A Study of Language Creativity of 1x Standard Students in Relation to Intelligence and Gender

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ABSTRACT

In the fast changing world of today, with the boundaries of knowledge receding rapidly, the few years that children have in school could best be utilized to generate in them those functions which will stand them in good stead when they are adults. Under these circumstances, the lasting contribution of education in the cognitive sphere would be to develop in children the capacities of flexible thinking, reasoning storage of useful information and experiences and control over language.

As a citizen, while participating in civic and special affairs and in his family, during work and leisure, the child of today will need the thought processes of reasoning, judgment and inference. For successful adjustment, it is important for every and child to identify the functional relationships among groups of things and events, to be able to recognize cause and effect, to classify and generalize. Thinking starts with a problem and is based on a knowledge of past achievements and information that has been stored away.

Joshi and pathak(1966) factor analyzed the scholastic attainments of high school students and extracted verbal and general memory factors. Does this indicate that the reasoning factors play no role in academic achievement.

INTRODUCTION

Language is a system which is actually comprised of two sub-systems receptive and productive. Receptive sub-system pre-supposes two linguistic skills, i.e. listening and reading and productive sub-system pre-supposes two other skills, i.e., speaking and writing expressive language in the output of the productive system.

Several researches have already been conducted to identify various factors related to learning. That intelligence is directly related to scholastic achievement has been established from the findings of several researches conducted in different countries. Relationship of scholastic achievement of the school children to their socio-economic
status has been found significant in some cases and insignificant in some other cases. Whether linguistic competence is related to scholastic achievement is also a problem of research which is yet to be solved. This type of research should be conducted on a fairly large population of children coming from the direct strata of society. Linguistic competence can be measured from their expression in language in carefully controlled conditions.

The basic abilities of reasoning, memory and language should, therefore, be important determiners of school achievement.

**OBJECTIVES:**
The study was conducted with the following objectives:
- To find out the relationship between language creativity and intelligence of 1X standard students.
- To find out the gender difference in the language creativity of the 1X standard students.

**Variables**
The following variables are included in this study:

**Dependent variable**
- Language creativity

**Independent variable**
- Intelligence
- Gender

**Hypotheses**
The following are the hypotheses framed for testing:
- There is no significant relationship between language creativity and intelligence of 1X standard boys.
- There is no significant relationship between language creativity and intelligence of 1X standard girls.
- There is no significant difference between the levels of language creativity of 1X standard boys and girls.

**Sample**
The study was conducted using the following sample:
1X standard students of the secondary schools of Bangalore city, constitute the population of the study. 320 students randomly drawn from eight randomly selected schools, located in different areas of Bangalore city, were the subjects for the study. Equal representation of boys and girls were given in sample. Students were drawn from government, corporation, private aided, and private unaided secondary schools, thus giving representation to different types of school managements.
Tools
The Tools used in the study are as follows
- To obtain scores on language creativity of 1X standard secondary students, the language creativity test developed by Dr. S.P Malhotra and Ms. Sucheta Kumari (1989) was used.
- Otis self-administering test of mental ability developed by Dr. Narendra Singh Chuhan and Dr. Govind Tiwari (1985) was used.

Analysis of data
The data collected for the study was analyzed by employing the following statistical techniques:
- Means and standard deviations were computed for boys and girls separately on each of the factors of language creativity and the total creativity scores.
- Pearson product moment correlation was used to find out the relationship between language creativity and the other independent variable namely intelligence.
- “t” tests were computed to find the mean difference between boys and girls on language creativity scores.

Findings
- It was found that higher the intelligence of 1X standard boys, the higher is their language creativity. Language creativity and intelligence are positively and significantly associated among boys and girls.
- Boys scored higher on fluency, flexibility, originality and elaboration dimensions of language creativity than girls. Sex is found to affect language creativity of 1X standard students.

Educational Implications
The language creativity as a spark of creating something with words is present in all the human being to a lesser or greater degree since their very birth. So, it becomes essential for teacher as well as parent to realize the need of language creating an environment conducive to full grown and development of the creative ability of children.
- Opportunities should be provided to the students to express their thoughts, so that their fluency in thoughts will enhance.
- Teachers should adopt new method of teaching which should provoke the creativity of the students.
- Create curiosity and inventiveness in the minds of the student. This would make them to react creatively.
- The students should improve their vocabulary by reading books, newspapers and playing word games.
- Constant evaluation should be pursued to assess students’ performance and the results should be used to improve their creative thinking.
Limitations of the study
The present study is not free from limitations such as the following:
(1) The study was limited only to Bangalore city, only students studying in 1X standard were considered the subjects,
(2) Through representation to the type of management has been given, proportionate statistics were not worked out in the selection of the sample,
(3) Home factors, study habits and literary interest of students are some of the other related variables, which are not involved in this study,
(4) The cognitive output factor of scholastic achievement in language has not been examined here.

Suggestion for further research
(1) The present study gives an overall assessment of creative potential among the 1X standard students. A thorough investigation of the different dimensions of creativity and its related factors should provide more facility to reorganize language teaching for better creative output in secondary schools.
(2) A similar study on the children from rural areas can throw more light on the specific teaching-training requirements for students with environmental limitations.

BIBLIOGRAPHY

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