Locality differences in language creativity among high school students

Dr. AK Agnihotri

Principal, Mehar Chand College of Education, Nangal, Rupnagar, Punjab, India

Abstract
Creativity is a special and unique ability found in every child born on earth. During all stages of life the language creativity is proved to be useful for the child. Language creativity is a process of making relationship between the different things that had no relation before it. At the high school stage the students should be guided for the importance of English creativity that will helpful not only to them but also for the society. 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. 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. Instead of pressuring the children for the good result in the school one should create a burden free environment for the children so that they can explore their creativity. Here in this study the independent variable locality is taken.

Keywords: locality, creativity, school, students, English & teachers

Introduction

> "Creativity extends across all age ranges, all levels of competence, all teaching contexts and all geographical regions. And it applies equally to teachers as well as learners. Creativity is universal…"
>
> Maley 2015

The fact that language is thoroughly conventional firmly places it in human culture, no matter on which individual-psychological and biological foundations it might also rest. Language, then, was seen as crucially involving external tools and as something cultural.

The most important resource is the human beings who make up the classroom, the teacher and the learners, with their varied personalities, interests, and abilities. The interaction between students, teachers and others is the breeding ground for creative growth.

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:

1. Challenging them (to identify something difficult to identify; match things objectively or subjectively, group, order, sequence and remember things)
2. Inviting them (to hypothesize, create and share)
3. 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.

Teacher training has the potential to foster true creativity in the learning environment by equipping teachers with the means to empower learners to think for themselves and generate their own innovations. Encouraging teachers to engage in creative activities as part of their training might help them to discover their own latent creativity and thus assume the stance of teachers who are willing to teach language in a creative fashion.

It is therefore important that teachers make use of their course book as a resource rather than follow it as a script and those they develop the confidence, awareness and creativity to adapt course book activities in ways which can foster creativity. One way of adapting coursebooks 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
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.
Mudita K. Bhatnagar (2013) [12]. Conducted a study of different creativity traits between the rural and urban areas Private and public high school students and examined 100 students for the study and mean, SD and t-test were used for calculation. He came out with the results that both public and private high school of rural areas possessed the same kind of creativity on the basis of fluency. In urban areas there is similar kind of creativity on the basis of fluency of public and private schools.
Ojoawo (1989). Writing on the importance of location, found that it is one of the potent factors that influence the distribution of educational resources.
Ezike (1997). Throwing light on locational influence conceptualized urban environment as those environment as those environment which have high population density containing a high variety and beauty and common place views. He further identified the rural environment as being characterized by low population density containing a low variety and isolated place views.
Lipton (1962) [8]. Earlier in his contribution, corroborated that "rural community is characterized by low population, subsistence mode of life, monotonous and burdensome ". Citing hotels, recreational centers, markets, banks and good road network as being present in their urban environment.
Owolabi (1990) accentuated that our highly qualified teachers prefer to serve therein rather than the rural areas.
Kuliman *et al*. (1977) [7] observed that teachers do not accept postings to rural areas because their conditions are not up to the expected standard as their social life in the areas is virtually restricted as a result of inadequate amenities; facilities are deficient, playground are without equipment, libraries are without books while laboratories are glorified ones.
Hallak (1977) [1] Making a critical analysis of locational factors, surmised that provision of education in rural areas is normally fraught with the following difficulties and problems; qualified teachers refuse appointment in isolated villages; villagers refuse to send their children to schools because they are dependent on them for help; parents hesitate to entrust their daughters to male teachers; some villagers have few children for an ordinary primary school; lack of roads or satisfactory means of communication makes it difficult to get books and teaching materials to the school which place difficulties in the way of organizing school transport among others.
Balogun (1982) Writing on the improvisation of science teaching equipment in line with location, lamented that unfortunately in Nigeria, where there is a preponderance of poverty among us populace and a wide gap between the rich and the poor … disparity in the distribution of resources and social amenities on the part of the government, the population has polarized into two –of those who favorably affected and those who are disfavored. These two groups have been forced on economic reasons and levels of education to organize themselves into two different sub geographical locations to a very large extent determine what amenities and or facilities are made available to each.
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.

In the present research
"Locality Differences in Language Creativity among High School Students" the researcher has shown English Creativity as Dependent variable and gender as independent variable.

Objectives of the study
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 Locality on the English Creativity of Male Secondary school students.
3. To study the Effect of the Locality on the English Creativity of female Secondary school students.

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

1. There exist no significant difference between the mean English Creativity scores of Male students of Rural and Urban High schools.
2. There exist no significant difference between the mean English Creativity scores of female students of Rural and Urban High schools.

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 1000 students (500 male and 500 female) studying high schools of the district. The schools were randomly selected.

Table 1: Total Sample for the English Creativity

Locality	Male		Female		Total
Rural	125	125	125	125	500
Urban	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 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	115.78	53.90	4.071	.01
F	500	123.46	52.35		

Table 3: t-test of rural and urban schools

Locality	No. of Students	Mean	SD	t-value	Level of Significance
Rural	500	116.92	53.02	2.99	.01
Urban	500	125.68	52.32		

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 for English Creativity.
2. 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.
3. Out of 100 cases, in 99 cases there exists a significant difference between the level of English creativity of Rural and Urban schools of Ropar District.

This means that the students of Urban schools are superior to the Rural 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.

References

1. Hallak J. Planning the Location of Schools: An Instrument of Educational Policy. Paris: UNSECO-IIEP, 1977, pp.13-14, 33-39.
2. Hiwa WeisiI, Zahra Khaksar. The Effect of Hemispheric Dominance from Learner's Creativity in Writing, International Journal of English and Education. 2015, 4(2):ISSN 2278-4012
3. Horn AS. Oxford Advance Learner Dictionary for current English, 2005.
4. Ibukun WO. Staff Quality as a factor of Academic Goal Achievement among Secondary School Students in Nigeria. In The Manager. (Magazine of Educational Management Student's Association). University of Ibadan, 1988; 8:12-16.
5. Johnson AB. School Mapping and Resource Supply as Correlates of students Academic Achievement in Kwara State Secondary Schools, Unpublished Ph.D. Thesis, University of Ibadan, 1998.
6. Kemjika OG. Urban and Rural Differences in Creativity Talents among Primary School Pupils in Lagos state. Lagos Education Review, 1989, 5(1).
7. Kuliman A. Fair Weather, H and Batterworth G. Sex Difference in Verbal Performance Discrepancies. British Journal of Educational Psychology. 1977; 47(1):85-90.
8. Lipton E. Behaviour in Experimentally created Social Climate. Journal of Social psychology, 1962; 17:79.
9. Lutzker P. The Art of Foreign Language Teaching. Tubingen und Basel: Francke Verlag, 2007.
10. Maley & Peachey, Eds. Creativity in the English language classroom, British Council, 2015, http://www.teach ingenglish.org.uk/article/creativity-english-language-classroom
11. Memant Lata Sharma, Jyoti Goyal. Creativity among high school students in relation to Socio-economic status and Type of school. Indian Streams Research Journal, Impact Factor: 3.1560 (UIF), 2015, 5(2):ISSN2230-7850
12. Mundita K Bhatnagar. Comparative study of different creativity traits between the rural and urban areas Private and Public high school students. Dissertation-College of Education, Ambala City, Haryana, 2013.
13. Natu Bhai Raval. Education Development and its Learning Process, Nirav Publication, 2004, p. 213.
14. Rajkumar S Topandasani. A Study of the Differences in Self-Concept of High Creativity and Low Creativity among Adolescents, International interdisciplinary Research Journal. 2013, 3(6). ISSN 2249-9598.
15. Sangeeta Bagaria. Study of English Language Creativity in relation to their Achievement in English of class XI students, Indian Journal of Research. 2016, 5(1). ISSN 2250-01991
16. Sapna Parashar, Samecr Pingle. Creativity: An

Assessment of Teacher and Students, University Journal of Research. 2015, l(1).

17. Sharma Ekta. Creativity Assessment of Students Pursuing Higher Education, International Journal of Innovation, Creativity and Change, 2015, 2(1).
18. Thilagavathi T. Academic Achievement Related to Intelligence, Creativity and Anxiety. M.phil.in Education, Annamalai University, Chennai, 1990.
19. Tugba Temiz, Yuzuncu Yil. Problem solving, creativity and Constructive-based teaching Practice of Pre-service Mathematics teachers, Journal of educational and instructional studies in the world, 2013, 3: Article: 20 ISSN: 2146-7463
20. Vipulbhai R Kiri. To Develop Creative Thinking Programmed for the students Secondary school of Ahmedabad City, with the help of Synaptic Model and to Extensile the Effect of the Development of Linguistic Creativity in Gujarati Language, M.Ed., Education Gujarat University, Ahmedabad, 1998.
21. Yassir M Mahgoub, Faisal M Abdul Wahab. Using Meditation and Rejection in the Universe leads to Enhance of Creation and Creativity for Higher Education Students, European Scientific Journal, May-2014 edition, 2014, 10(13) ISSN: 1857-7881
22. Zarna Padia. A study of creativity support tool for computational literature: Unique Opportunities for computer aided language learning, International Journal of scientific & Engineering Research, 2012, 3(6). ISSN-22295518