Chapter - VI

SUMMARY AND CONCLUSION
6.1 Introduction

Creativity is not simply an art bestowed on certain individuals by God. It is rather an ability which all individuals possess to some extent. There can be many types of creativity expressed by individuals. Creativity may be represented in the works of painters, sculptors, performers, etc. In other words, tinge of creativity can be observed in every activity of mankind. The scientists, technocrats, businessmen, etc., all have creative talent that pertains to their specific fields. Similarly, poets, novelists and writers display a peculiar type of creativity in their writings that can be called as Language Creativity. It is expressed through words and ideas in the form of stories, novels, dramas, poems and writings. They establish new relationships between different ideas, imaginations and thinkings and create a poem, writing a novel, etc. which seems original or creative writing. This process of creativity is called as language creative writing.

Creativity is the ability which is most valued in all societies. It is perhaps a gift of nature. It is an ability to bring something new, something original, something useful, something excellent that enriches the social and cultural life. It is well known that a skill if present, can be cultivated and improved upon by suitable training creativity, problem-solving and such other activities are skills which can be cultivated and improved by suitable training procedures. The classroom and the teacher in this context play a significant role in promoting and nurturing creativity.

6.2 Need and Importance of the Study

Synectics model of teaching language helps the students to foster the creativity. Synectics model gives a short term results in developing creativity. It helps the students increasing skill of writing and to enter a metaphoric made with increasing ease and completeness.
Gordon and their associates have developed a wide assortment of materials for use in schools, especially in the language development areas (Gordon and Poze, 1976). The strategy is universally fortunate combination of enhancing productive thinking and nurture empathy and interpersonal closeness.

- Syneetics Model of teaching in language fosters the creativity amongst the individuals.
- Syneetics model of teaching helps the students to make use of three analogies i.e., Direct Analogy, Personal Analogy and Compressed conflict in the way of thinking.
- Syneetics model of teaching helps the students to make use of Metaphorical made in writing.
- Syneetics model of teaching helps the students to think freely and express their ideas in individual and in group.
- The teachers must know the fact that, developing skills with the latest techniques is very important. Their role as facilitators gains significance when they respond positively and adopt themselves to the 'New' and the 'Novel' along with the traditional aspects. So by this method they know new vistas of education in modern times.

Hence, above mentioned skills need to be developed amongst the language students of secondary school. Since English is a foreign language, fluency and spontaneity need to be developed in talking, thinking and expression which generally lack in Indian setup. Sometimes even teacher's proficiency over English is questionable. Hence, naturally to develop creativity in English language is a difficult task. Therefore, syneetics model of teaching puts an effect of fostering creativity on English language among the students of secondary school. Hence, the present study has been taken.

### 6.3 General Statement of the Problem

The purpose of the study was to investigate “Effectiveness of the Synectics Model of Teaching on the Development of English Language Creativity in School Level”.
6.4 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.
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.

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.

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.

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.

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.

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.

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.

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.

To study the significant interaction effect between groups, levels, with respect to mean gain performance of dimensions vocabulary i.e., fluency of students.

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.

6.5 Hypotheses of the Study

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.
$H_{10}$: 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.

$H_{11}$: 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.

$H_{12}$: 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.

$H_{13}$: 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.

$H_{14}$: 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.
H17: 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.

H18: 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.

H19: 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.

H20: 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.

H21: 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.
6.6 Sample Used for the Study

The sample in the present experimental study was selected with three main criteria in view. Firstly the groups of the student should match their school environment, general home environment, physical conditions etc. Secondly the students who formed the particular group in the experiment should belong to different levels of independent variables. Thirdly extraneous variables which were concomitant to the dependent variable are co-related.

Keeping these conditions in view only two high schools were selected from Kodagu. IX standard A and C division students were taken from SMS high school, Kodagu to teach experiment group I and control group-I respectively. IX standard A and C division students were taken from Kodagu Vidayalaya, Kodagu to teach experiment group II and control group-II. 55 students were taken as a sample for each group in total 220 students were taken for the study. The students were selected by using random sampling techniques.

6.7 Variables Considered in the Study

Following variables are considered in the present study.

6.7.1 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

6.7.2 Dependent Variables

1. English Language Creativity in General
2. Developing Writing in English Language
3. Achievement Motivation
4. Intelligence Test

6.8 Tools Used for Data Collection
The tools used for the collection of data were as follows:
1) Intelligence Test (RPM) developed by Raven.
2) Achievement Motivation Scale developed by Dr. G. Gopal Rao.
3) Synectic Strategy-I based lesson plan in English prepared by the Investigator.
4) Synectic Strategy-II based lesson plan in English prepared by the Investigator.
5) Conventional based lesson plan format and lesson plan in English prepared by the Investigator.
6) Creativity test in English developed by the investigator.

6.8.1 Treatment Tools
Treatment tools were used to impart instructions to the students about the strategy-I model and synectics strategy-II model. Tools consisted of lesson plans, lesson plan formats and worksheets which were prepared according to the assumptions, objectives and syntax of the instructional procedure.

a) Synectics Model Based Lesson Plan for Strategy-I
   It is a design of the lesson plan that adheres to the teaching model as per its assumptions, objectives, syntax etc.

b) Synectics Model Based Lesson Plan (Strategy-II)
   A set of 10 lesson plans for Synectics Model for Strategy-II.

c) Work Sheets
   For each of the treatment procedure, two formats of worksheets were prepared. Ten worksheets in Synectics-I and ten worksheet in Synectics Model Strategy-II were used.
6.9 Statistical Techniques Employed

Data were collected from four groups of students of secondary school for the sample of 55 students in each group. Data were organized, tabulated and analyzed with reference to the objectives stated and hypotheses were tested.

The following statistical techniques were used for the purpose of testing hypotheses.

1) Descriptive Statistics - Mean and SD.
2) Differential Statistics - t-Test with 3-way ANOVA.
3) Co-relational Analysis -
   a) Karl Pearson’s co-relation co-efficient technique is used.
   b) Tukey’s Multiple Post-hoc procedure.

6.10 Major Findings of the Study

The findings of the present study are as follows:

1. The students belong to above average intelligence level have higher performance in post-test creativity in English as compared to students belong to average and below average intelligence level in all the groups.

2. The students belong to above average intelligence level have higher performance in pre and post-test of story construction as compared to other levels in experiment group I and control group I.

3. The students belong to below average intelligence level have higher post-test performance in story construction as compared to other levels in experiment group II.

4. The students belong to above average level of intelligence have higher pre and post-test performance in story construction as compared to other levels in control group II.

5. The students belongs to above average level of intelligence have higher pre-test performance in poetic diction as compared to students belongs to below average and average level of intelligence.
6. The students belong to above average intelligence level have higher post-test performance in poetic diction as compared to other levels in experiment group I and control group I.

7. The students belong to above average intelligence level have higher pre and post-test performance in poetic diction as compared to other levels in experiment group II control group II.

8. The students belong to average intelligence level have higher post-test performance in descriptive style as compared to other levels in experiment group I.

9. The students belong to above average level of intelligence have higher pre-test performance in descriptive style as compared to students belong to below average and average level of intelligence.

10. The students belong to above average intelligence level have higher post-test performance in descriptive style as compared to other levels in control group I.

11. The students belong to average level of intelligence have higher pre-test performance in vocabulary as compared to students belong to below average and above average level of intelligence.

12. The students belong to below average intelligence level have higher post-test performance in vocabulary as compared to other levels in experiment group I.

13. The students belong to above average intelligence level have higher post-test performance in vocabulary as compared to other levels in control group I.

14. The students belong to average intelligence level have higher post-test performance in vocabulary as compared to other levels in experiment group II.

15. The students belong to above average level of intelligence have higher pre-test performance in vocabulary as compared to students belongs to below average and average level of intelligence.
16. The students belong to above average intelligence level have higher post-test performance in vocabulary as compared to other levels in control group II.

17. The students belong to average and above average levels of intelligence have higher achievement motivation and compared to below average level of intelligence in experiment group I.

18. The students belong to below average levels of intelligence have higher achievement motivation and compared to average and above average level of intelligence in control group I.

19. The students belong to below average levels of intelligence have higher achievement motivation and compared to average and above average level of intelligence in experiment group II and control group II.

20. The students of experiment group II have higher post-test performance in creativity in English as compared to students of experiment group I, control group I and control group II.

21. The students of experiment group II have slightly higher pre-test performance in story construction as compared to students of experiment group I, control group I and control group II.

22. The students of experiment group II have slightly higher pre-test performance in story construction as compared to students of experiment group I, control group I and control group II in below average level of intelligence.

23. The students of experiment group II have slightly higher pre-test performance in story construction as compared to students of experiment group I, control group I and control group II in average level of intelligence.

24. The students of experiment group I have slightly higher pre-test performance in story construction as compared to students of experiment group II, control group I and control group II.

25. The students of experiment group I have slightly higher pre-test performance in story construction as compared to students of
experiment group II, control group I and control group II in average level of intelligence.

26. The students of experiment group II have slightly higher pre-test performance in poetic diction as compared to students of experiment group I, control group I and control group II in below average level of intelligence.

27. The students of experiment group II have slightly higher pre-test performance in poetic diction as compared to students of experiment group I, control group I and control group II in average level of intelligence.

28. The students of experiment group I have slightly higher pre-test performance in poetic diction as compared to students of experiment group II, control group I and control group II in above average level of intelligence.

29. The students of experiment group II have slightly higher pre-test performance in descriptive style as compared to students of experiment group I, control group I and control group II.

30. The students of experiment group II have slightly higher pre-test performance in descriptive style as compared to students of experiment group I, control group I and control group II in below average level of intelligence and above average level of intelligence.

31. The students of experiment group I have slightly higher pre-test performance in descriptive style as compared to students of experiment group II, control group I and control group II in average level of intelligence.

32. The students of control group II have slightly higher pre-test performance in vocabulary as compared to students of experiment group I, experiment group II and control group I.

33. The students of experiment group I have slightly higher pre-test performance in vocabulary as compared to students of experiment
group II, control group I and control group II in below average level of intelligence.

34. The students of experiment group II have slightly higher pre-test performance in vocabulary as compared to students of experiment group I, control group I and control group II in average level of intelligence.

35. The students of experiment group II have slightly higher pre-test performance in vocabulary as compared to students of experiment group I, control group I and control group II.

36. The students of experiment group II have slightly higher pre-test performance in vocabulary as compared to students of experiment group I, control group I and control group II in above average level of intelligence.

37. The students of experiment group II have higher achievement motivation and compared to other groups in below average level of intelligence.

38. The students of experiment group I have higher achievement motivation and compared to other groups in average level of intelligence.

39. The students of experiment group I have higher achievement motivation and compared to other groups in above average level of intelligence.

40. The girl students have slightly higher pre-test performance in story construction as compared to boy students.

41. The girl students have slightly higher pre-test performance in poetic diction as compared to boy students.

42. The girl students have slightly higher pre-test performance in descriptive style as compared to boy students.

43. The boy students have higher post-test performance in descriptive style as compared to girl students.
44. The girl students have slightly higher pre and post-test performance in vocabulary as compared to boy students.

Result of the Differential Statistics
45. The post-test performance of creativity in English of students are higher as compared to pre-test performance in experiment group I and control group I.
46. The post-test performance of story construction of students are higher as compared to pre-test performance in experiment group I and control group I.
47. The post-test performance of poetic diction of students are higher as compared to pre-test performance in experiment group I and control group I.
48. The post-test performance of descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.
49. The post-test performance of vocabulary of students are higher as compared to pre-test performance in experiment group I and control group I.
50. The post-test performance of creativity in English of students are higher as compared to pre-test performance in experiment group II and control group II.
51. The post-test performance of story construction of students are higher as compared to pre-test performance in experiment group II and control group II.
52. The post-test performance of poetic diction of students are higher as compared to pre-test performance in experiment group II and control II.
53. The post-test performance of descriptive style of students are higher as compared to pre-test performance in experiment group II control group II.
54. The post-test performance of vocabulary of students are higher as compared to pre-test performance in experiment group II control group II.

55. The post-test performance of creativity in English of students with below average level of intelligence are higher as compared to pre-test performance.

56. The post-test performance of story construction, poetic diction, vocabulary and descriptive writing with below average level of intelligence are higher as compared to pre-test performance.

57. The post-test performance of creativity in English of students with average level of intelligence are higher as compared to pre-test performance.

58. The post-test performance of story construction, poetic diction, vocabulary and descriptive writing of students with average level of intelligence are higher as compared to pre-test performance.

59. The post-test performance of creativity in English of students with above average level of intelligence are higher as compared to pre-test performance.

60. The post-test performance of story construction, poetic diction, descriptive style and vocabulary of students of IX standard with above average level of intelligence are higher as compared to pre-test performance.

61. The post-test performance of creativity in story construction of students are higher as compared to pre-test performance in experiment group I and control group I.

62. The post-test performance of fluency in story construction of students are higher as compared to pre-test performance in experiment group I and control group I.

63. The post-test performance of flexibility in story construction of students are higher as compared to pre-test performance in experiment group I and control group I.
64. The post-test performance of originality in story construction of students are higher as compared to pre-test performance in experiment group I and control group I.
65. The post-test performance in elaboration of story construction of students are higher as compared to pre-test performance in experiment group I and control group I.
66. The post-test performance of creativity in story construction of students are higher as compared to pre-test performance in experiment group II and control group II.
67. The post-test performance of fluency in story construction of students are higher as compared to pre-test performance in experiment group II and control group II.
68. The post-test performance of flexibility in story construction of students are higher as compared to pre-test performance in experiment group II and control group II.
69. The post-test performance of originality in story construction of students are higher as compared to pre-test performance in experiment group II and control group II.
70. The post-test performance of elaboration of story construction of students of IX standard are higher as compared to pre-test performance in experiment group II control group II.
71. The post-test performance of creativity in poetic diction of students are higher as compared to pre-test performance in experiment group I and control group I.
72. The post-test performance of fluency in poetic diction of students are higher as compared to pre-test in experiment group I and control group I.
73. The post-test performance of flexibility in poetic diction of students are higher as compared to pre-test performance in experiment group I and control group I.
74. The post-test performance of originality in poetic diction of students are higher as compared to pre-test performance in experiment group I and control group I.

75. The post-test performance of elaboration of poetic diction of students are higher as compared to pre-test in experiment group I and control group I.

76. The post-test performance of creativity in poetic diction of students are higher as compared to pre-test performance in experiment group II and control group II.

77. The post-test performance of fluency in poetic diction of students are higher as compared to pre-test performance in experiment group II and control group II.

78. The post-test performance of flexibility in poetic diction of students are higher as compared to pre-test performance in experiment group II and control group II.

79. The post-test of originality in poetic diction of students are higher as compared to pre-test performance in experiment group II and control group II.

80. The post-test performance of elaboration of poetic diction of students are higher as compared to pre-test performance in experiment group II and control group II.

81. The post-test performance of creativity in descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.

82. The post-test performance of fluency in descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.

83. The post-test performance of flexibility in descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.
84. The post-test performance of originality in descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.

85. The post-test performance of elaboration of descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.

86. The post-test performance of creativity in descriptive style of students are higher as compared to pre-test performance in experiment group II and control group II.

87. The post-test performance of fluency in descriptive style of students are higher as compared to pre-test performance in experiment group II and control group II.

88. The post-test performance of flexibility in descriptive style of students are higher as compared to pre-test performance in experiment group II and control group II.

89. The post-test performance of originality in vocabulary of students are higher as compared to pre-test performance in experiment group II and control group II.

90. The post-test performance of elaboration of descriptive style of students are higher as compared to pre-test performance in experiment group II and control group II.

91. The post-test performance of creativity in vocabulary of students are higher as compared to pre-test performance in experiment group I.

92. The post-test performance of fluency in vocabulary of students are higher as compared to pre-test performance in experiment group I.

93. The post-test performance of flexibility in vocabulary of students are higher as compared to pre-test performance in experiment group I.

94. The post-test performance of originality in vocabulary of students are higher as compared to pre-test performance in experiment group I.

95. The post-test performance of elaboration of poetic diction of students are higher as compared to pre-test performance in control group I.
96. The post-test performance of creativity in poetic diction of students are higher as compared to pre-test performance in experiment group II and control group II.
97. The post-test performance of fluency in poetic diction of students are higher as compared to pre-test performance in experiment group II and control group II.
98. The post-test performance of flexibility in poetic diction of students are higher as compared to pre-test performance in experiment group II and control group II.
99. The post-test performance of originality in poetic diction of students are higher as compared to pre-test performance in experiment group II and control group II.
100. The post-test performance of elaboration of poetic diction of students are higher as compared to pre-test performance in experiment group II and control group II.
101. The post-test performance of creativity in descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.
102. The post-test performance of fluency in descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.
103. The post-test performance of flexibility in descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.
104. The post-test performance of originality in descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.
105. The post-test performance of elaboration of descriptive style of students are higher as compared to pre-test performance in experiment group I and control group I.
106. The post-test performance of creativity in descriptive style of students are higher as compared to pre-test performance in experiment group II and control group II.

107. The post-test performance of fluency in descriptive style of students are higher as compared to pre-test performance in experiment group II and control group II.

108. The post-test performance of flexibility in descriptive style of students are higher as compared to pre-test performance in experiment group II and control group II.

109. The post-test of originality in descriptive style of students are higher as compared to pre-test performance in experiment group II and control group II.

110. The post-test performance of elaboration of descriptive style of students are higher as compared to pre-test performance in experiment group II and control group II.

111. The post-test performance of creativity in vocabulary of students are higher as compared to pre-test performance in experiment group I and control group I.

112. The post-test performance of fluency in vocabulary of students are higher as compared to pre-test performance in experiment group I and control group I.

113. The post-test performance of flexibility in vocabulary of students are higher as compared to pre-test performance in experiment group I and control group I.

114. The post-test of originality in vocabulary of students are higher as compared to pre-test performance in experiment group I and control group I.

115. The post-test performance of elaboration of vocabulary of students are higher as compared to pre-test performance in experiment group I and control group I.
116. The post-test performance of creativity in vocabulary of students are higher as compared to pre-test performance in experiment group II and control group II.

117. The post-test performance of fluency in vocabulary of students are higher as compared to pre-test performance in experiment group II and control group II.

118. The post-test performance of flexibility in vocabulary of students are higher as compared to pre-test performance in experiment group II and control group II.

119. The post-test performance of originality in vocabulary of students are higher as compared to pre-test performance in experiment group II and control group II.

120. The post-test performance of elaboration of vocabulary of students are higher as compared to pre-test performance in experiment group II and control group II.

121. The gain performance of creativity in English of students are different in four teaching groups.

122. The gain performance of creativity in English of students are similar in three levels of intelligence.

123. The boys and girls students have similar gain performance of creativity in English.

124. The students belong to four groups of teaching with different levels of intelligence have different gain performance of creativity in English.

125. The boys and girls students of four groups of teaching have similar gain performance of creativity in English.

126. The boys and girls students belong to three levels of intelligence have similar gain performance of creativity in English.

127. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of creativity in English.
128. The students belong to experiment group I have higher gain performance of creativity in English as compared to control I.

129. The students of IX standard belong to experiment group I have higher gain of creativity in English as compared to control II.

130. The students belong to experiment group II have higher gain performance of creativity in English as compared to control I.

131. The students belong to control I have higher gain performance of creativity in English as compared to control II.

132. The students belong to experiment group II have higher gain performance of creativity in English as compared to control II.

133. The gain performance of dimension of creativity i.e. story construction of students are different in four teaching groups.

134. The gain performance of dimension of creativity i.e. story construction of students are different in three levels of intelligence.

135. The boys and girls students have similar gain performance of dimension of creativity i.e. story construction.

136. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of creativity i.e. story construction.

137. The boys and girls students of four groups of teaching have similar gain performance of dimension of creativity i.e. story construction.

138. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of creativity i.e. story construction.

139. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of creativity i.e. story construction.

140. The students belong to experiment group I have higher gain performance of dimension of creativity i.e. story construction as compared to control I.
141. The students belong to experiment group I have higher gain performance of dimension of creativity i.e. story construction as compared to control II.

142. The students belong to control group I have higher gain performance of dimension of creativity i.e. story construction as compared to control II.

143. The students belong to experiment group II have higher gain performance of dimension of creativity i.e. story construction as compared to control I.

144. The students belong to experiment group II have higher gain performance of dimension of creativity i.e. story construction as compared to control II.

145. The students belong to below average have higher gain of dimension of creativity i.e. story construction as compared to average level of intelligence.

146. The students belong to above average have higher gain performance of dimension of creativity i.e. story construction as compared to average level of intelligence.

147. The gain performance of dimension of story construction i.e. fluency of students are similar in four teaching groups.

148. The gain performance of dimension of story construction i.e. fluency of students are different in three levels of intelligence.

149. The boys and girls students have similar gain performance of dimension of story construction i.e. fluency.

150. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of story construction i.e. fluency.

151. The boys and girls students of four groups of teaching have similar gain scores of dimension of story construction i.e. fluency.
152. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of story construction i.e. fluency.

153. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain scores of dimension of story construction i.e. fluency.

154. The students belong to below average have higher gain performance of dimension of story construction i.e. fluency as compared to average level of intelligence.

155. The students belong to below average and above average level of intelligence have different gain performance of dimension of story construction i.e. fluency.

156. The students belong to average and above average level of intelligence have different gain performance of dimension of story construction i.e. fluency.

157. The gain performance of dimension of story construction i.e. flexibility of students are similar in four teaching groups.

158. The gain performance of dimension of story construction i.e. flexibility of students are different in three levels of intelligence.

159. The boys and girls students have similar gain performance of dimension of story construction i.e. flexibility.

160. The students belongs to four groups of teaching with different levels of intelligence have similar gain performance of dimension of story construction i.e. flexibility.

161. The boys and girls students of four groups of teaching have similar gain performance of dimension of story construction i.e. flexibility.

162. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of story construction i.e. flexibility.
163. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain of dimension of story construction i.e. flexibility.

164. The students belong to below average have higher gain performance of dimension of story construction i.e. flexibility as compared to average level of intelligence.

165. The students belong to below average and above average level of intelligence have different gain performance of dimension of story construction i.e. flexibility.

166. The students belong to average and above average level of intelligence have different gain performance of dimension of story construction i.e. flexibility.

167. The gain performance of dimension of story construction i.e. originality of students are different in four teaching groups.

168. The gain performance of dimension of story construction i.e. originality of students are similar in three levels of intelligence.

169. The boys and girls students have similar gain performance of dimension of story construction i.e. originality.

170. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of story construction i.e. originality.

171. The boys and girls students of four groups of teaching have similar gain performance of dimension of story construction i.e. originality.

172. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of story construction i.e. originality.

173. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of story construction i.e. originality.
174. The students belong to experiment group I have higher gain performance of dimension of story construction i.e. originality as compared to control I.

175. The students belong to experiment group I have higher gain performance of dimension of story construction i.e. originality as compared to control II.

176. The students belong to experiment group II have higher gain performance of dimension of story construction i.e. originality as compared to control I.

177. The students belong to experiment group II have higher gain performance of dimension of story construction i.e. originality as compared to control II.

178. The gain performance of dimension of story construction i.e. elaboration of students are different in four teaching groups.

179. The gain performance of dimension of story construction i.e. elaboration of students are different in three levels of intelligence.

180. The boys and girls students of IX standard have similar gain performance of dimension of story construction i.e. elaboration.

181. The students belongs to four groups of teaching with different levels of intelligence have similar gain performance of dimension of story construction i.e. elaboration.

182. The boys and girls students of four groups of teaching have similar gain performance of dimension of story construction i.e. elaboration.

183. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of story construction i.e. elaboration.

184. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of story construction i.e. elaboration.
185. The students belong to experiment group I have higher gain performance of dimension of story construction i.e. elaboration as compared to control I.

186. The students belong to experiment group I have higher gain performance of dimension of story construction i.e. elaboration as compared to control I.

187. The students belong to experiment group I have higher gain performance of dimension of story construction i.e. elaboration as compared to control II.

188. The students belong to experiment group II have higher gain performance of dimension of story construction i.e. elaboration as compared to control I.

189. The students belong to control group I have higher gain performance of dimension of story construction i.e. elaboration as compared to control II.

190. The below average level of intelligence students have higher gain performance of dimension of story construction i.e. elaboration as compared to average level of intelligence.

191. The above average level of intelligence students have higher gain performance of dimension of story construction i.e. elaboration as compared to below average level of intelligence.

192. The above average level of intelligence students have higher gain performance of dimension of story construction i.e. elaboration as compared to average level of intelligence.

193. The gain performance of dimension of creativity i.e. poetic diction of students are different in four teaching groups.

194. The gain performance of dimension of creativity i.e. poetic diction of students are different in three levels of intelligence.

195. The boys and girls students have different gain performance of dimension of creativity i.e. poetic diction.
196. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of creativity i.e. poetic diction.

197. The boys and girls students of four groups of teaching have similar gain performance of dimension of creativity i.e. poetic diction.

198. The boys and girls students belong to three levels of intelligence have different gain performance of dimension of creativity i.e. poetic diction.

199. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of creativity i.e. poetic diction.

200. The students belong to experiment I have higher gain performance of dimension of creativity i.e. poetic diction as compared to control I.

201. The students belong to experiment I have higher gain performance of dimension of creativity i.e. poetic diction as compared to control II.

202. The students belong to experiment II have higher gain performance of dimension of creativity i.e. poetic diction as compared to control I.

203. The students belong to control II have higher gain of dimension of creativity i.e. poetic diction as compared to control I.

204. The students belong to experiment II have higher gain performance of dimension of creativity i.e. poetic diction as compared to control II.

205. The students belong to average have higher gain performance of dimension of creativity i.e. poetic diction as compared to below average level of intelligence.

206. The students belong to above average have higher gain performance of dimension of creativity i.e. poetic diction as compared to below average level of intelligence.

207. The students belong to above average have higher gain performance of dimension of creativity i.e. poetic diction as compared to average level of intelligence.

208. The gain performance of dimension of poetic diction i.e. fluency of students are similar in four teaching groups.
209. The gain performance of dimension of poetic diction i.e. fluency of students are similar in three levels of intelligence.

210. The boys and girls students have different gain performance of dimension of poetic diction i.e. fluency.

211. The students belongs to four groups of teaching with different levels of intelligence have similar gain performance of dimension of poetic diction i.e. fluency.

212. The boys and girls students of four groups of teaching have similar gain scores of dimension of poetic diction i.e. fluency.

213. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of poetic diction i.e. fluency.

214. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of poetic diction i.e. fluency.

215. The gain performance of dimension of poetic diction i.e. flexibility of students are different in four teaching groups.

216. The gain performance of dimension of poetic diction i.e. flexibility of students are similar in three levels of intelligence.

217. The boys and girls students have similar gain performance of dimension of poetic diction i.e. flexibility.

218. The students belongs to four groups of teaching with different levels of intelligence have similar gain performance of dimension of poetic diction i.e. flexibility.

219. The boys and girls students of four groups of teaching have similar gain performance of dimension of poetic diction i.e. flexibility.

220. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of poetic diction i.e. flexibility.

221. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of poetic diction i.e. flexibility.
222. The gain performance of dimension of poetic diction i.e. originality of students are different in four teaching groups.
223. The gain performance of dimension of poetic diction i.e. originality of students are different in three levels of intelligence.
224. The boys and girls students have similar gain performance of dimension of poetic diction i.e. originality.
225. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of poetic diction i.e. originality.
226. The boys and girls students of four groups of teaching have similar gain performance of dimension of poetic diction i.e. originality.
227. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of poetic diction i.e. originality.
228. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of poetic diction i.e. originality.
229. The students belong to experiment group I have higher gain performance of dimension of poetic diction i.e. originality as compared to control I.
230. The students belong to experiment group I have higher gain performance of dimension of poetic diction i.e. originality as compared to control II.
231. The students belong to experiment group II have higher gain performance of dimension of poetic diction i.e. originality as compared to control I.
232. The students performance belong to control group I have higher gain performance of dimension of poetic diction i.e. originality as compared to control II.
233. The students belong to experiment group II have higher gain performance of dimension of poetic diction i.e. originality as compared to control II.
234. The students belong to average level of intelligence have higher gain performance of dimension of poetic diction i.e. originality as compared to below average level of intelligence.

235. The students belong to above average level of intelligence have higher gain performance of dimension of poetic diction i.e. originality as compared to below average level of intelligence.

236. The students belong to above average level of intelligence have higher gain performance of dimension of poetic diction i.e. originality as compared to average level of intelligence.

237. The gain performance of dimension of poetic diction i.e. elaboration of students are different in four teaching groups.

238. The gain performance of dimension of poetic diction i.e. elaboration of students are different in three levels of intelligence.

239. The boys and girls students have similar gain performance of dimension of poetic diction i.e. elaboration.

240. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of poetic diction i.e. elaboration.

241. The boys and girls students of four groups of teaching have similar gain performance of dimension of poetic diction i.e. elaboration.

242. The boys and girls students belong to three levels of intelligence have different gain performance of dimension of poetic diction i.e. elaboration.

243. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain scores of dimension of poetic diction i.e. elaboration.

244. The students belong to experiment group I have higher gain performance of dimension of poetic diction i.e. elaboration as compared to control group I.
245. The students belong to experiment group I have higher gain performance of dimension of poetic diction i.e. elaboration as compared to experiment group II.

246. The students belong to experiment group II have higher gain performance of dimension of poetic diction i.e. elaboration as compared to control group I.

247. The students belong to control group I have higher gain performance of dimension of poetic diction i.e. elaboration as compared to control group II.

248. The students belong to experiment group II have higher gain performance of dimension of poetic diction i.e. elaboration as compared to control group II.

249. The above average level of intelligence students have higher gain performance of dimension of poetic diction i.e. elaboration as compared to below average level of intelligence.

250. The above average level of intelligence students have higher gain performance of dimension of poetic diction i.e. elaboration as compared to average level of intelligence.

251. The gain performance of dimension of creativity i.e. descriptive style of students are different in four teaching groups.

252. The gain performance of dimension of creativity i.e. descriptive style of students are similar in three levels of intelligence.

253. The boys and girls students have similar gain performance of dimension of creativity i.e. descriptive style.

254. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of creativity i.e. descriptive style.

255. The boys and girls students of four groups of teaching have similar gain performance of dimension of creativity i.e. descriptive style.
The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of creativity i.e. descriptive style.

The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of creativity i.e. descriptive style.

The students belong to experiment group I have higher gain performance of dimension of creativity i.e. descriptive style as compared to control group I.

The students belong to experiment group II have higher gain performance of dimension of creativity i.e. descriptive style as compared to control group II.

The students belong to experiment group II have higher gain performance of dimension of creativity i.e. descriptive style as compared to control group I.

The students belong to control group II have higher gain performance of dimension of creativity i.e. descriptive style as compared to control group I.

The students belong to experiment group II have higher gain performance of dimension of creativity i.e. descriptive style as compared to control group II.

The gain performance of dimension of descriptive style i.e. fluency of students are different in four teaching groups.

The gain performance of dimension of descriptive style i.e. fluency of students are similar in three levels of intelligence.

The boys and girls students have similar gain performance of dimension of descriptive style i.e. fluency.

The students belong to four groups of teaching with different levels of intelligence have different gain performance of dimension of descriptive style i.e. fluency.
267. The boys and girls students of four groups of teaching have similar gain performance of dimension of descriptive style i.e. fluency.

268. The boys and girls students belong to three levels of intelligence have different gain performance of dimension of descriptive style i.e. fluency.

269. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of descriptive style i.e. fluency.

270. The students of experiment group I have higher gain performance of dimension of descriptive style i.e. fluency as compared to control group II.

271. The students of experiment group II have higher gain performance of dimension of descriptive style i.e. fluency as compared to control group I.

272. The students of experiment group II have higher gain performance of dimension of descriptive style i.e. fluency as compared to control group II.

273. The gain performance of dimension of descriptive style i.e. flexibility of students are different in four teaching groups.

274. The gain performance of dimension of descriptive style i.e. flexibility of students are different in three levels of intelligence.

275. The boys and girls students have similar gain performance of dimension of descriptive style i.e. flexibility.

276. The students belongs to four groups of teaching with different levels of intelligence have similar gain performance of dimension of descriptive style i.e. flexibility.

277. The boys and girls students of four groups of teaching have similar gain performance of dimension of descriptive style i.e. flexibility.

278. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of descriptive style i.e. flexibility.
279. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of descriptive style i.e. flexibility.

280. The students of experiment group I have higher gain performance of dimension of descriptive style i.e. flexibility as compared to control group I.

281. The students of experiment group I have higher gain performance of dimension of descriptive style i.e. flexibility as compared to control group II.

282. The students of experiment group II have higher gain performance of dimension of descriptive style i.e. flexibility as compared to control group II.

283. The below average level of intelligence students have higher gain performance of dimension of poetic diction i.e. elaboration as compared to above average level of intelligence.

284. The average level of intelligence students have higher gain performance of dimension of poetic diction i.e. flexibility as compared to above average level of intelligence.

285. The gain performance of dimension of descriptive style i.e. originality of students are different in four teaching groups.

286. The gain performance of dimension of descriptive style i.e. originality of students are similar in three levels of intelligence.

287. The boys and girls students have similar gain performance of dimension of descriptive style i.e. originality.

288. The students belongs to four groups of teaching with different levels of intelligence have similar gain performance of dimension of descriptive style i.e. originality.

289. The boys and girls students of four groups of teaching have similar gain performance of dimension of descriptive style i.e. originality.
290. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of descriptive style i.e. originality.

291. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain scores of dimension of descriptive style i.e. originality.

292. The students belong to experiment group II have higher gain performance of dimension of descriptive style i.e. originality as compared to experiment group I.

293. The students belong to experiment group I have higher gain performance of dimension of descriptive style i.e. originality as compared to control group II.

294. The students belong to experiment group II have higher gain performance of dimension of descriptive style i.e. originality as compared to control group I.

295. The students belong to control group I have higher gain performance of dimension of descriptive style i.e. originality as compared to control group II.

296. The students belong to experiment group II have higher gain performance of dimension of descriptive style i.e. originality as compared to control group I.

297. The gain performance of dimension of descriptive style i.e. elaboration of students are different in four teaching groups.

298. The gain performance of dimension of descriptive style i.e. elaboration of students are similar in three levels of intelligence.

299. The boys and girls students have similar gain performance of dimension of descriptive style i.e. elaboration.

300. The students belong to four groups of teaching with different levels of intelligence have different gain performance of dimension of descriptive style i.e. elaboration.
301. The boys and girls students of four groups of teaching have similar gain scores of dimension of descriptive style i.e. elaboration.

302. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of descriptive style i.e. elaboration.

303. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of descriptive style i.e. elaboration.

304. The students belong to experiment group I have higher gain performance of dimension of descriptive style i.e. elaboration as compared to control group I.

305. The students belong to experiment group I have higher gain performance of dimension of descriptive style i.e. elaboration as compared to control group II.

306. The students belong to experiment group II have higher gain performance of dimension of descriptive style i.e. elaboration as compared to control group I.

307. The students belong to experiment group II have higher gain performance of dimension of descriptive style i.e. elaboration as compared to control group II.

308. The gain performance of dimension of creativity i.e. vocabulary of students are different in four teaching groups.

309. The gain performance of dimension of creativity i.e. vocabulary of students are similar in three levels of intelligence.

310. The boys and girls students have similar gain performance of dimension of creativity i.e. vocabulary.

311. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of creativity i.e. vocabulary.

312. The boys and girls students of four groups of teaching have similar gain performance of dimension of creativity i.e. vocabulary.
313. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of creativity i.e. vocabulary.

314. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of creativity i.e. vocabulary.

315. The students belong to experiment group I have higher gain performance of dimension of creativity i.e. vocabulary as compared to control group I.

316. The students belong to experiment group I have higher gain performance of dimension of creativity i.e. vocabulary as compared to experiment group II.

317. The students belong to experiment group I have higher gain performance of dimension of creativity i.e. vocabulary as compared to control group II.

318. The students belong to experiment group II have higher gain performance of dimension of creativity i.e. vocabulary as compared to control group I.

319. The students belong to control group I have higher gain performance of dimension of creativity i.e. vocabulary as compared to control group II.

320. The students belong to experiment group II have higher gain performance of dimension of creativity i.e. vocabulary as compared to control group II.

321. The gain performance of dimension of vocabulary i.e. fluency of students are different in four teaching groups.

322. The gain performance of dimension of vocabulary i.e. fluency of students are similar in three levels of intelligence.

323. The boys and girls students have similar gain performance of dimension of vocabulary i.e. fluency.
324. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of vocabulary i.e. fluency.

325. The boys and girls students of four groups of teaching have similar gain scores of dimension of vocabulary i.e. fluency.

326. The boys and girls students of IX standard belong to three levels of intelligence have similar gain scores of dimension of vocabulary i.e. fluency.

327. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain scores of dimension of vocabulary i.e. fluency.

328. The gain performance of dimension of vocabulary i.e. flexibility of students are different in four teaching groups.

329. The gain performance of dimension of vocabulary i.e. flexibility of students are similar in three levels of intelligence.

330. The boys and girls students have similar gain performance of dimension of vocabulary i.e. flexibility.

331. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of vocabulary i.e. flexibility.

332. The boys and girls students of four groups of teaching have similar gain performance of dimension of vocabulary i.e. flexibility.

333. The boys and girls students belong to three levels of intelligence have similar gain performance of dimension of vocabulary i.e. flexibility.

334. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of vocabulary i.e. flexibility.

335. The students belong to experiment group I have higher gain performance of dimension of Vocabulary i.e. flexibility as compared to experiment group II.
336. The students belong to experiment group I have higher gain performance of dimension of Vocabulary i.e. flexibility as compared to control group II.

337. The students belong to experiment group II have higher gain performance of dimension of Vocabulary i.e. flexibility as compared to control group II.

338. The gain performance of dimension of vocabulary i.e. originality of students are different in four teaching groups.

339. The gain performance of dimension of vocabulary i.e. originality of students are similar in three levels of intelligence.

340. The boys and girls students have similar gain performance of dimension of vocabulary i.e. originality.

341. The students belong to four groups of teaching with different levels of intelligence have similar gain performance of dimension of vocabulary i.e. originality.

342. The boys and girls students of four groups of teaching have similar gain performance of dimension of vocabulary i.e. originality.

343. The boys and girls students of IX standard belong to three levels of intelligence have similar gain performance of dimension of vocabulary i.e. originality.

344. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of vocabulary i.e. originality.

345. The students belong to experiment group I have higher gain performance of dimension of vocabulary i.e. originality as compared to control group I.

346. The students belong to experiment group I have higher gain performance of dimension of vocabulary i.e. originality as compared to control group II.
347. The students belong to experiment group II have higher gain performance of dimension of vocabulary i.e. originality as compared to control group I.

348. The students belong to experiment group II have higher gain performance of dimension of vocabulary i.e. originality as compared to control group II.

349. The gain performance of dimension of vocabulary i.e. elaboration of students are different in four teaching groups.

350. The gain performance of dimension of vocabulary i.e. elaboration of students are different in three levels of intelligence.

351. The boys and girls students have similar gain performance of dimension of vocabulary i.e. elaboration.

352. The students belongs to four groups of teaching with different levels of intelligence have similar gain performance of dimension of vocabulary i.e. elaboration.

353. The boys and girls students of four groups of teaching have similar gain of dimension of vocabulary i.e. elaboration.

354. The boys and girls students belong to three levels of intelligence have similar gain of dimension of vocabulary i.e. elaboration.

355. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of vocabulary i.e. elaboration.

356. The students belong to experiment group I have higher gain performance of dimension of vocabulary i.e. elaboration as compared to control group II.

357. The students belong to control group I have higher gain of dimension of vocabulary i.e. elaboration as compared to control group II.

358. The students belong to experiment group II have higher gain performance of dimension of vocabulary i.e. elaboration as compared to control group II.
359. The average level of intelligence students have higher gain performance of dimension of vocabulary i.e. elaboration as compared to below average level of intelligence.

360. The above average level of intelligence students have higher gain performance of dimension of vocabulary i.e. elaboration as compared to below average level of intelligence.

361. The average level of intelligence students have higher gain performance of dimension of vocabulary i.e. elaboration as compared to above average level of intelligence.

362. The achievement motivation performance of students standard are different in four teaching groups.

363. The achievement motivation performance of students are different in three levels of intelligence.

364. The boys and girls students have similar achievement motivation scores.

365. The students belongs to four groups of teaching with different levels of intelligence have similar achievement motivation performance.

366. The boys and girls students of four groups of teaching have similar achievement motivation performance.

367. The boys and girls students belong to three levels of intelligence have similar achievement motivation performance.

368. The boys and girls students with different levels of intelligence in experiment I, control I, experiment II and control II groups have similar gain performance of dimension of creativity i.e. vocabulary.

369. The students belong to experiment group I have higher achievement motivation performance as compared to control group I.

370. The students belong to experiment group I have higher achievement motivation performance as compared to control group II.

371. The students belong to experiment group II have higher achievement motivation as compared to control group I.
372. The students belong to experiment group II have higher achievement motivation performance as compared to control group II.

373. The above average level of intelligence students have higher gain performance of achievement motivation as compared to below average level of intelligence.

**Correlation Analysis**

374. The achievement motivation and creativity in English of students is dependent on each other in experiment group I and control group I.

375. The achievement motivation and creativity in story construction, descriptive style and vocabulary are independent on each other in experiment group I.

376. The achievement motivation and creativity in poetic diction is dependent on each other in experiment group I and control group I.

377. The achievement motivation and creativity of descriptive style of students is independent on each other in experiment group I.

378. The achievement motivation and creativity of vocabulary of students is independent on each other in experiment group I.

379. The achievement motivation and creativity of story construction of students are dependent on each other in control group I.

380. The achievement motivation and creativity in descriptive style, story construction are dependent on each other in control group I.

381. The achievement motivation and creativity in English are dependent on each other in experiment group II and control group II.

382. The achievement motivation and creativity of story construction in English are independent on each other in experiment group II and control group II.

383. The achievement motivation and creativity of poetic diction in English are independent on each other in experiment group II and control group II.
384. The achievement motivation and creativity of descriptive style in English are independent on each other in experiment group II and control group II.

385. The achievement motivation and creativity of vocabulary in English are independent on each other in experiment group II and control group II.

386. The achievement motivation and creativity in English among the students of below average level of intelligence in English are dependent on each other.

387. The achievement motivation and creativity of story construction, poetic diction, descriptive style and vocabulary are dependent on each other.

388. The achievement motivation and creativity of vocabulary of English among students of below average level of intelligence are dependent on each other.

389. The achievement motivation and creativity of English among students of average level of intelligence in English are dependent on each other.

390. The achievement motivation and creativity of story construction, poetic diction, descriptive style and vocabulary among students of average level of intelligence in English are dependent on each other.

391. The achievement motivation and creativity in English among the students of above average level of intelligence are dependent on each other.

392. The achievement motivation and creativity of story construction, poetic diction, descriptive style and vocabulary in English are dependent on each other.

393. The achievement motivation and creativity in English among the boys in English are dependent on each other.

394. The achievement motivation and creativity of story construction, poetic diction, descriptive style and vocabulary of boys in English are dependent on each other.
The achievement motivation and creativity in English of girls are dependent on each other.

The achievement motivation and creativity of story construction, poetic diction, descriptive style and vocabulary are dependent on each other.

6.11 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.

6.12 Educational Implications

The present study reveals that language is not simply a means of communication, rather it is a tool for carrying out the environment that exists and that is to be worked with. The findings of the study are that language creativity is enhanced when the students are exposed to synectics model of teaching. Not only the language creativity, it is proved its effectiveness on general creativity also. Thus the study carried the view that if the students
are provided with novel environment in the classroom, it should be taught through analogical connection. They will come up with innovative ideas.

Findings of the present study have their implications for language departments of the states as well as the other resource centres, teachers, teacher-educators, parents and general public. It would help to various aspects of classroom teaching especially fostering English language creativity.

The study has also its implications for the teacher, teaching languages in the schools and colleges in India. The teacher will have to understand that adult use language in a different manner that they think in terms of formal aspects of the subject. On the other hand, the children are having their imaginations and their faculties of brain not classified under the socialized process.

The students have to be taught the art of using language in simpler manner and make use of language through writing, making use of language not simply for communications but for expressing the ideas and explaining the phenomenon. They need to teach students through synectics so that they develop the metaphorical activity to use the art of writing.

Teachers should help the students for independent thinking. For this the teachers can encourage the students to compare the objects or phenomenon and find out the new technologies to explain a particular phenomenon.

By placing the students in natural environment they can choose better analogies concerning their subject matter. The teachers can develop classroom learning activities for the students by exposing them to write an essay or paragraph in a creative manner. The writing of the students can be developed by just making their experiences more elaborate and exponential.

The study has its implications for the parents who are in reality are the language teachers of the children. There is an intimate relationship between the language and thought process. In any problem situation, it is not only that language it to be used for hypotheses formation or hypotheses testing. Rather, it has to be used in terms of organizing his experiences in a logical
A teacher who can organize his language experiences in normal manner can help the students to have the facilities of language creativity. If the future of India has to be brightened and if it must be opened up for the global arena, the English must be completely developed with more creative and critical setting.

The teachers, writers, journalists, the media men in India have to bring in synectics process in their teaching, writing as well as projection of ideas in English along with their animation process.

6.13 Suggestions for Further Research

The present study had its limitations. It is therefore desired that similar studies may be conducted after overcoming the limitations. Further, the experimental studies need to be repeated and done in different cultures.

- The study can be extended to senior college level and university level for the senior students.
- A comparison between the two strategies can be done extensively.
- The impact of synectics model of teaching can be studied on more dependent variables like socio-economic status, study habits, attitude etc.
- A comparative study between the different models of teaching and its implication in enhancing the creativity can be undertaken.
- A different tests of creativity can be constructed.
- Other Indian languages test can be constructed and experimental studies can be conducted on the effectiveness of using the synectics model of teaching, on the improvement of language creativity at different levels of education.
- Comparative studies may be carried out at higher education on the effect of synectics model of teaching on creative writing in different languages.