Chapter - III

THE PROBLEM
3.1 Introduction
This chapter signifies the methodological framework of the study which consists of the following aspects:

3.2 Statement of the Problem
"Effectiveness of Synectics Model of Teaching on the Development of English Language Creativity in School Level".

3.3 Objectives of the Study
The objectives of the study are as follows:

1. To study the significant difference between the pre-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in experiment group-I.

2. To study the significant difference between the pre-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in control group-I.

3. To study the significant difference between the pre-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in experiment group-II.

4. To study the significant difference between the pre-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in control group-II.

5. To study the significant difference between the pre-test and post-test performance of creativity in English and its dimensions i.e., story construction, poetic diction, descriptive
style and vocabulary standard in below average level of intelligence.

6. To study the significant difference between the pre-test and post-test performance of creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary standard in average level of intelligence.

7. To study the significant difference between the pre-test and post-test creativity performance of English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary standard in above average level of intelligence.

8. To study the significant difference between the pre-test and post-test performance of story construction and its dimensions i.e., fluency, flexibility, originality and elaboration of students in experiment group-I.

9. To study the significant difference between the pre-test and post-test performance of story construction and its dimensions i.e., fluency, flexibility, originality and elaboration of students in control group-I.

10. To study the significant difference between the pre-test and post-test performance of story construction and its dimensions i.e., fluency, flexibility, originality and elaboration of students in experiment group-II.

11. To study the significant difference between the pre-test and post-test performance of story construction and its dimensions i.e., fluency, flexibility, originality and elaboration of students in control group-II.

12. To study the significant difference between pre-test and post-test performance of poetic diction and its dimensions i.e., fluency, flexibility, originality and elaboration of students in experimental group-I.

13. To study the significant difference between pre-test and post-test performance of poetic diction and its dimensions i.e.,
fluency, flexibility, originality and elaboration of students in control group-I.

14. To study the significant difference between pre-test and post-test performance of poetic diction and its dimensions i.e., fluency, flexibility, originality and elaboration of students in experimental group-II.

15. To study the significant difference between pre-test and post-test performance of poetic diction and its dimensions i.e., fluency, flexibility, originality and elaboration of students in Control group-II.

16. To study the significant difference between pre-test and post-test performance of descriptive style and its dimensions i.e., fluency, flexibility, originality and elaboration of students in experimental group-I.

17. To study the significant difference between pre-test and post-test performance of descriptive style and its dimensions i.e., fluency, flexibility, originality and elaboration of students in control group-I.

18. To study the significant difference between pre-test and post-test performance of descriptive style and its dimensions i.e., fluency, flexibility, originality and elaboration of students in experimental group-II.

19. To study the significant difference between pre-test and post-test performance of descriptive style and its dimensions i.e., fluency, flexibility, originality and elaboration of students in control group-II.

20. To study the significant difference between pre-test and post-test performance of vocabulary test and its dimensions i.e., fluency, flexibility, originality and elaboration of students in experimental group-I.

21. To study the significant difference between pre-test and post-test performance of vocabulary test and its dimensions i.e.,
fluency, flexibility, originality and elaboration of students in control group-I.

22. To study the significant difference between pre-test and post-test performance of vocabulary test and its dimensions i.e., fluency, flexibility, originality and elaboration of students in experimental group-II.

23. To study the significant difference between pre-test and post-test performance of vocabulary test and its dimensions i.e., fluency, flexibility, originality and elaboration of students of IX standard in control group-II.

24. To study the significant interaction effect between groups (experiment group-I and II, control group-I and II), levels (below average, average and above average), gender (boys and girls), with respect to mean gain performance of creativity in English of students.

25. To study the significant interaction effect between groups (experiment group-I and II, control group-I and II), levels (below average, average and above average), gender (boys and girls), with respect to mean gain performance of dimensions of creativity in English i.e., story construction of students.

26. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., story construction of fluency.

27. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., story construction of flexibility.

28. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., story construction of originality.

29. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., story construction of elaboration.
30. To study the significant interaction effect between groups (experiment group-I and II, control group-I and II), levels (below average, average and above average), gender (boys and girls), with respect to mean gain performance of dimensions of creativity in English i.e., poetic diction of students.

31. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., poetic diction of fluency.

32. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., poetic diction of flexibility.

33. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., poetic diction of originality.

34. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., poetic diction of elaboration.

35. To study the significant interaction effect between groups (experiment group-I and II, control group-I and II), levels (below average, average and above average), gender (boys and girls), with respect to mean gain performance of dimensions of creativity in English i.e., descriptive style of students.

36. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., descriptive style of fluency.

37. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., descriptive style of flexibility.

38. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., descriptive style of originality.
39. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions of creativity in English i.e., descriptive style of elaboration.
40. To study the significant interaction effect between groups, levels, and gender with respect to mean gain performance of dimensions of creativity in English i.e., vocabulary.
41. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions vocabulary i.e., fluency of students.
42. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions vocabulary i.e., flexibility of students.
43. To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions vocabulary i.e., originality of students.
44. To study the significant interaction effect between groups, levels and gender with respect to mean gain performance of dimensions vocabulary i.e., elaboration of students.
45. To study the significant interaction effect between groups, levels, and with respect to achievement motivation performance of students.
46. To study the significant interaction effect between gain of pre and post-test creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in experiment group-I.
47. To study the significant interaction effect between gain of pre and post-test creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in control group-I.
48. To study the significant interaction effect between gain of pre and post-test creativity in English and its dimensions i.e., story
construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in experiment group-II.

49. To study the significant interaction effect between gain of pre and post-test creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in control group-II.

50. To study the significant relationship between gain of pre and post-test creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in below average level.

51. To study the significant relationship between gain of pre and post-test creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in average level.

52. To study the significant relationship between gain of pre and post-test creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in above average level.

53. To study the significant relationship between gains of pre and post-test creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance by the boys.

54. To study the significant relationship between gains of pre and post-test creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance by the girls.
3.4 Hypotheses

In pursuance of above stated objectives, the following hypotheses were formulated.

H1: There is no significant difference between pre and post-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in experiment group I.

H2: There is no significant difference between pre and post-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in control group I.

H3: There is no significant difference between pre and post-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in experiment group II.

H4: There is no significant difference between pre and post-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in control group II.

H5: There is no significant difference between pre and post-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in below average level of intelligence.

H6: There is no significant difference between pre and post-test performance of creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary of students in average level of intelligence.

H7: There is no significant difference between pre and post-test performance of creativity in English and its dimensions i.e.
story construction, poetic diction, descriptive style and vocabulary of students in above average level of intelligence.

H₈: There is no significant difference between pre and post-test performance of story construction and its dimensions i.e. fluency, flexibility, originality and elaboration of students of IX standard in experiment group I.

H₉: There is no significant difference between pre and post-test performance of story construction and its dimensions i.e. fluency, flexibility, originality and elaboration of students in control group I.

H₁₀: There is no significant difference between pre and post-test performance of story construction and its dimensions i.e. fluency, flexibility, originality and elaboration of students IX standard in experiment group II.

H₁₁: There is no significant difference between pre and post-test performance of story construction and its dimensions i.e. fluency, flexibility, originality and elaboration of students in control group II.

H₁₂: There is no significant difference between pre and post-test performance of poetic diction and its dimensions i.e. fluency, flexibility, originality and elaboration of students in experiment group I.

H₁₃: There is no significant difference between pre and post-test performance of poetic diction and its dimensions i.e. fluency, flexibility, originality and elaboration of students in control group I.

H₁₄: There is no significant difference between pre and post-test performance of poetic diction and its dimensions i.e. fluency, flexibility, originality and elaboration of students in experiment group II.
$H_{15}$: There is no significant difference between pre and post-test performance of poetic diction and its dimensions i.e. fluency, flexibility, originality and elaboration of students in control group II.

$H_{16}$: There is no significant difference between pre and post-test performance of descriptive style and its dimensions i.e. fluency, flexibility, originality and elaboration of students in experiment group I.

$H_{17}$: There is no significant difference between pre and post-test performance of descriptive style and its dimensions i.e. fluency, flexibility, originality and elaboration of students in control group I.

$H_{18}$: There is no significant difference between pre and post-test performance of descriptive style and its dimensions i.e. fluency, flexibility, originality and elaboration of students in experiment group II.

$H_{19}$: There is no significant difference between pre and post-test performance of descriptive style and its dimensions i.e. fluency, flexibility, originality and elaboration of students in control group II.

$H_{20}$: There is no significant difference between pre and post-test performance of vocabulary and its dimensions i.e. fluency, flexibility, originality and elaboration of students in experiment group I.

$H_{21}$: There is no significant difference between pre and post-test performance of vocabulary and its dimensions i.e. fluency, flexibility, originality and elaboration of students in control group I.
H22: There is no significant difference between pre and post-test performance of vocabulary and its dimensions i.e. fluency, flexibility, originality and elaboration of students in experiment group II.

H23: There is no significant difference between pre and post-test performance of vocabulary and its dimensions i.e. fluency, flexibility, originality and elaboration of students in control group II.

H24: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of creativity in English of students.

H25: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of creativity in English i.e. story construction of students.

H26: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Story construction i.e. Fluency of students.

H27: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Story construction i.e. flexibility of students.
H28: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Story construction i.e. Originality of students.

H29: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of story construction i.e. Elaboration of students.

H30: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of creativity in English i.e., Poetic diction of students.

H31: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Poetic diction i.e., Fluency of students.

H32: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Poetic diction i.e. flexibility of students.

H33: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Poetic diction i.e. originality of students.
H34: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Poetic diction i.e. Elaboration of students.

H35: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of creativity in English i.e. descriptive style of students.

H36: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of descriptive style i.e. Fluency of students.

H37: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of descriptive style i.e. flexibility of students.

H38: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of descriptive style i.e. originality of students.

H39: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of descriptive style i.e. Elaboration of students.
H40: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of creativity in English i.e. vocabulary of students.

H41: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Vocabulary i.e. Fluency of students.

H42: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Vocabulary i.e. flexibility of students.

H43: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Vocabulary i.e. Originality of students.

H44: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to mean gain performance of dimension of Vocabulary i.e. Elaboration of students.

H45: There is no significant interaction effects between groups (experiment I, control I, experiment II, control II), levels (below average, average and above average) and gender (boys and girls) with respect to achievement motivation performance of students.
H₄₆: There is no significant relationship between gain of pre and post-test creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in experiment group I.

H₄₇: There is no significant relationship between gain of pre and post-test creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in control group I.

H₄₈: There is no significant relationship between gain of pre and post-test creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in experiment group II.

H₄₉: There is no significant relationship between creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in control group II.

H₅₀: There is no significant relationship between gain of pre and post-test creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in below average level.

H₅₁: There is no significant relationship between gain of pre and post-test creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in average level.
H52: There is no significant relationship between gain of pre and creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of students in above average level.

H53: There is no significant relationship between gain of pre and post-test creativity in English and its dimensions i.e., story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of boy's students.

H54: There is no significant relationship between gain of pre and post-test creativity in English and its dimensions i.e. story construction, poetic diction, descriptive style and vocabulary with achievement motivation performance of girls students.

3.5 Variables Considered in the Study

Following variables are considered in the present study.

3.5.1 Independent Variables

1. Synectics Models of Teaching
   a) To make the familiar strange (Strategy-I)
   b) Making the strange familiar (Strategy-II)
2. Conventional Method

3.5.2 Dependent Variables

1. English Language Creativity in General
2. Developing Writing in English Language
3. Achievement Motivation
4. Intelligence
5. Gender
3.6 Meaning and Explanation (Operational Definition) of the Technical Terms

Some common technical terms frequently appear in the report during the course of investigation and they have been used with specific meaning and purpose. They are defined as follows:

1) **Achievement**: Achievement is the end product of all educational endeavours of the performance of the students in different subjects of high school in standardized series of education test is termed as achievement. The term is used to describe the performance of the student in various subjects of school curriculum.

2) **Achievement Test**: Test designed to measure the effects of teaching or training in particular area of the subject is defined as achievement test.

3) **Conventional Method**: It is a teacher centered and traditional method of teaching using lesson plans, chart and maps. Lecture and Demonstration method will be followed simultaneously or in separate.

4) **Experimental Group-I**: A representative sample of particular group to whom the researcher applies. Synectics model of teaching strategy-I for teaching English as experimental treatment to arrive at desired goals and objectives.

5) **Experimental Group-II**: Representative sample of particular group to whom the researcher applies synectics model of teaching strategy-II for teaching English as experimental treatment arrive at desired goals and objectives.

6) **Intelligence**: It is the mental state of an individual. It differs from individual to individual. Someone may be superior, someone may be average and someone may be dull. To a particular stimulus a particular response is expected by the
individual. It includes alertness with excepted to actual situation cognitive faculties (like observation, memory, imagination, conception, reasoning, thinking and computation).

7) **Lesson Plan:** It is an outline of the lesson to be presented by the teacher in a planned way. It is composed of contents, objective to be achieved and methods to be followed.

8) **Pre-Test:** A test to be given to the students before experimental treatments taking a training or treatment. It is just to know the background knowledge and experience of the learner.

9) **Post-Test:** It is administered at the end of the training or treatment given all the necessary information and training His/Her performance will be evaluated.

10) **Content Analysis:** The detailed study of each unit of the subject is divided according to the appropriate method. Each part of the unit is called content and presented in oral or in written type.

11) **Gender:** In the present study the term gender refers to the sex of the students (Boys and Girls).

12) **Selection of Sample for Study:** Bort (1967) says “In the educational study, it is described to select a sample in such a way that the research worker is assured that certain sub groups in a population are represented in the sample in proportion to their number in the population itself. Such samples usually refer to representative sample.

Sample should be true representative of the population. Hence the following points are to be considered for choosing the sample for the present study.

The following table shows the IX standard boys and girls chosen from the schools by using random sampling procedure.
Table - 3.1: The Sample of the Students Taken for the Study

<table>
<thead>
<tr>
<th></th>
<th>Expt I</th>
<th>Conv I</th>
<th>Expt 2</th>
<th>Conv 2</th>
<th>Total</th>
</tr>
</thead>
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<td>20</td>
<td>30</td>
<td>32</td>
<td>107</td>
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<td>Girls</td>
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<td>23</td>
<td>113</td>
</tr>
<tr>
<td>Levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blow average</td>
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<td>20</td>
<td>84</td>
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<tr>
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<td>55</td>
<td>55</td>
<td>220</td>
</tr>
</tbody>
</table>

13) **Synectics Model:** Synectics is an interesting approach to the development of creativity designed by William J.J. Gordon and his associates. Synectics means joining together of different and apparently irrelevant elements.

Synectics model is an instructional procedure which involves use of analogies. In synectics exercises students play with analogies until they relax and begin to enjoy making more and more metaphoric comparisons. Then they use analogies to attack problems or ideas. It leads the students into a slightly illogical world to give them the opportunity to invent new ways of seeing things, expressing themselves and approaching problems.

14) **Conventional Method:** This method of teaching is text book centered, teacher dominant and examination oriented. The emphases here are mainly in remembering and reproducing of language facts, principles and theories. The students are passive listeners and do not participate actively in the teaching-learning process. This method is by large being used by teachers at different levels of education starts from primary to university education.
15) **Creativity**: It is a process where the individual locates gaps in ideas, thinks of alternative solutions to a problem, persists in ideas, does not easily agree to what usually is thought to be correct and has unique ways of thinking or doing. Fluency, flexibility, originality and elaboration are the four components of creativity.

a) **Fluency**: It is the ability of an individual to produce as many ideas as possible to a given idea where quantity is emphasized than the quality of ideas.

b) **Flexibility**: It is the ability to produce a great variety of ideas with freedom from preservation.

c) **Originality**: This component of creativity refers to unusualness of responses or remote associations and relationships of responses. One who tries to get away from the ordinary or conventional is said to have more scope on originality.

d) **Elaboration**: This component of creativity refers to “Building upon given information” to round out a structure, to make it more detail or to explore new directions. It refers to expanding and combining activity with higher thoughts. It shows production of detail steps, variety of implications and consequences that can be quantitatively and qualitatively measured.

16) **Achievement Motivation**: It is a psychological trait consists of combination of factors which initiates, directs and sustains behaviour towards the successful attainment of certain goals. It is a psychological construct which determines the achievement levels of an individual.
3.7 Collection of Data

The data for the study were collected keeping in view the concerned objectives of a study. The data for English language Creativity Test, Essay Writing/Paragraph Analysis Scale and Achievement Motivation Scale were used on two occasions. One was pre-test occasion and other was post-test occasion.

The first occasion was the pre-test stage before the experiment was conducted. The students of each of the treatment group were administered to the English language, creative test, achievement motivation test scores and paragraph writing scale – all the scores were termed as pre-test scores.

The second occasion was the post-test stage immediately after the treatment. The students were administered the English creative test, achievement motivation test and paragraph writing scale – all the scores were termed as post-test scores.

3.8 Statistical Procedure

1) Descriptive Statistics - such as Mean, S.D, t-test and ANOVA were used to study the significant difference among the mean scores of the group.

2) Co-relational Analysis - was used to investigate the relationship between individual variables and dependent variables. Karl Pearson's co-relation technique was used and simple relationships were obtained. Multiple regression analysis was used to analyze the group of data.

3) Differential Analysis - it includes 3-way ANOVA with interaction followed by Tukey's multiple comparison post-hoc procedure.
3.9 Limitations of the Study

The present study has some limitations which are as follows:

- The present study is limited to the sample of English medium students of IX standard of secondary school.
- The study involves only the students of IX standard high schools located in Kodagu.
- The present study involves only 220 students of secondary school.
- The study has not taken other variables like socio-economic status, study habit, attitude, age etc.
- The present study is limited to the variables such as creativity in English and achievement motivation of the students.
- The study involves the conventional method of teaching for the purpose to observe, to control, to compare and to assess the development of creativity in English.
- The limitation with respect to the presentation of thesis is lack of availability of more recent related literatures to the synectics model of teaching especially for teaching English language for English medium students.

3.10 Conclusion

Hence, we have discussed about the objective of the study, hypotheses formulated and the different variables used in the study. We have also seen the method of collection of data, statistical procedures taken and even discussed the limitations of the study.