

CREATIVITY AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS STUDYING IN ENGLISH MEDIUM AND HINDI MEDIUM SCHOOLS- A COMPARATIVE STUDY

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ABSTRACT

The study was conducted on a sample of 200 students of secondary schools of Rewari district. DPA test (Divergent Production Abilities) by Dr. K.N. Sharma was used to evaluate the creativity of adolescent boys and girls. Annual examination marks of X class were considered for the judgment of the academic achievement of students. The data was analyzed with the help of mean, S.D. and 't' values. The findings of the study reveal that, the girls and boys of English medium schools possess more creativity and they are good achievers than the girls and boys of Hindi medium schools. There is no impact of creativity on academic achievement.

INTRODUCTION

Society consists of Individuals, but only a few exceptionally talented individuals contribute most to the growth of the society. They create new horizons and set new standards in science, technology, interactive, fine arts, business, industry and social leadership. No sooner does subjects become devoid of nature gift of talents that it would start to stagnate and ultimately perish.

From a scientific point of view, the products of creative thought (sometimes referred to as divergent thought) are usually considered to have both originality and appropriateness. Creativity has been associated with right or forehead brain activity or even specifically with lateral thinking.

CONCEPT OF CREATIVITY

The concept of creativity is difficult to define because of the various connotations attached to it. Psychologists and Psychotherapists have not yet reached an agreement regarding the nature of creative function. Guilford, the first many of creativity research, has been responsible for bringing about a paradigmatic shift in the study of human abilities. A distinguished theory of creativity has been proposed by Guilford (1950) according to which intellect consists of 120 different abilities. He has suggested that human productive abilities are of two kinds, convergent and divergent. Convergent thinking is involved

where a determined and conventional answer to the problem is required through a known standard method. On the other hand divergent thinking is called into play where the problem has yet to be discovered and there is not a set way of solving it. Convergent thinking implies a single right solution, whereas divergent thinking may produce a range of appropriate solution.

Guilford (1959) has discussed five primary traits of creative individual. They are ability to see problems, fluency in thinking, flexibility, originality and elaboration.

ACADEMIC ACHIEVEMENT

Academic Achievement means "The Performance of the student in the examination."

Achievement is a progress that a learner makes in learning often measured by other standardized or teacher made tests. Therefore, academic achievement is knowledge acquired and skills developed in school subjects generally indicated by marks obtained in tests. There are number of studies in the area of academic achievement. These studies examine the relationship between academic achievement and a large number of factors in the cognitive, environment and affective domain including self-concept, persistence level of aspiration, need for achievement, adjustment, behaviour problems, fear anxiety, emotions, drive, values, memory, reasoning & interest.

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A. ADOLESCENTS:- Adolescents are those boys & girls who move from childhood to adulthood- mentally, emotionally, socially and physically. The boys and girls of the age group ranging from 12 years to 18 years come under the category of adolescents.

OBJECTIVES OF THE STUDY

The following are the objectives of the study :-

1. To study the creativity and academic achievement of adolescent girls of Hindi medium & English medium schools.
2. To study the creativity & academic achievement of adolescent boys of Hindi medium & English medium Schools.
3. To compare the creativity and academic achievement of adolescent boys and girls of English medium schools.
4. To compare the creativity and academic achievement of adolescent boys and girls of Hindi medium and English medium schools.

HYPOTHESES

1. There are no significant difference between the academic achievement and creativity among the adolescent girls of Hindi medium and English medium Schools.
2. There are no significant difference between the academic achievement and creativity among the adolescent boys of Hindi medium and English medium schools.
3. There are no significant difference between the academic achievement and creativity among the adolescent boys and girls of Hindi medium schools.
4. There are no significant difference between the academic achievement and creativity among the adolescent boys and girls of English medium schools.

DELIMITATION OF THE STUDY

The study was limited to the students of class IX and X in the school. Therefore, the students studying in class IX and X in selected Hindi medium schools and English medium schools of Rewari district constituted the population of present research project.

METHODOLOGY

The present study is based upon descriptive survey method.

SAMPLE

The study was carried out on a representation sample of the students of four schools of Rewari district. The sample consisted of 200 students selected by stratified random sampling technique.

SELECTION OF THE TOOLS

The following tools were used in this study

1. Dr. K.N. Sharma's DPA (Divergent production abilities) test.
2. Annual examination marks in board examination of 10th class.

ANALYSIS AND INTERPRETATION OF THE RESULTS

The data were analysed and interpreted using statistics such as mean standard deviation and 't'-test. The following groups were formed for testing the research hypotheses.

Table-I (A)

Showing Mean, SD & 't-value' b/w girls of Hindi medium schools and English med. Schools on creativity scores.

| Group | N | Mean | S.D. | t-value |
|-------------------------------|----|-------|-------|---------|
| Girls of Hindi Medium Schools | 50 | 47.72 | 10.72 | 5.79 |
| Girls of Eng. Med. Schools | 50 | 62.78 | 14.94 | |

*Significant at .01 level of significance

Table - I(A) indicates that the mean creativity score of girls of Hindi Medium schools are 47.72 and that of girls of Eng. Medium schools is 62.78. It shows that girls of Eng. Medium schools possess more creativity than girls of Hindi medium schools. The calculated 't-value' is 5.79 which is significant at .01 level.

Table-I (B)

Showing Mean, SD & 't-value' b/w girls of Hindi medium schools and English med. Schools on academic achievement scores

| Group | N | Mean | S.D. | t-value |
|-------------------------------|----|--------|-------|---------|
| Girls of Hindi Medium Schools | 50 | 291.16 | 65.08 | 3.77 |
| Girls of Eng. Med. Schools | 50 | 343.9 | 74.69 | |

*Significant at .01 level

Table - I (B) shows that the mean Academic Achievement scores of girls of Hindi medium schools is 291.16 and that of the girls of Eng. Medium schools is 343.9. It shows that girls of Eng. Medium schools are good achievers than the girls of Hindi medium schools. The calculated 't-value' is 3.77 which is significant at .01 level of significance.

We can say that there are significant difference in creativity and academic achievement of girls of Hindi medium schools and girls of Eng. Medium schools.

Table-II (A)
Showing Mean, SD & 't-value' b/w Boys of Hindi medium schools and English med. Schools on creativity scores.

| Group | N | Mean | S.D. | t-value |
|------------------------------|----|-------|-------|---------|
| Boys of Hindi Medium Schools | 50 | 35.7 | 8.7 | 9.07 |
| Boys of Eng. Med. Schools | 50 | 57.12 | 14.25 | |

*Significant at .01 level

Table- II (A) shows that the mean creativity score of boys of Hindi medium schools is 35.7 and that of boys of Eng. Medium schools is 57.12. It shows that boys of Eng. Medium schools possess more creativity than boys of Hindi medium schools. The calculated 't-value' is 9.07 which is significant at .01 level of significance.

Table-II (B)
Showing 't-value' b/w Boys of Hindi medium Schools and English med. Schools on academic achievement scores

| Group | N | Mean | S.D. | t-value |
|-----------------------------|----|--------|-------|---------|
| Boy of Hindi Medium Schools | 50 | 282.56 | 66.08 | 7.16 |
| Boys of Eng. Med. Schools | 50 | 366.64 | 50.21 | |

*Significant at .01 level

Table-II (B) indicates the mean academic achievement scores of boys of Hindi medium schools is 282.56 and that of boys of Eng medium schools is 366.64. It shows that boys of Eng. Medium schools are good achievers than boys of Hindi medium schools. The calculated 't-value' is 7.16 which is significant at .01 level.

It can be said that there is significant difference between the achievement of boys of Hindi medium schools and boys of Eng. Medium schools.

Table-III (A)
Showing the Mean, SD & 't-value' of the creativity scores of boys and girls of Hindi Medium Schools.

| Group | N | Mean | S.D. | t-value |
|------------------------------|----|-------|-------|---------|
| Boys of Hindi Medium Schools | 50 | 35.7 | 8.7 | 6.16 |
| Girls of Hindi Med. Schools | 50 | 47.72 | 10.72 | |

*Significant at .01 level

Table III (A) shows that the mean creativity scores of boys of Hindi medium schools is 35.7 and that of girls of Hindi medium schools is 47.72. It shows that girls of Hindi medium schools possess more creativity than the boys of Hindi medium schools. The calculated 't-value' is 6.16 which is significant at .01 level of significance.

Table-III (B)
Showing Mean, SD & 't-value' of achievement scores of Boys of Hindi medium Schools and girls of Hindi med. Schools

| Group | N | Mean | S.D. | t-value |
|------------------------------|----|--------|-------|---------|
| Boys of Hindi Medium Schools | 50 | 282.56 | 66.08 | 0.65 |
| Girls of Hindi Med. Schools | 50 | 291.16 | 65.08 | |

*Not Significant

Table III (B) reveals that the mean academic achievement scores of boys of Hindi medium schools is 282.56 and that of girls of Hindi medium schools is 291.46. It shows that girls of Hindi medium schools are good achievers than the boys of Hindi medium schools. The calculated 't-value' is 0.65 which is not significant at any level of significance.

Table-IV (A)
Showing Mean, SD and 't-value' b/w the creativity scores of Boys and Girls of English med. Schools

| Group | N | Mean | S.D. | t-value |
|-----------------------------|----|-------|-------|---------|
| Boys of Eng. Medium Schools | 50 | 57.12 | 14.25 | 1.95 |
| Girls of Hindi Med. Schools | 50 | 62.78 | 14.94 | |

*Not Significant

Table - IV (A) reveals that the mean creativity scores of boys of Eng medium schools is 57.12 and that of girls of Eng. Medium schools is 62.78. It shows that the girls of Eng medium schools possess more creativity than the boys of Eng medium schools. The calculated 't-value' is 1.95 which is not significant at any level. Still the scores of the Eng. Medium girls are better as compared to the boys.

Table-IV (B)
Showing Mean, SD and 't-value' of the achievement scores of the boys and girls of English Medium Schools

| Group | N | Mean | S.D. | t-value |
|-----------------------------|----|--------|-------|---------|
| Boys of Eng. Medium Schools | 50 | 366.64 | 50.21 | 1.79 |
| Girls of Eng. Med. Schools | 50 | 343.9 | 74.69 | |

Table - IV (B) indicates that the mean academic achievement score of boys of Eng. Medium schools is 366.64 and that of the girls of Eng. Medium schools is 343.9. It shows that boys of Eng medium schools are good achievers than the girls of Eng medium schools. The calculated 't-value' is 1.79.

It can be said that there is no significant difference in creativity and academic achievement of boys of Eng medium schools and girls of Eng medium schools.

FINDINGS

The main findings based on the result of analysis of the data are as follows :-

1. There is significant difference in the creativity scores of girls of Hindi medium and English medium schools. The girls of English medium schools possess more creativity than the girls of Hindi medium schools.
2. There is significant difference in the academic achievement scores of girls of English medium and Hindi medium schools. The girls of English medium schools are good achievers than the girls of Hindi medium schools.
3. There is significant difference in the creativity score of boys of Hindi medium and English medium schools. The boys of English medium schools possess more creativity than the boys of Hindi medium schools.
4. There is significant difference in the academic achievement scores of boys of Hindi medium and English medium schools. The boys of English medium schools are good achievers than the boys of Hindi medium schools.

5. There is significant difference in the creativity scores of girls of Hindi medium schools and boys of Hindi medium schools. The girls of Hindi medium schools passes more creativity than the boys of Hindi medium schools.
6. There is no significant difference in the academic achievement scores of girls of Hindi medium schools and boys of Hindi medium schools.
7. There is no significant difference in the creativity scores of girls of Eng medium schools and boys of Eng medium schools.

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