



LANGUAGE CREATIVITY AND CURIOSITY OF SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND LOCALITY: A STUDY

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Abstract: Every human is born with a basic ability of thinking which makes him or her to become curious on things around them. Once the individual starts his or her thought process, it leads them to be creative. It is very much essential to have such curious and creative minds for self-development, development of society and in-turn development of our nation.

This study is an attempt to know the language creativity and curiosity of secondary school students in relation to gender and locality. A total of four schools were selected randomly out of which a total number of 170 students were selected. Descriptive analysis is done. To know the significant differences in two variables i.e., Language Creativity and Curiosity, t-test is used on the groups (boys and girls, urban and rural). Pearson's co-efficient of co-relation is done to know the relationship between the two variables.

The study concluded that the obtained mean scores of students studying in secondary school have low language creativity and have average / moderate level of curiosity. In Language Creativity there is no significant difference between girls and boys and also urban and rural secondary school students. In curiosity, there is no significant difference between girls and boys but there is a significant difference between urban and rural students. There is positive correlation between the two variables i.e., Language Creativity and Curiosity. The study suggests conducting activities to improve the language creativity and curiosity levels of secondary school students.

IndexTerms - Creativity, Curiosity, Secondary school students, Gender, Locality.

INTRODUCTION

Every one of us will accept that Curious and Creative minds are behind any and all innovations that have happened till date. We cannot deny that human evolution has occurred due to the curious and creative minds which are one of the main causes of triggering new thoughts and ideas.

Language Creativity and Curiosity is an important characteristic of an individual which helps in learning and developing new ideas. In fact, it can be said that mankind has developed over the ages only because of curiosity and creativity. Curiosity develops interest and involvement in knowing new things. Curiosity leads to innovation of new ideas and inventions.

Every individual will definitely learn and understand things how they work. Language Creativity is very much essential which helps us to put-forth and communicate to others; improvement in language creativity is required to express effectively to others. Here, education plays an important role which encourages an individual to know and learn things at a faster rate. These faster rates of learning brings-in new ideas often, which will in-turn help an individual to excel at a faster rate. Hence, Language Creativity is a basic quality that an individual needs to possess and improve continuously.

REVIEW OF RELATED LITERATURE

Dr. N. Sumangala (2014): *'A Study of Language Creativity of 1X Standard Students in Relation to Intelligence and Gender'*. In the study it was found that language creativity of 1X standard boys is higher when their intelligence is higher. It is found that there is significant and positive association among boys and girls on Language Creativity and intelligence. In comparison to girls, score of boys is higher on fluency, flexibility, originality and elaboration dimensions of language creativity. Language creativity is found to be affected by the Sex of 1X standard students.

Seresh Prabakaran. M (2018) conducted study on *"A study on language creativity of Higher Secondary school students in Relation to achievement motivation self-confidence and Emotional Intelligence"*

Study was conducted on higher secondary school students of studying in Ramanathapuram District, Tamil Nadu, India. With a sample of 600 students. The study concludes that there is a requirement to improve in language creativity from average level to

high level for the students. The study also proposes to improve motivation, self-confidence and emotional intelligence of higher secondary students through the efforts of the teachers.

The study conducted by **Luqman M.Rababah, Abdul Halim Bin Mohamed, Malek T. Jdaitawi and Nour Z. Bani Melhem(2013)** on “*The Level of Creativity in English Writing among Jordanian Secondary School Students*” used a random sample of 100 secondary school students in Irbid and Amman cities in Jordan. Torrance Test of Creative Thinking (TTCT) was used to measure the creativity in English Writing. The test revealed that students fall in the moderate level of creativity.

Pluck, Graham¹ & Johnson, Helen²(2011) in their study on “*Stimulating Curiosity To Enhance Learning*” they discuss on intrinsic motivation and Curiosity is an aspect of it which plays an important role in enhancing the student’s learning. Main focus was kept on psychological and pedagogical literature relating to adult education with theory and evidence that describe curiosity. An attempt was made to know the concept of ‘Information gaps’ as basis of curiosity in academics. Curiosity concepts in second language learning and medical education were considered. The study discusses that in order to increase the curiosity in students, inquiry-based learning approach and simple classroom techniques can be applied to students of almost any of the academic disciplines. Students’ curiosity can be developed and enhanced based on the theories that need to be applied and acted upon with.

Jamie J. Jirout¹, Virginia E. Vitiello¹ and Sharon K. Zumbrunn (2018) studied “*Curiosity in Schools*”. Through this study the researcher makes an attempt to know how Curiosity is essential for scientific discovery and innovation. How it is a natural and basic characteristic of children. They also discuss to identify ways of influencing students’ inclinations for uncertainty. The study also discusses on the need to study curiosity in classroom and naturalistic learning environments, and the difficulty to do so if curiosity is understood and studied as a unitary, independent construct. The study concludes with the need to expand research on curiosity so that the gap can be minimised with the possible directions that are essential for application in education.

Busmin Gurning¹ & Aguslani Siregar (2017) conducted a study on “*The Effect of Teaching Strategies and Curiosity on Students’ Achievement in Reading Comprehension*”. Through this study an attempt was made to find out whether achievement of the students in reading comprehension with the use of INSERT strategy was whether higher than that of with the use of SQ3R strategy, Students with higher curiosity whether had better achievement in reading comprehension than the students with low curiosity, there was and interaction between curiosity on students’ achievement in reading comprehension and teaching strategies.

STATEMENT OF THE PROBLEM

Language Creativity and Curiosity of Secondary school students in relation to Gender and Locality: A Study

OBJECTIVES OF THE STUDY

The study has following objectives:

- To find out the gender difference in level of language creativity of secondary school students.
- To find out the locality difference in level of language creativity of secondary school students.
- To find out the gender difference in level of curiosity of secondary school students.
- To find out the locality difference in level of curiosity of secondary school students.
- To find out the relationship between language creativity and curiosity of secondary school students.

VARIABLES:

Following are the variables of the study:

Dependent variable:

- Language creativity

Independent variable:

- Curiosity
- Gender
- Locality

HYPOTHESES:

The following are the hypotheses framed for test

- There is no significant difference between the level of language creativity of secondary school boys’ and girls’ students.
- There is no significant difference between the level of language creativity of secondary school urban and rural students.
- There is no significant difference between the level of curiosity of secondary school boys’ and girls’ students.
- There is no significant difference between the level of language creativity of secondary school urban and rural students.
- There is no significant relationship between language creativity and curiosity of secondary school students

METHODOLOGY:

Sample design: In the present study, descriptive survey method was selected. The study was conducted using following sample:

Students	Urban	Rural	Total
Girls	60	38	98
Boys	31	41	72
Total	91	79	170

Tool: Language Creativity test: A standardised tool of Dr.S.P Malhotra and Ms. Sucheta Kumari is used. Children's curiosity scale: A standardised tool of Dr. Rajiv Kumar is used.

Test administration: Dr.S.P Malhotra and Ms. Sucheta Kumari's Language Creativity Test and Dr. Rajiv Kumar's Children's curiosity scale was used for the purpose of data collection of secondary school students who are studying in 9th standard from different schools of Bangalore city.

The interpretation done on the basis of gender i.e., girls and boys and locality wise i.e., urban and rural. The methodology shows the collected data which is further tabulated and appropriately rearranged to find out objective wise findings.

Analysis, Discussion and Interpretation of data:

Table No.1: showing the mean, SD and 't' value of Language Creativity of secondary school students (Girls and Boys).

Students	N	Mean	SD	't'
Girls	98	297.21	121.10	0.24
Boys	72	302.01	126.43	
Total	170	299.24	123.49	

N.S (No Significant difference)

The above table reveals that, the mean and SD scores on language creativity test for the total girls as well as boys sample fall under low language creativity. The obtained 't' value 0.24 is less than the 't' table value at 0.05 level of significance. Therefore, the hypothesis that there is no significant difference between the language creativity among the girls and boys of secondary school students is accepted.

Table No.2: showing the mean, SD and 't' value of Language Creativity of secondary school students (Urban and Rural).

Students	N	Mean	SD	't'
Urban	91	306.01	128.50	0.77
Rural	79	291.43	117.80	
Total	170	299.23	123.5	

N.S (No Significant difference)

The above table reveals that, the mean and SD scores on language creativity test for the total urban sample fall under low language creativity and total rural sample fall under extremely low language creativity. The obtained 't' value (0.77) is less than the 't' table value at 0.05 level of significance. Therefore, the hypothesis that there is no significant difference between the language creativity among the urban and rural secondary school students is accepted

Table No.3: showing the mean, SD and 't' value of Curiosity of secondary school students (Girls and Boys).

Students	N	Mean	SD	't'
Girls	98	75.94	16.30	1.51
Boys	72	72.29	15.08	
Total	170	74.4	15.85	

N.S (No Significant difference)

The above table reveals that, the mean and SD scores on curiosity test for the total girls as well as boys sample fall under average/moderate curiosity. The obtained 't' value (1.51) is less than the 't' table value at 0.05 level of significance. Therefore, the hypothesis that there is no significant difference between the Curiosity among the urban and rural of secondary school students is accepted.

Table No.4: showing the mean, SD and 't' value of Curiosity of secondary school students (Urban and Rural).

Students	N	Mean	SD	't'
Urban	91	77.19	16.32	2.47*
Rural	79	71.32	14.70	
Total	170	74.47	15.82	

*Significant at 0.05 level

Not significant difference at 0.01 level

The above table reveals that, the mean and SD scores on curiosity test for the total urban as well as rural students' sample also fall under average/moderate curiosity. The obtained 't' value is 2.47 which indicates that there is significant difference in curiosity between urban and rural students at 0.05 level of significance. Therefore, the above stated hypothesis i.e., there is no significant difference between the Curiosity among the urban and rural secondary school students is rejected.

Table No.5: Relationship between Language Creativity and Curiosity of secondary school students.

Students	Correlation between Language Creativity and Curiosity	Interpretation
Girls	0.0153	Positive correlation
Boys	-0.0029	Negative correlation
Total	0.0055	Positive correlation

From the above table, relationship between language creativity and curiosity of girls is 0.0153 this mean that girls have positive correlation. Relationship between language creativity and curiosity of boys is -0.0029 this means that boys have negative

correlation. When we consider the total students, the relationship between language creativity and curiosity of girls and boys is 0.0055 which indicates that there is positive relationship between language creativity and curiosity among secondary school students. The above stated hypothesis i.e., There is no significant relationship between language creativity and curiosity of secondary school students is accepted.

Major findings of the study

The interpretation of the results prompted the researcher to draw the following important findings as follows:

1. Girls and Boys students studying at secondary level do not show any significant difference in their language creativity.
2. Students from Urban and Rural locality studying at secondary level do not show any significant difference in their language creativity.
3. Girls and Boys students studying at secondary level do not show any significant difference in their curiosity.
4. Students from Urban and Rural locality studying at secondary level have significant difference in their curiosity.
5. There is a positive correlation between language creativity and curiosity of secondary school students.

CONCLUSION

The present study indicates that students who are studying in 9th standard were having low level of language creativity and average/ moderate level of curiosity. The above findings prompt us to think towards improve the child's curiosity and creativity. In order to improve curiosity and creativity in the child, role of teachers and parents is very important. Every field needs innovation and new ideas hence, creativity and curiosity play very important role. Developing children in today's competitive world is need of the hour as it is essential to cope up with the challenges. Inculcating and improving the curious minds and to develop language creativity for expressing better is needed. During education itself if these essential qualities are improved in the students, then it will make children achieve better in any field.

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