1.96 .01=2.59

**Interpretation: -From table No. 1.3** It is evident that calculated mean & SD of Language Creativity of female & Male of Govt. secondary school students is 529.30,8.45&524.80,5.38 respectively. The calculated CR value is 11.80 which is more than standard table value at df = 98 at .05 level of significant is 1.96 at .01 level of significant is 2.59 which indicate that hypothesis no. 1.3 is rejected. It is interpreted that there is a significant difference of Language Creativity between Female and Male government sec school students. So it is finally analyzed that the of Female Govt. secondary school is more than Language Creativity of Male Govt. Secondary school students.

Fig 1.3



**Hypothesis No. 1.4:-** There is no significant difference in Language Creativity of Urban & Rural Government Secondary School Students of Sirsa District.

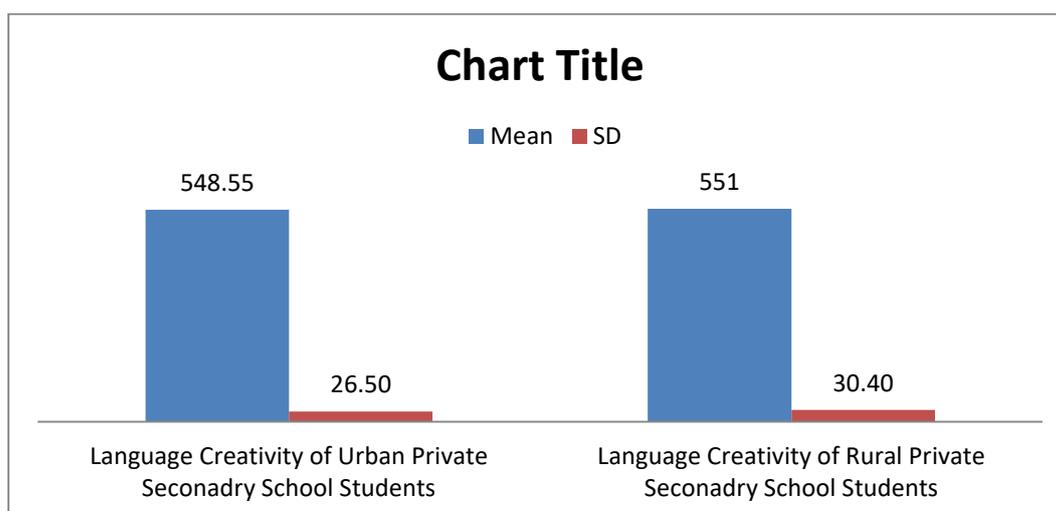
Nature of Variable	No. of Items	Mean	SD	Df	CR	Level of Significance
Language Creativity of Urban Government Secondary School Students	50	538.80	14.62	98	5.93	Significant at both levels i.e. at .05 & .01 level
Language Creativity of Rural Government Secondary School Students	50	529.20	8.04			

Df = 98 .05 = 1.96 .01= 2.59

**Interpretation: -From Table No. 1.4** It is evident that calculated mean & SD of Language Creativity of Urban & rural Government Secondary school students is 538.80, 14.62 & 529.20, 8.04 respectively. The calculated CR Value is 9.25 which is more than standard table value at df =98 at .05 level of significant is 1.96 and at .01 level of significant is 2.59 which indicated that hypothesis No. 1.4 is rejected. It is interpreted that there is a significant difference of Language Creativity between urban & rural



Fig.1.5



### MAJOR/MAIN FINDINGS

1. In Hypothesis No. I, It is evident from result that the Language Creativity of Private sec. school students are better than Language Creativity secondary school students of Sirsa District of Haryana.
2. In Hypothesis No. II, It is evident from result that the Language Creativity of Female private secondary school students are better than Male of private secondary school students of Sirsa District of Haryana.
3. In Hypothesis No. III, It is found that Language Creativity of Female of Government Secondary School are better than Male of Government secondary school students of Sirsa District of Haryana.
4. In Hypothesis No. IV, It is found that Language Creativity of Urban Private secondary school students are better than Rural Private secondary school students of Sirsa District of Haryana.
5. In Hypothesis No. V It is interpreted that Language Creativity of Urban Government secondary school students are better than Rural Govt. secondary school students of Sirsa District .

### EDUCATIONAL IMPLICATIONS

The objective of educational research is to improve by implementing the findings of the research studies. In the present research significant difference found in Language Creativity among Private and government, male and female further between rural and urban area students at secondary level. Language Creativity of private school was higher than government school students. To arouse curiosity among the students of government schools and to motivate them properly the school environment should be good as good as private schools. Greater and active participation of students must be ensured by the teachers for quick grasping the concepts and improvement in Creativity

### SUGGESTION FOR FURTHER STUDY

1. Studies can be extended to cover primary and high secondary level.
2. In the present study Language Creativity has been taken as a whole, but in further can be studied on different dimensions.
3. Similar study may be done in other states.
4. In the present research, investigator has selected secondary school affiliated to H.B.S.E. only. A similar study may be conducted in the schools affiliated to C.B.S.E or I.C.S.E. board.

5. In the present study investigation , conclusion were based on the study of 800 students of IX & X standard only. It may be replicated for different level of educational ladder.

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