
ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN RELATION TO LANGUAGE CREATIVITY

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ABSTRACT

The present study has been undertaken to determine the academic performance of secondary school students in relation to language creativity. The tools employed were (1) Language Creativity Scale (2) Previous year academic performance of the students. Mean, percentage, t-test, pearson's product moment correlation Pearson's Product Moment Coefficient of Correlation(r) was used which reveals the results.

Key words: Academic performance, language creativity, secondary school students

1 INTRODUCTION

The whole process of education is successful if we focus on the desired outcome of education process, and the desired outcome is to create a confident person who has a strong sense of right and wrong, is adaptable and resilient, and knows himself is discerning judgments, think independently, critically and communicates effectively. Academic achievement and academic performance is the outcome of education which helps student to achieve the short or long term goals in education in a successful manner. Sindhu (2005) studied teachers' motivation, student adjustment and their academic achievement and found no significant difference in the achievement of boys and girls; better liking of teachers contributed to better achievement of boys; girls displayed higher levels of adjustment as compared to boys. Baghaei and Riasati (2013) studied that an investigation into the relationship between teachers' creativity and students' academic achievement and reported that teachers' creativity level and students' academic achievement are interrelated. Language is one of the most important factors that is differently distributed among the people and include the factors like flexibility, elaboration, and originality. Creativity in language is spark of creating something with words known to all the human being to a lesser or greater degree since birth. So, it becomes essential for teachers as well as parent to appreciate the need of creativity in language, creating an environment conducive to full growth and development of the creative ability of children. In this way the task of motivating and nurturing of the creativity among our children needs good efforts on the part of the teachers, parents and other social institution of society. No society and nation can afford to ignore the talents and effect of those people who are creative in language. So, the present study will serve as an endeavor to find out the relationship between academic performance and language creativity among secondary school students.

2 STATEMENT OF THE PROBLEM

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TO LANGUAGE CREATIVITY

2.1 Language Creativity

Language creativity is an effortless ability to communicate and comprehend new expressions and ideas which includes the dimensions such as plot building, dialogue writing, poetic

diction, descriptive style, vocabulary test. Language creativity is a multi-dimensional attitude that is differently distributed among the people and includes the factors as- fluency, flexibility, originality and elaboration.

2.2. Academic Performance

Academic performance refers to the achievement of the students in one academic year and in present study it will be taken from the previous year grade scores of the students.

2.3 Secondary School Students

Students enrolled in grade 9th & 10th in schools are called as secondary school students.

3. OBJECTIVES

1. To study the academic performance and language creativity of secondary school students.
2. To compare the academic performance of secondary school students with respect to gender & type of school.
3. To compare the language creativity of secondary school students with respect to gender & type of school.
4. To examine the relationship between academic performance and language creativity of secondary school students.

4. HYPOTHESES

1. There exists no significant difference in the academic performance of male and female secondary school students.
2. There exists no significant difference in the academic performance of C.B.S.E. and I.C.S.E. secondary school students.
3. There exists no significant difference in the language creativity of male and female of secondary school students.
4. There exists no significant difference in the language creativity of C.B.S.E. and I.C.S.E. secondary school students.
5. There exists no significant relation between academic performance and language creativity of secondary school students.

5. DELIMITATIONS OF STUDY

1. The present was confined to schools of Amritsar and Gurdaspur only.
2. The study was limited to C.B.S.E. and I.C.S.E. schools only.
3. The present study was confined to assess language creativity in English only.

6. SAMPLING

The investigator has taken randomly sample of 200 students comprising 100 C.B.S.E. and 100 I.C.S.E. students from four Schools in two different areas of Amritsar and Gurdaspur areas.

7. TOOLS : The investigator has collected data using following tool:

1. Language Creativity Scale constructed and standardized by the investigator.
2. Previous year academic performance of the students

8. STATISTICAL TECHNIQUES USED

The following statistical techniques were used:

Mean and percentage, t-test, Pearson's Product Moment Coefficient of Correlation(r).

RESULTS AND DISCUSSION

In the present research, the analysis of the obtained data was done by using statistics such as Mean, percentage SD and t-ratio. The results of the study were obtained according to the hypotheses formulated which were given below:

Objective 1 (a) To study the language creativity of secondary school students.

In order to study the language creativity of student's mean of the whole data was calculated which comes out 62.48 only. Which is very less when compared with standard norms of language creativity test. Thus, students possess very low creativity in using the language.

Objective (b) To study the level of academic performance of secondary school students.

In order to study the academic performance numbers of the students were calculated at different levels of academic performance and then it was converted into percentage. From the table 3.1 it is clear that 31% students have below average academic performance and percentage of average and below average students is 34 and 35 respectively.

Table 3.1 indicating the level of performance percentage of the students.

Sr. No	Level of Performance	%age of students
1.	Above average	31
2.	Average	34
3.	Below Average	35

Hypothesis 1: There exists no significant difference in the academic performance of male and female secondary school students.

Table 3.2 indicating the mean, standard deviation and t- value for the measurement of difference in language creativity of males and females.

Variable	Group	N	Mean	SD	t-Value	Result
Language creativity	Males	92	59.15217	19.04416	2.24793	Significant at 0.05
Language creativity	Females	108	65.67593	21.99653		

For testing this hypothesis, difference between means of males and females were calculated by using t-test, t- value comes out to be 2.24793 which is greater than the tabulated value 1.97 at 0.05 level of significance. Hence the null hypothesis there exists no significant difference in language creativity among male and female secondary school students is rejected. Therefore, there is significant difference in language creativity among male and

female Students. Also table 3.2 it is clear that mean score of language creativity of girls is higher than the mean score of boys. This means that females are more creative in using language in comparison to males.

Hypothesis 2: There exists no significant difference in Academic Performance of male and female of Secondary School Students

Table3.3 Table indicating the mean, standard deviation and t- value for the measurement of difference in academic performance of males and females.

Variables	Group	N	Mean	SD	t-Value	Result
Academic Performance	Males	92	7.640435	1.720954	0.80599	Significant at 0.05
Academic Performance	Females	108	7.94463	3.450668		

For testing this hypothesis, difference between two means were calculated by using t-test, t- value comes out to be 0.80599 which is less than the tabulated value 1.97 at 0.05 level of significance. Hence the null hypothesis there exists no significant difference in academic performance of male and female secondary school students is accepted. Therefore, there is no significant difference in academic performance among male and female Students. This means that males and females are performing equally well in their academic areas.

Hypothesis 3: There exists no significant difference in the language creativity of C.B.S.E. and I.C.S.E. secondary school students.

Table 3.4 indicating the mean, standard deviation and t- value for the measurement of male and female differences in language creativity.

Variables	Group	N	Mean	SD	t-Value	Result
Language creativity	ICSE	100	67.18	21.97813	3.11492	Significant at 0.05
Language creativity	CBSE	100	58.17	18.80525		

For testing this hypothesis, difference between means of CBSE and ICSE were calculated by using t-test, t- value comes out to be 3.11492 which is greater than the tabulated value 1.97 at 0.05 level of significance. Hence the null hypothesis there exists no significant difference in language creativity among CBSE and ICSE secondary school students is rejected. Therefore, there is significant difference in language creativity among CBSE and ICSE Students. From the above table it is clear that mean score of language creativity of ICSE is higher than the mean score of CBSE. This means that ICSE school students are more creative in using language in comparison to CBSE school students.

Hypothesis 4: There exists no significant difference in Academic Performance of ICSE and CBSE Secondary School Students.

Table 3.5 indicating the mean, standard deviation and t- value for the measurement of difference in academic performance of ICSE and CBSE.

Variable	Groups	N	Mean	SD	t - Value	Result
Academic Performance	CBSE	100	8.5866	1.338759	8.73117	Significant at 0.05
Academic Performance	ICSE	100	6.665253	1.837284		

For testing this hypothesis, difference between two means were calculated by using t-test, t- value comes out to be 8.73117 which is less than the tabulated value 1.97 at 0.05 level of significance. Hence the null hypothesis there exists no significant difference in Academic Performance of ICSE and CBSE secondary school students is rejected. Therefore, there exists significant difference in academic performance among ICSE and CBSE school students. From the mean value of two groups it is evidence that CBSE students have performed academically well in compared to ICSE students.

Hypothesis-5: There exists no significant relation between academic performance and language creativity of secondary school students.

Table 3.6

Variable	No.	df	Coefficient of correlation (r)	Remarks
Language Creativity	200	198	0.130479	Low Positive Correlation
Academic Performance	200			

To study the relationship between academic performance and language creativity among secondary school students, the coefficient of co relation was used. The r- value comes out to be 0.13. This is indicating a positive but very low correlation between academic performance and language creativity. This means that language creativity and academic performance are negligibly correlated with each other.

CONCLUSIONS

1. Language creativity of secondary school students comes out to very low when comparing it with standard table of norms. This may be due to the reason that schools and parents are not providing much exposure to use the language creativity and expressing their thoughts and ideas due to heavy curriculum and shortage of time.
2. In the case of academic performance of secondary school students it was concluded that 31% have scored above average marks in their previous and 34% students have scored average marks while 35% students have scored below average marks in their previous class. Thus approximately equal numbers of students are average and below average in their performance and little less number of students are

above average in their academic performance.

3. Significant difference existed between the language creativity of males and females. Females scored higher on the language creativity test in comparison to males. This may be due to the reason that females in this age are little more serious and conscious than males in performing any task and developing their language related skills so as to get recognition from the society. So, they have scored more on language creativity test than males.
4. There exist no significant difference in academic performance of males and females. Males and females scored statistically equal marks in the previous classes This result was supported by sidhu (2005) who reported that there exists no significant difference in the academic performance of boys and girls. Because schools are providing equal opportunities and exposure to both male and female students. So they are performing equally well in their academic areas.
5. There exists significant difference in the language creativity of CBSE and ICSE secondary school students. ICSE students have shown more creativity in using language in comparison to CBSE students. As a pattern of education in CBSE and ICSE schools are different and ICSE schools give more rigorous.
6. CBSE school students have performed academically well in comparison to ICSE school students. On the similar bases Gurubasapa (2009) conducted a study on intelligence and self-concept as correlates of academic achievement and reported that achievement differs significantly on the basis of gender, type of school and medium of instruction. Because the syllabus and overall system of evaluation in ICSE schools is comparatively tough in comparison to CBSE schools. Hence, CBSE school students have scored more marks than ICSE students.
7. The study also concluded positive but negligible correlation between the language creativity and academic performance of secondary school students. On the contrary Anne (2005), Zaid (2011), Manisha (2012) reported a high correlation of language creativity with academic performance. This may be due to the reason that schools now-a-days are more focused on raising the performance of the students in academic areas and providing pre-prepared references material to the students to get good results. There is less focus on making the students write in their own language. So, students are not developing the skill of using the language creativity rather they like to study from ready referenced materials to get good grades. So academic performance is not influenced much by language creativity.

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