A STUDY OF THE ENGLISH CREATIVITY OF HIGH SCHOOL STUDENTS OF ROPAR DISTRICT WITH REFERENCE TO SEX AND TYPE OF SCHOOL

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Abstract

Education is an ability possessed and exercised by humans to use their knowledge and past experiences to deal with future events more effectively and efficiently. Generally, fostering learner creativity is a vital role for any teacher, as doing so can help learners to develop predictive, analytical, critical, and problem solving skills, to develop confidence and self-esteem. Fostering creativity is even more important for a teacher of a second or foreign language as it can help to achieve the affective and cognitive engagement vital for language acquisition as well as helping learners to understand language used for natural communication and to use language for effective communication themselves. English is a leader language of all languages spoken by the people in the world. Instead of pressuring the Children for the good result in the school one should create a burden free environment for the children so they can explore their creativity. As we know every child is unique and has different skills from others. For the expression of their creative talent they have a painter called teacher in the school. The international development of a man's character is only possible by the education. The present research "A study of the English creativity of the High school students of Ropar District with reference to sex and type of school" is an attempt to look into the relationship of creativity and learning English.

Keywords: English, Creativity, School, Students, Teachers, Sex

Introduction

From the beginning of time inventions have arisen because someone has observed the potential of a material which may have been considered irrelevant or even inconvenient at the time. Only after thousands of years was the sharpness of broken flint noticed and its potential for cutting realised. It was only realised in about 3500 BC that solidified drops of copper in the charred remains of a fire might offer the potential for casting metal tools and weapons. In some societies the wheel was never invented even though people had to dodge rocks spinning like wheels down hillsides! Some authors have described how they conceive the nature of their protagonists and then begin the story and the protagonists almost write it for them. Media and materials can be like living companions for the teacher, creating new ideas and new ways of doing things. I submit that most people use media and materials in the way that

they have been used to. Sometimes, aspects of a material's character are regarded as a nuisance (like a rock bouncing down a hillside or having a very large class of students). It takes a creative person to see that a nuisance might be a potential for doing something never done before.

For example: when you ask a question of the class, normally say 'Please tell your neighbour what you think the answer is.' Only when this has happened, ask someone to call out their idea. Methodologically, it is important to note that an ingenious use of the media or materials is normally not enough. We have to combine this with ways of engaging the students. Broadly, ways of engaging the students can be summarised by:

(i) Challenging them (to identify something difficult to identify; match things objectively or subjectively, group, order, sequence and remember things)

(ii) Inviting them (to hypothesize, create and share)

(iii) Showing you care about the content of their contribution more than the language forms.

Yes, a big class has its problems. Yes, it's difficult to help each individual student and to give them the focused attention they each need. At the same time, a large class offers some possibilities a smaller class cannot.

It is therefore important that teachers make use of their course book as a resource rather than follow it as a script and that they develop the confidence, awareness and creativity to adapt course book activities in ways which can foster creativity. One way of adapting course books so that they foster creativity is by opening up their closed activities so that they invite a variety of personal responses instead of requiring all the learners to give the same correct answer.

If you have experienced the many education systems and institutions around the world which demand regular testing of their students, you will understand the teachers' needs and the publishers' reasons for catering for them. But this does not mean that every teacher has to be ruled by assessment. The teacher can very easily open up the closed activities which they are not using for testing and in so doing can increase their enjoyment of teaching and their students' chances of acquiring language and developing skills.

Review of Related Literature

History reveals itself that man learns from the experience of others. Man always seeks help and guidance from his ancestors. So for laying emphasis, firstly on the present study, was essential of explore the field of related studies. The review of related literature indicates clear

picture of the problem to be solved. The review of literature provides some insight regarding strong points and limitations of the previous studies. It enables the researcher to improve his own investigation.

Adolphus Madu & Collins Ebere (2016) in their study 'Relationship between Creativity and Academic Achievement of Secondary School students in Plateau State' tried to search the relationship between Creative thinking and Academic Achievement of Secondary school students. With the Hypothesis that there is insignificant relationship between English language and Creativity and sample of 110 students selected after the technique of simple random sampling. They found that the creative students are not academically better than the non-creative students.

Amber Yaain Wang (1991) in his study 'A Comparisons between Taiwan and United States B.Ed. trainees in reference to their Creative Performance' tried to achieve his objective to Know different creative performance with student teachers of Taiwan and the United States. For Understanding of the different aspect of teaching: two measurement tools have been used that is a questionnaire and creativity test. Total 133 American student teachers where 109 females and 23 males. Then the 125 Taiwanese participants consisted of 52 females and 73 males. For analysis sum total of 258 valid test and surveys were collected. Results: In the two nations significant differences not were found in their abilities with fluency, originality, and flexibility. But it concluded that the only difference was seen in the ability of elaboration. So in that particular part hard work required.

Raj Kumar S. Topandasani (2013). Conducted a study of the differences in Self-Concept of High Creative and Low Creative Adolescents to check the self concept of high and low creative adolescents. He found that urban high and low creative and rural high and low-creative differ significantly from one another on perceived self-concept and only, tribal high and low creative groups do not differ significantly, which proves that the tribal low-creative are as higher as their high creative counterpart on perceived self-concept.

In the present research

"A study of the English creativity of the High school students of Ropar District with reference to sex and type of school" the researcher has shown English Creativity as Dependent variable and English creativity depends on the gender, type of school which is independent variable.

Objectives of the Study

Every activity has some objectives. It is the objective which motivates us to accomplish the given task. The Present study is based on the following objectives:

(1) To study English Creativity of High school students of the Ropar District.

(2) To study the Effect of the gender on the English Creativity of Secondary school students of the Ropar District.

(3) To study the Outcome of two different Types of school on the English Creativity of high school Students of the Ropar District.

Hypothesis of the Study

The following hypotheses are set to achieve the objectives of the study.

(1) No significant difference would be seen between the mean English Creativity scores of Male and Female High school students of Ahmadabad District.

(2) There will be insignificant difference between the mean English Creativity scores of the Granted and Non-grant Secondary student of Ahmadabad District.

Methodology of the Study

According to the researcher here, the survey method is the best for the present study.

Sample: The sample of study consist of 500 students (250 male and 250 female) studying high schools of the district. The following schools were randomly selected:

Table 1: Total Sample for the English Creativity

Medium	Gender Type of School		Male		Female		Total
			Grant	Non-Grant	Grant	Non-Grant	
Punjabi			125	125	125	125	500
Hindi			125	125	125	125	500
Total			250	250	250	250	1000

Tools Used: The researcher has taken Standardized tool prepared by Dr. R.M. Chauhan in the current topic. It is having five types of tests with vocabulary, Open Ended Thoughts, Dialogue Writing, story Writing Poetry Writing.

In any Educational Institution we find large number of units. For the research work the researcher is always relying on such units but it is impossible to test, Interview or observe each units individually. As an alone it is very difficult to reach each person due to restricted condition. For coming on the common validly, researcher has taken 1000 sample for the study. In Ropar district students studying in secondary school is used for sampling and selected by simple random sampling method.

Statistical calculation is very important part of the research, without statistical method researcher can't decide whether the hypothesis is acceptable or reject able. In present study researcher has used Mean, Standard Deviation (SD) and 't-test' for analysis of the collected data.

Table 2: t-test of male & female of high school students

Gender	No. of Students	Mean	SD	t-value	Level of Significance
M	500	114.79	53.91	4.070	.01
F	500	124.47	52.34		

Table 3: t-test of Grant and Non Grant type of schools

Type of School	No. of Students	Mean	SD	t-value	Level of Significance
Grant	500	115.13	52.75	3.77	.01
Non-Grant	500	124.11	53.59		

Findings of the Study

The study has following findings:

(1) Out of 100 cases, in 99 cases there exists a significant difference that is between the male and female students of high school in Ropar district for English Creativity.

This means that the female students of high school are superior to male students of Ropar district as far as their English creativity is concerned.

(2) Out of 100 cases, in 99 cases there exists a significant difference between the level of English creativity of Granted and Non Granted schools of Ropar District.

This means that the students of Non-Granted schools are superior to the Granted schools of Ropar District as far as their English creativity is concerned.

Suggestions for further Research

(1) The male students of the high school need more guidance than the female students. There should be different curriculum for the male students to increase English creativity.

(2) The Government should frame appropriate course for the male and female students.

(3) The teacher should take extra class for the weak students and encourage them to speak in English.

(4) The Punjabi medium students should try to speak English for the expression of their views.

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