CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1: Review of related research studies conducted in India from Buch:

“The review of literature is essentially backbone of research.”

The review provides a framework for organizing the related literature. Like an explorer proposing an expedition, one maps out the known territory and points the way to the unknown territory he / she proposes to explore. One should avail the temptation to present the literature as a series of abstracts, rather it should be presented in such a way as to lay a systematic foundation for the study.

The organization of the related literature involves recording the essential reference material and arranging it according to the proposed outline of the study.

According to W.R. Borg,

“The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive
and will often duplicate work that has already been done better by someone else.”

According to Charter V. Good,

“The keys to the vast store house of published literature may open doors to a source of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background of selection of procedure and comparative data for interpretation of results. In order to be creative and original one must read extensively and critically as a stimulus to thinking.”

The review of the literature provides the insight regarding strong points and limitations of the previous studies.

The researcher reviewed the literature in two phases, the first phase involves identifying all the relevant material in the problem area and reading that part of it within which we are not familiar. As we read what others have done and/ or thought about the problem area, we gradually develop the foundation of ideas and result on which our own study will be built. The second phase of the review of literature involves writing this foundation of ideas into a section of research report.

After making comprehensive survey of the related literature organized the pertinent information in a systematic manner in such a
way as to justify carrying out the study by showing what is known and what remains to be investigated in the topic of concern.

1. **Raina M.K. (1968) –Studied on some correlates of creativity in Indian students. (Rajasthan University)**

**Sample:**

A sample of 500 students from classes VIII, IX and X of 17 schools from three educational zones of Rajasthan were taken to select high and low creative groups. These groups consisted of 85 to 90 students with about equal number of boys and girls. F.Test, t-test and co-relational technique were used for the analysis of data.

**The Findings:**

a) The high creative sub groups on all the four dimensions of creativity on the minnesota tests of creative thinking.

b) A comparison of the high creative males with the low creative males elicited significant differences between group IQ means. Mean performances of the high creative females and the low creative female’s also revealed significant differences between group IQ scores. A positive but not significant r of 102 was recorded between the scores of the Jalota’s group test of the
general mental ability and the Minnesota tests of creative thinking. In the case of the low creative, \( r \) was -123 which were not significant.

c) The high creative students scored significantly higher than the low creative with respect to academic achievement.

d) The high creative subjects exhibited greater achievement, autonomy dominance, change and endurance than the low creative subjects.

c) The high creative females were higher in change and endurance than the high creative males, but the latter were higher in heterosexuality.

2. \textit{Baqer Mehdi (1970) A study on identifying creative talent at the primary and middle school stages was conducted. (A.M.U. UGC Financed)}

Purpose:

The purpose of the study was to identify creative talent at the primary and middle school stages of urban and rural pupils studying in classes VII and VIII.
The findings:

a) The items in each activity correlated high with the total activity scores and indicated that the items in each activity were internally consistent.

b) There was significantly high degree of relationship between the activities of the nonverbal test of creative thinking and the total creative score. The correlation ranged from 0.634 to 0.941 for urban and 0.312 to 0.850 for the rural sample.

c) The validity coefficients for fluency, flexibility, originality and total creative score were found to be 0.40, 0.32, 0.34 and 0.39 respectively which were significant beyond 0.01 levels. The percentile norms for urban and rural samples of pupils studying in classes VII and VIII were established through verbal test of creative thinking.

3. Chatterjee B.B. in 1970 studied on “exploration of some structural components of creativity through projective tests, Gandhian Institute of studies (Varanasi)

The findings:
a) In terms of productivity, children from well-equipped and advantaged schools seem to do somewhat better than their counterparts in ill-equipped schools, but in terms of aesthetic qualities, such clear-cut differences are found only in drawing.

b) The consistencies in performances across projective outputs using two modalities of expression can be accounted for by the construct of response set rather than any intrinsic projective process.


The findings:

a) The nine aspects of language skill included in the study had a close relationship with grade levels as the scores on language development items increased consistently with increase in grade.

b) It could be stated that language skill was directly related to age and hence to maturity.

c) It was found that girls did not excel boys in most of the grades and the differences in scores due to difference in sex were not significant.
d) Urban children were in a better position than the rural ones so far as language development was concerned.

e) Regarding language development children of educated parents were better than the children of less educated ones.

5. Chadda U. (1971) tried to investigate into the vocabulary resources of high school students (Agra University)

The findings:

a) The highest score on the test is 282 and the lowest is 10 out of 300.

b) The total average score is 52.2%

c) There are less number of grammar and construction errors of the students who scored high on the vocabulary test where as those scoring low are unable to express themselves correctly or idiomatically.

6. Kumari K. (1975) has studied relationship among creativity, intelligence, adjustment and value patterns in adolescence. (Agra University)

The hypotheses:
1. There is a positive and significant relationship between creativity and intelligence, creativity and adjustment and creativity and value patterns

2. There are no sex, faculty wise, class wise and age differences in creativity.

3. The amount of creativity increases during adolescence.

4. The level of intelligence increase during adolescence.

**The findings:**

11. There was no significant relationship between intelligence and creativity, creativity and adjustment and creativity and value pattern.

12. Sex differences existed in the field of creativity.

13. One year of education did not put a significant mark on the development of creativity, while the differences of two years and above made some significant difference in creativity.

14. There existed age differences in the field of creativity and it was significant when there was a difference of at least two years.

15. The amount of creativity increased during adolescence i.e. from 13 to 18 years.

**The objectives:**

The relationship between creativity and self concept among the school going children of the age group twelve plus in Jammu city.

**The conclusions:**

4. There was an empirical evidence on the theoretical frame work given by self- theorists like Allport Rogers and Maslow

5. The results highlighted the importance of having higher and self concept and higher self acceptance as important personality characteristics conducive to higher creativity whether verbal or non-verbal.

6. Highly creative individuals were found to posses higher self-concepts and high self acceptance both of which were conducive to better adjustment and positive mental health.

7. Creativity and self concept were found to be closely related dimensions yet presence of a common factor between the two was not borne out by the results.
7. Srivastava S.S. (1977) carried out his study on creativity in relation to neuroticism and extraversion on high school students in Patna. (Patna University)

He tried to assess:

1. The relationship between neuroticism and creativity.

2. Whether the personality dimension of extraversion – neuroticism discriminates between the high and low creative among the high school students.

The findings:

a. There was no significant correlation between neuroticism – extraversion, fluency, flexibility, originality and total creativity.

b. Science students were significantly higher on creativity scores in comparison to their counterparts in arts and commerce groups.

c. Urban students were significantly higher in creativity than rural groups.

8. Mann G.S. (1978) who conducted on value patterns of creative and non-creative students of Agra - a cross cultural study. (Agra University)

The findings:
1. No significant difference was found between the high creative Hindu group and the high creative Muslim group except in theoretical and political values on which they differed significantly.

2. The low creative Hindu and Muslim groups did not differ significantly and theoretical, economic and aesthetic values but differed significantly in regard to religious, social and political values.

3. High creative boys and high creative girls did not differ from each other in respect of values except aesthetic values.

4. Low creative boys and low creative girls did not differ significantly in relation to values, except on economic values.

9. Aasha C.B. (1978) A study on adjustment patterns of creative children was conducted. (Kerla University)

She attempted to find out:

a. Highly creative children differed significantly from their less creative peers in different areas of adjustment such as home, health, social and school adjustment.
b. Highly creative children differed significantly from their less creative peers in adjustment to the problems from the situations in which they found themselves.

The findings of her study were:-

a) The three creative groups—among the boys showed significant differences in emotional adjustment

b) Only two sub-groups (high and moderately creative group) of boys showed significant differences in home adjustment.

c) Although boys and girls differed significantly in adjustment to situations that are assumed to create problems for creative children, the six sub groups showed no significant differences.

d) None of the groups classified on the basis of creativity showed significant differences in health, social and school adjustment areas for boys and girls.

10. Nayantara B. (1979) also conducted a similar study on the students of Secondary schools with respect to the students studying in VIII and IX in Bangalore city. She has conducted a study on relationship between creativity, tolerance of ambiguity and perceptual simplicity – complexity. (Banglore University)

The findings:
a) Fluency, flexibility, elaboration and non-verbal creativity were unrelated to simplicity, complexity and simplicity-complexity but were negatively and significantly related to tolerance of ambiguity.

b) Boys and girls differed significantly in fluency, flexibility, non-verbal originality and elaboration.

c) Boys and girls of Std. VIII differed significantly in fluency, flexibility, non-verbal originality and elaboration, while those of Std. IX did so in fluency and non-verbal originality only.

d) High, middle and low level differences in fluency, flexibility verbal originality, non-verbal originality and elaboration were found to be significant in boys and girls of Std. VIII.

11. Menon. P. (1980) Studied on creativity in English language of students of the higher secondary level in some English medium schools in Delhi in relation to their intelligence, achievement and language abilities. (Delhi University)

The findings:

a) The concept of creativity

b) To analyse the creative process or the stages of creation in students.
c) To nurture the creative talent

d) To understand the relationship between creativity and achievement

e) To know to what extent creative ability in language affected language ability.

The findings:

The scrutiny of children writing confirmed that imaginative activity when synthesized with certain elements of thoughts was capable of raising itself to the category of creative writing.

a) Creativity correlated with language the next was with achievement. (0.45) and then with intelligence (0.29).

b) The correlation co-efficient between language and achievement was higher (0.56) than that between language and intelligence (0.32).

c) Intelligence correlated highest with language (0.32) the next was with creativity (0.29) and then with achievement (0.24).

The objectives:

1. To find out the language development of selected socially disadvantaged rural pre-primary children in terms of the total number; types and length of sentences, type of questions, total number of words, vocabulary of use and of recognition, cases, tenses and content of vocabulary of recognition.

2. To compare the language development of selected socially disadvantaged pre-primary children with that of selected socially advantaged pre-primary children in terms of the aspects listed earlier and thus to determine the level of language development of socially disadvantaged children.

3. To establish the relationship between language development and the variables, namely age, sex and parental education.

The null hypotheses tested were:

a) Any difference that was observed between the socially disadvantaged and socially advantaged children in language development was due to chance factors or sampling error.
b) Any difference that was observed between boys and girls in language development was due to chance factors or sampling error.

**Sample:**

The sample of the study was made up to 250 socially disadvantaged and 138 socially advantaged rural pre-primary children from Madurai and Tamilnadu district, applying the cluster sampling method.

**The findings:**

a) The socially disadvantaged children were deficient in their language development when compared with the socially advantaged children.

b) The deficiencies were experienced in total number of sentences, words, length of sentences, vocabulary of use in terms of parts of speech, case suffixes and tenses spoken.

c) The significant differences that were observed in the language development of socially disadvantaged and advantaged children tended to disappear at the end of the pre-school years, that is at 61-66 months age level.
d) Significant increases in many aspects of language development were found at 61-66 months age level among socially disadvantaged children. Among advantaged children significant increase in many aspects of language development were found earlier at 43-48 months age level which showed that the language development of socially disadvantaged children was slower than that of the advantaged children.

e) Educational level of parents was found to affect language development of both disadvantaged and advantaged children.

f) The sex of the child influenced language development among socially disadvantaged children in terms of the total number of sentences and words spoken. Boys were found to be superior to girls. Among advantaged children the sex of the children did not influence language development.

13. **Chaudhary G.G.** (1983) *A study into the trends of creative thinking ability of pupils of age group 11+ to 13+ in relation to some psycho-socio correlates.* (SPU)

**The objectives:**

a. To prepare a reliable and valid creative thinking ability test.
b. To study the trend of creative thinking ability of pupils of different areas.

c. To study the trend of creative thinking ability of pupils of different sexes.

d. To study the trend of creative thinking ability of pupils. The creative thinking ability test was standardized on a sample of 1000 pupils of which 394 were from urban area and 606 were from rural area. The reliability and validity of test were established.

The findings:

a) There was no significant difference between the mean creative thinking scores of male and female children of rural and urban areas.

b) The higher the socio-economic status, the higher was the creative thinking ability of the students.

c) The students with high IQ did not have more creative thinking ability than the students with low IQ.

d) The students with low anxiety had more creative thinking ability than the students with high anxiety.
e) The higher the n-arch the higher was the creative thinking ability of the students.

f) The students with high IQ did not have more creative thinking ability than the students with low IQ.

g) The students belonging to the high parental behaviour group did not have more creative thinking ability than the students belonging to the low parental behaviour groups.

h) The higher the security the higher was the creative thinking ability.


**The objectives:**

a. To develop a creativity training programme (CTP) for VI grade children.

b. To study the effect of the creativity training programme upon the development of verbal fluency, verbal flexibility, verbal originality, composite verbal creativity, non-verbal elaboration and composite non-verbal creativity of VI grade children separately.
c. To study the interaction effect of CTP and level of intelligence on the development of verbal fluency, verbal flexibility, verbal originality, composite verbal creativity, non-verbal, elaboration and composite non-verbal creativity of VI grade children, separately.

d. To study the interaction effect of CTP and level of intelligence on the development of verbal fluency, verbal flexibility, verbal originality, composite verbal creativity, non-verbal originality elaboration and composite non-verbal creativity of VI grade children separately.

e. To study the effect of CTP and sex on the development of verbal fluency, verbal flexibility, verbal originality, composite verbal creativity, non-verbal originality, non-verbal elaboration and composite non-verbal creativity of VI grade children, separately.

f. To find out the reactions of the students towards the creativity training programme.

The hypotheses:

a) There is no significant difference in the mean gain scores of the verbal fluency, verbal flexibility, and verbal originality composite verbal creativity, non-verbal originality, non-verbal
elaboration and composite non-verbal creativity, separately between the students of the treatment group who are given training through CTP and the students of the non-treatment group.


The findings:

(a) The results of the study supported all the hypotheses. Age, space, school education and social class were found to have significant positive main effects on creative thinking in children.

(b) The interaction between age and space, space and school education environment and school education environment and family education environment had significant effect on creative thinking. However, most of the interaction effects for age x space x school education environment were not found significant.


The objectives:
a) To study the scientific attitude of tribal students studying science in secondary schools located in tribal areas.

b) To compare this with the scientific attitude on non-tribal students of the same schools, studying science in secondary classes.

c) To compare the creativity of tribal and non-tribal students and
d) To compare the achievement of tribal and non-tribal students in science subject.

Sample:

The sample of the study consisted of 270 tribal and 270 non-tribal students of classes IX and X offering science as an optional subject and living in a tribal area. The tools and techniques used were the scientific attitude scale, thinking creativity with words and thinking creativity with figures.

The findings:

a. When comparison of tribals and non-tribals or ten components of scientific attitude was made, non-tribals were found to be superior to tribals on three components of scientific attitude.
b. There was no significant difference between the mean scores of tribals and non-tribals in seven components on non factor did the tribals fare better than the non-tribals. The overall mean score on the scientific attitude scale for non-tribals was higher than for tribals.

c. There was a significant difference between the mean creativity scores of tribals and non-tribals. The non-tribals had a higher level of creativity than the tribals. Factor-wise comparison of the two groups on the basis of a verbal test of creativity showed that for the fluency component, the mean fluency score of non-tribals was higher than that of tribals. Non-tribals had more fluency than the tribals. The two groups did not differ significantly no the flexibility component. The mean originality score of non-tribals was higher than that of tribals.

d. The non-tribal students had a higher scholastic achievement in science subjects than the tribal students.


The objectives:
a. To provide standard creative thinking programmes for elementary school children.

b. To study the effect of the programmes on the creative level of the children.

c. To study the effect of the programmes on the creativity components viz. fluency, flexibility and originality.

d. To verify whether the main effect of IQ was significant.

**The findings:**

a. The main effect of training given to the experimental group was significant for creativity and its two components measures viz. fluency and originality.

b. The research confirmed the effectiveness of creative thinking training in the Indian setting in spite of big classes, rigid classroom control, memorization and respect for teachers in comparison with American classes, the gain in creative thinking ability was noteworthy.

c. The main effect of IQ was significant but sex was not significant. The minimum IQ suggested by Torrance and Raina was 120. This statement was supported by the findings of this study that IQ played an important role in the developments of
creativity of a child. There was no significant interaction effect on creativity and its components.

d. The creativity training could be practically imparted to the children in a developing country like India.

2.2: Reviews taken from Journals of Indian Universities:


The study aims to find out the extent of relationship between creativity and achievement motivation of the students and academic achievement.

Sample:

450 students studying in X class was drawn using survey method.

Tools:

The tools used were creativity test by Baquer Mehdi and achievement motivation scale by Beena Shah.

Findings:
The findings revealed a significant positive relationship between:

1. Creativity and academic achievement
2. Achievement motivation and academic achievement.

**Hypotheses:**

1. There is no significant relation between achievement motivation and academic achievement.
2. There is no significant relation between creativity and academic achievement.
3. There is no significant difference between boys and girls, urban and rural students with regard to creativity, achievement motivation and academic achievement.

**Conclusions:**

The findings and analysis presented, lead to the conclusion that creativity and achievement motivation have a significant bearing (impact) on academic achievement of students.

2. *Ekta Sharma, (April 2007)* Carried out a work on “Relationship of creativity with academic achievement, achievement motivation, self concept and levels of
The study attempted to:

a. Identify different levels of creativity, achievement motivation, self concept, index of brightness and adjustment among adolescents.

b. To study the contribution of creativity, achievement motivation, self concept, index of brightness and adjustment.

c. To study the interaction between creativity, achievement motivation, self concept, index of brightness and adjustment and its effect on academic achievement of adolescents.

d. To study the relationship between all the variables. It was primarily a co-relational study. In the study academic achievement was a dependent variable and creativity, achievement motivation, self concept and adjustment were independent variables and index of brightness being an interacting variable. The study followed the $2 \times 2 \times 2$, $2 \times 2 \times 5$ and $2 \times 5 \times 5$ functional designs.

The related null hypotheses were formulated. To accomplish the objectives the data was collected through sample of 770 students of
government schools of West Delhi in the age group of 14-15 years, using the Balqer Mehdi’s tests of creative thinking, Deo-Mohan’s Achievement motivation scale, Pandey’s adolescent adjustment analyzer, Pratibha Deo’s self concept scale, Mohsin’s General intelligence test and school cumulative records.

**The findings:**

a. There is no significant interaction effect of creativity, achievement motivation, self concept, index of brightness and adjustment on mean performance of academic achievement of adolescents.

b. There was significant contribution of creativity, achievement motivation and index of brightness in predicting academic achievement of adolescents, whereas self concept and adjustment didn’t contribute in predicting academic achievement of adolescents.

c. Index of brightness and adjustment were negatively correlated to creativity, achievement motivation, self concept and academic achievement among adolescents. However both these variables were positively correlated to each other.

This study was designed to find out the levels of poetic creativity among high school children and to understand the role and impact of the curriculum and the educational practices in promoting creativity.

**Objectives of the study:**

a. Explore the levels of poetic creativity present in high school children.

b. Understand the relation between the impact of socio-cultural background of adolescents and the fluency of expression in poetry.

c. Analyze the role and impact of educational practices and curriculum in promoting creativity in high school children from different schools.

d. Suggests a few techniques to encourage poetic creativity.

e. Study the differences in poetic creativity in relation to the gender and mother tongue of the students.

**Hypotheses:**
a. Girls were more creative than boys in writing poems.

b. Originality of ideas, diction of language and imagery is more explicit in the poems written by girls than boys.

c. The type of curriculum followed in a school i.e. the Board of school education it is affiliated to, influences poetic creativity of students.

d. The language text books used by different boards have some influence on the poetic creativity of students.

e. Mother tongue influences the imagery and figurative language used by the students in the poems.

f. Social background of the students may influences the cultural images and symbols used in writing poetry.

**Findings of the study:**

a. School and curriculum play a considerable role in shaping children’s ability to write poetry and inculcate creativity.

b. The use of symbols and imagery are influenced by factors like gender and mother tongue to some extent.

c. The use of figurative language and rhyme are influenced by the type of school and the social background to some extent.
d. The ability to convey emotional experience is independent of the influence of any factors.

e. Children should be given opportunities like participating in poetry workshops, poetry clubs and conducting poetry day once a week or fortnight.


This study aimed at finding out whether male and female student teachers differ in their creativity, the investigator finds that the male and female student teachers do not differ significantly with regard to their creativity.

**Statement of the problem:**

The present study investigated “creativity of the student teachers of colleges of education.”

- To find out whether male student teachers and female student teachers differ in their creativity.

**Hypothesis:**
There is no significant difference between male and female student teachers in their creativity.

**Tools used:**

Battery of creativity tests developed and standardized by Venkatarami reddy, S.V. University, Tirupati.

**Design and Sample:**

The study was carried out on both male and female student teachers studying in colleges of education at Nava Bharathi college of education, Alphonsa’s college of education, Pragathi college of education, and Princeton college of education of Osmania University area.

**Sample Characteristics:**

a. The student teachers selected for the study belong to age group 21 to 30 years.

b. The institutes are co-educational

**Administration:**

The student teachers administrated the tests of creativity under the normal classroom conditions in a group of 25 at a time.
Conclusions:

The hypothesis that the male and female student teachers do not differ significantly with regard to their nonverbal creativity was accepted.

a. The hypothesis that the male and female student teachers do not differ significantly with regard to their verbal creativity was accepted.

b. The hypothesis that the male and female student teachers do not differ significantly with regard to their creativity was accepted.

The test was administered on the student’s teachers of four colleges within a period of 7 days.

5. M. Qamar Saleem, (July 2009) investigated on “Creativity Reader must for creative writing.” (Edu. Tracks Vol.8, No. 9)

The researcher suggested that in order to develop creativity in writing the students should be asked not only to write their experiences and imaginations but should also be placed in situations of daily life and asked to write their own solutions to the problems or situations.
The Findings:

When comparison was made between urban and rural students, no significant difference was found between them on the creativity measure. However on the measure of achievement motivation and academic achievement, urban students outperform their rural counterpart.

Conclusion:

There is significant difference between boys and girls, urban and rural students.

6. *Meera K.P. Remya P.,* (June 2010) investigated into Effect of extensive reading and creativity on achievement in English Language. *(Journal of all Indian Association for Educational Research, Vol. 9 No. 3).*

Extensive reading is essential for the language development. The importance of creativity is studied in many areas of education. The present study explores the effect of these two variables on the achievement in English of secondary school students.

Method:
Survey method is adopted. The results indicate that there is significant relation between extensive reading and achievement in English. Significant relationship is obtained between creativity and achievement in English.

**Need and Significance of Study:**

Research evidences show that extensive reading promotes the growth of vocabulary, verbal fluency and general information (Anderson, Wilson and Fielding 1988). Schackne (1994) studied whether there is a correlation between extensive reading and language acquisition and obtained significant results. Hitosugi and Day (2004) incorporated an extensive reading programme into a second semester Japanese course at the University of Hawai using Japanese children’s literature. They found that within two weeks there were significant gains in reading ability in the language. Hughes – Hassell and Rodge (2007) studied the leisure reading habits of urban adolescence. The result of the study showed that there was a strong relationship between leisure reading and academic achievement. Creativity simply refers to the process of being imaginative and innovative. It is the ability to create something new that goes beyond ordinary modes of thought. Studies conducted by McCabe (1991) proved that academic
achievement and creativity are related significantly. Nanda, Arti and Pal (1994) reported that highly creative students possessed better academic achievement. Language teacher can bring forth the best creative outputs from children by providing interesting activities but language teaching often fail to produce critics. It is seen that students who read extensively sometimes, fail to score good marks. So the investigators planned this study with the following objective.

**Objective:**

To find out the main effect of creativity and extensive reading on achievement in English for the total and sub samples.

**Hypothesis:**

There will be a significant effect of creativity and extensive reading on achievement in English language for the total and sub samples.

**Variables of the Study:**

Creativity and extensive reading were treated as independent variables. Achievement in English language was treated as the dependent variable.
Sample:

A sample of 600 students of Standard IX of Secondary Schools from three districts of Kerala. Due representation to gender and type of management of schools was given through stratified sampling technique.

Tools:

A comprehensive test of creativity by Nair and Sumangala, 1987 and scale of attitude towards extensive reading and achievement test in English language by authors.

Analysis and Interpretations:

To find out the main effect of the independent variables on the dependent variable achievement in English language, the technique of ANOVA was used.

Conclusion:

The findings of the present study suggest that the language teacher can set interesting and exciting problems in the areas of composition, grammar etc. and thus can get the best creative output from children opportunities to express creativity may create love in the minds of children towards learning English language. Teachers can
make their classes more interesting by assigning creative tasks and thereby ensuring the co-operation of students. Open ended questions and group activities should be incorporated in the classroom activities. Teacher may try to adopt different teaching methods, instead of sticking on to one particular method. The language should not be imposed upon children, as it would create hatred in their minds. Teachers should be widely read and should motivate children by narrating stories from classics in simple English. Students should be given reading assignments. Best summary should be read aloud in the class. Students should be encouraged to read English newspapers daily and they should be asked to note down the main events. Reading clubs should be formed in the school where students could read and have discussions on what they have recently read. Children could be taken to book exhibitions and book fares and literary gatherings. Parents have a major role in moulding the reading habits of children. They could help children to select appropriate reading materials. They can gift them interesting works in English. A good library with enough reading materials should be maintained in the school. Every week, at least one hour should be kept aside as library period. Teacher may recite popular poems and ask the students to do the same. Teacher should discuss with the pupils the latest works and new authors.
The role of creativity and extensive reading on achievement in English is found significant in the present study. Reading sharpens insight and sight, widens sympathies and experiences and provides occasions for the exercise of judgement about human beings and their conditions. A life long relationship with the printed material will help a person in every circumstance throughout his or her life. So, love of reading should be inculcated among children right from the beginning of education. Good education, proper care and provision of opportunities for creative expression inspire the creative mind. Therefore, there is a need for properly planned, deliberate and conscious effort on the part of teachers, parents and all the members of the society to provide children conducive atmosphere for the development of creative abilities.

2.3: Review taken from internet of Indian Universities:


The main aim of the research was to study some background, cognitive, motivational and personality factors in relation to creativity. Nine hypotheses were examined.

Sample:
A sample of 400 standard X and XI high school students (200 males and 200 females) was drawn from uniform types of schools. Wallach Kogan’s Battery of creativity instruments, the Bihar test of general intelligence, scholastic achievement test, Bhatias achievement motivation test, Kogan- Wallach’s choice Dilemma questionnaire, Eysenck’s personality inventory, Taylor’s manifest anxiety scale, Maslow’s security – insecurity inventory, Mohsin- Shamshad’s adopted form of Bell’s adjustment inventory, personal Data Blank and Kuppuswamy’s SES scale were used.

The findings:

a. Males were superior in creativity to females.

b. High and low creative males were significantly differentiated on intelligence, scholastic achievement, risk taking tendency, anxiety, home health, and emotional adjustment together with over all adjustment scores.

c. High creative males were high in intelligence and scholastic achievement but low in risk taking. They were also better in home, health emotional and over all adjustment.

d. In case of females background factors like parents’ education and socio economic status were significantly associated.
e. High creative females were significantly high in intelligence and scholastic achievement than low creative females.


The objectives:

To explore the relationship of creativity with certain background, psychological and organizational factors of students of higher secondary schools of Delhi.

Hypotheses:-

a. There will be a significant relationship between the measures of creativity and number of siblings in the family of the students.

b. Background psychological and organizational variables will predict creativity of students.

The findings:

a) Boys were more creative as compared to girls.

b) Number of siblings was found to be negatively related to creativity.

c) Creativity was higher in nuclear families and families with higher SES
d) Birth order did not have any effect on the creative performance of the students, however inter correlation patterns between background variables and creativity were significantly different amongst students at different birth orders.

e) Creativity was significantly higher in the high IQ group in comparison to the middle and low IQ groups, further, the middle IQ was found to be significantly higher than the low IQ group.


The findings:

a. The specially designed teaching strategy had a significant effect on creativity.

b. The specially designed teaching strategy had a significant effect on different dimensions of creativity.

c. The same method of teaching could not be used effectively at all levels of mental development.

d. The high and low general creative did not significantly differ with respect to ten personality factors measured by Thorndike’s Dimensions of temperament.
e. The high and low general creative differed significantly with respect to socio-cultural and educational back-ground, attitude and level of aspiration.


The findings:

a. The denotified tribal group as a whole had a significantly inferior sense of achievement motivation than the control group. However, the girls of the experimental group did not differ significantly from the control group girls.

b. The experimental group did not differ significantly from the control group with regard to the level of anxiety, but the girls as a whole were found to have a lesser degree of anxiety than the boys.

c. The groups did not differ significantly with regard to the mean value of level of aspiration but the boys had a significantly low level of aspiration as compared to the girls.
d. All groups of the sample had a significant positive relationship between verbal creative thinking and non-verbal creative thinking scores.

5. Trimurthy S.P., (1987) studied on creative thinking ability of secondary school students in the context of some psychosocio factors. (SPU)

The objectives:

a. To design and construct reliable and valid verbal and non-verbal tests of creative thinking ability.

b. To determine the extent to which sex influenced creative thinking ability.

c. To determine the extent to which the grade influenced CTA.

d. To study the trends of creative thinking ability in relation to age and IQ.

The findings:

a. The boys were better than the girls in both verbal and non-verbal creative thinking ability.

b. The urban students were better than the rural students in both verbal and non-verbal creative thinking ability.
c. The students with high IQ were found more creative than students with low IQ in verbal creative thinking ability. In the case of non-verbal creative thinking ability, IQ did not exert any significant influence.

d. The main effect of anxiety did not exert any significant influence on verbal and non-verbal creative thinking ability of the students.

6. V. R Yar Michael S. J. (1988) Conducted a research work on preparing and trying out the programme for developing creative thinking in the students of the age group between 10+ and 12+ controlling Psycho-Socio factors. (SPU)

The findings:

a. The experimental groups gained by the creative thinking ability programme more than the control group which did not receive any treatment.

b. The adjusted means of the two experimental groups did not differ from each other whereas the mean of the control group was found significantly lower than the means of the experimental group.

c. The creative thinking ability treatment was found to be effective when the different variables like anxiety, parental behavior, self-
done activities school achievement, self-sufficiency, neuroticism, emotional stability and IQ were controlled.

7. *Amin M. J.*, (1988) carried a study on effectiveness of creative thinking programmes on the creativity level of the school children in relation to the programme correlates. (SPU)

**The findings:**

a. The main effect of the treatment the training of creativity by the creative thinking programme was significant for creativity and its component measures: fluency and originality.

b. The main effects of the two factors, time duration and group discussion were found significant on creativity and fluency thinking ability. Thus, when the programmes were utilized for as long a period as 12 weeks, enhancement of creativity seemed to be superior, irrespective of discussion and programme instructors.

c. After the completion of every creative thinking programme, group discussion seemed to be worthwhile in terms of idea produced.

d. The main effect of programme instructor was not significant.
Objectives of the study:

a. To develop a creative thinking programme for enhancing the level of creativity in children with special reference to time duration for implementing the programme, teacher variability, discussion pattern in a group and programme correlates.

Hypotheses:

a. A creative thinking programme increases the level of creativity of students.

b. A creative thinking programme increases the creativity components scores for fluency, flexibility and originality of the students.

2.4: Review taken from internet of foreign universities:


The study investigated the effects of divergent thinking training (with explicit instruction) on problem-solving tasks in a sample of third culture aids (Useem and Wowmine 1976). The researcher was specifically interested in whether the children’s originality and fluency in responding increased following instruction, not only classroom
based worksheets and the Torrance Tests of creative thinking (TTCT, Torrance, 1990) but also on activities related to real world dilemmas and the researcher found that the treatment group of 15 children exhibited gains over 10 weeks of instruction whereas the comparison group of 15 children did not improve in performance. The respective effects of explicit instructions to improve originality or fluency were evident on classroom based worksheets, on the TTCT and on realistic story telling problems finding relatively simple, explicit instructions focusing on originality or fluency can aid third culture children in adopting effective sentences as they construct their new cultural environment.

2. **Reynolds Nicholas J., (2001-2003) studied on Primary school creativity and composition in a professional level music software environment.** (Australasian Digital Theses Program, University of Melbourne)

   The study was conducted on primary school students in the university of Melbourne to determine if study and teaching with music software in primary schools, computer, assisted instruction, computer networked resources in education and teaching.

**Description:**
The researcher provides an investigation into the use of professional level music software as a learning tool for creativity and composition in primary school children. The researcher believed that music and sound editing was under used in schools and that children could work successfully with that type of software- work creativity with the software-benefit from its use. A small case study was used to expose the participants (eight children from grades 3-6) to two professional level music software applications: Cake walk pro Audio 9 and cool Edit 2000. The children explored the software and completed the set tasks over a ten week period. Data in the form of students work, taped copies of all sessions, interviews and researcher reflections, were analysed to present an understanding of the creative and compositional processes and products. In addition all student pieces were recorded onto CD. The analysis of data suggests competent use of both software applications as well as satisfactory completion of set tasks. The data also indicate that the participants were able to operate at compositional levels beyond their age and musical skills and knowledge.

**Conclusion:**

Conclusions are drawn to suggest that in this case the use of this software has assisted the creative process and has allowed these
children the opportunity to compose and construct piece that could not have been constructed without the software.


   The researcher conducted workshop and the workshop was about the use of art and craft and other integrated activities to promote creativity in young learners of English in order to develop confidence and social cognitive and artistic as well as linguistic skills. Participants tried out an art and craft activity and considered the importance of the teacher’s response during such activities in developing creativity. Through brainstorming discussion and problem-solving tasks, participants considered the benefits of promoting creativity in young learners, benefits linked to the rational behind an activity-based approach with its emphasis on the development of the whole child. As language learners children use language creatively recombining phrases in original ways to express meaning. By setting task (art and craft, story-telling, drama) that encourage children to be creative in non-linguistic ways artistically, musically, physically, teachers give children opportunities to experiment with language in creative ways and to acquire language. Researcher’s workshop was attended by
teachers and teacher trainers working in primary schools in Vietnam as well as by teacher trainers and academics from other British council schools in Asia and from universities in the region. The participants were extremely enthusiastic and it was interesting for the researcher to discover how many of the concerns of teachers in Indonesia are shared by other teachers in the South East Asia region.

**Summary of Chapter II:**

Thus keeping in view, the above comprehensive studies in the field of language development and creativity of school students. The researcher was intrigued and has proceeded with the research work in Aurangabad district.

Most of the students studying in Std. VIII find this subject difficult as they fail to bring out creativity in language. It means English is a major cause of stagnation. Generally language creativity is not found among the students, hence necessity arises in finding out the different problems among the students as to how and why they fail to bring out creativity in language.

The above mentioned studies helped the researcher in selection of the problem and finalizing the area. The studies even helped in
procedure and techniques to be used for gathering information, population to be studied and selection of the sample, methods to be used for processing, analyzing and interpretation of the data.

Of the studies reviewed in the report maximum reviews are related to the development of creativity among school students and language development. These studies employed different methods for studying creativity among the school students including 1) Structural components of creativity  2) Vocabulary resources  3) Creativity in relation to neuroticism and extraversion  4) Value patterns of creative and non-creative students  5) Students vocabulary  6) High creativity and low creative boys and girls  7) poetic creativity of high school children  8) Language development of nursery and primary school children  9) Creative thinking ability of pupils of 11+ to 13+ in relation to some psychosocio-correlates  10) Development of creative thinking among children  11) Creativity of student teachers  12) Fundamental dimensions of creativity and  13) Creative talent at the primary and middle school stages of urban and rural students.

The researcher has tried to collect literature on the topic by visiting university libraries in Marathwada regions. The researcher has also used internet for the literature search. It was found that the articles
are available on development of creativity among the school students. Use of creativity in language arts and achievement of tribal students by Brar S.S. and Golwalkar are made. However it was surprising to note that researcher could get only a single article on creativity in English language of students of the higher secondary level and poetic creativity by Menon. P and P. Bharathi. The researcher has also referred to books, volumes, periodicals, seminar papers; websites etc. related to the study were referred. Selected literature in this respect which is as follows -

Chattopadhyay S.K. (1971) observed that urban children were in a better position than the rural ones as far as language development was concerned and even regarding language development children of educated parents were better than the children of less educated. Bevi U.K. (1974), Suriakanthi (1982) all these studies reported that urban children are faster and earlier in language development than the rural. The present researcher is of the opinion that socio-economic background influences on the actual vocabulary which is true, so a suitable compensatory language development programme must be planned and implemented for the students and special attention must be paid for the language development of students. The researcher is of the
opinion that if training is provided at the initial stages in different skills through language then it can prove fruitful.

**Chatterjee B.B.** found that in terms of productivity children from well equipped and advantaged schools seems to do some what better than their counterparts in ill equipped schools. The researcher also found that the area affects creativity which is true. **Chadda .U. (1971)** observed that there are less number of grammar and construction errors of the students who scored high on vocabulary test whereas those scoring low are unable to express themselves correctly or idiomatically. The researcher here fully agrees that English has undergone a drastic change over a few decades and it is quite true because old and conservative methods do not lead to the development in languages, students should be explored to different reading materials so as to have rich vocabulary.

According to **Kumari K. (1975)** in her studies “relationship among creativity, intelligence adjustment and value patterns in adolescence. She found that sex differences existed in the field of creativity. In her studies one year of education did not put a significant mark on the development of creativity while the differences of two years and above make some significant difference in creativity.
Chaudhary G.G. (1983) found that there was no significant difference between the mean creative thinking scores of male and female children of rural and urban areas.

Gupta P.K. (1985), all these studies reported that creative thinking programme was equally effective for the children.

Thus, there has been growing concern that the method of teaching language has undergone a drastic change over a few decades and it is quite true because it is observed that the old and conservative method do not lead to the development of creativity among the children. Apart from this there has been lowering of standard of English due to various reasons like ineffective method, improper planning while teaching so the students suffer and face difficulties in picking up the language and are unable to develop creativity. If the students find lots of problem while developing creativity in English as creativity is the need of the hour, then the problem should be solved immediately. The researcher feels that if proper training is provided for the development of language or if the skills are trained then it will lead in the improvement of creativity and language of school going students. If creativity has influenced the attitude of students in all the above studies, then definitely there is
possibility of certain results in the present study. Hence the research work was undertaken purely with the intention of finding out the hindrances that occur in developing language creativity and even to find out how far their creativity level is matured as the creativity among the students starts maturing during Std. VIII, so keeping in mind the above views the researcher took up the present study for studying for which the above mentioned reviews were helpful and it served as a proper way to work in the right direction.