

SCHOLASTIC ACHIEVEMENT OF TEACHER TRAINEES IN RELATION TO LANGUAGE CREATIVITY

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ABSTRACT

An attempt was made to study the Scholastic Achievement of Teacher Trainees in relation to Language Creativity. The sample comprised of 100 teacher trainees (50 males and 50 females) of Ludhiana District. The data was collected with the help of tools i.e Language Creativity Test (LCT-MK) by Prof. Dr. S. P. Malhotra and Ms. Sucheta Kumari (1990) and Scores of the previous results of teacher trainees will be taken from college records. A significant positive relationship was found between scholastic achievement and language creativity of all categories of teacher trainees. A significant difference was found between mean scores of scholastic achievement and language creativity of male and female teacher trainees. As mean score of female teacher trainees is higher than male teacher trainees, hence it may be concluded that female teacher trainees have higher level of scholastic achievement and language creativity than their male counterpart.

KEYWORDS: Gender, Language Creativity, Scholastic Achievement, Teacher Trainees

INTRODUCTION

Education is the most important factor responsible for the development of the nation. It is considered as a key for the development of all round personality. The outcomes of education are measured in terms of scholastic achievement. Scholastic achievement has a very high place in child's life. Scholastic achievement is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals. It builds self esteem and provides self-confidence and above all, emotional security. There are probably hundreds of factors that affect academic achievement of students. Individual differences in scholastic performance have been linked to differences in language creativity, intelligence and personality. A language is somewhat indefinable but has the scope for an enormous number of combinations and options. Although governed by rules, it offers immense scope for originality. Language is considered to be the expression to our thoughts and ideas and has a utilitarian value. Creativity in language refers to the production of texts which have an aesthetic rather than a purely information, instrumental or pragmatic purpose. Language creativity is capable of making major contributions to usher in new developments in almost all the fields of human endeavour, whether technology, science, literature, art, social, and human relations, business, etc. for the benefit of society and humanity at large.

If we have to meet the most of our human developments, we have to identify and enhance our language creativity. The depiction of the ideas and imagination in an appropriate manner is very effective for the achievement in scholastic areas. Therefore it is necessary to develop the creative ability in oneself to meet the challenges of life with tolerance and endurance. The literature available on scholastic achievement of teacher trainees is given by different authors **Kaur (2004)** found a significant positive relationship between emotional quotient and intelligence quotient in relation to academic

achievement of school student. **Bamnan & Ksheersapar (2008)** revealed that rural students showed greater self concept related responses than the urban ones and urban students perform better than rural students. **Farzana (2011)** found that birth order does not have significant impact on the performance of students. **Anandan and Kumar (2011)** concluded no significant difference was observed between rural and urban student. Parental education qualification has a positive relationship with academic achievement of the students in physics.

The literature available on Language Creativity of teacher trainees i.e.(2008) highlighted the importance of information to parents to help identifying issues early and encourage them to seek support, improve skills of the early years and school work force, and promote better partnership. **Pany (2010)** revealed that (i) The MFS approach of synthetics model of teaching is the effective one in enhancing the creative thinking ability of the learner (ii) The MFS approach of synthetics is not useful in enhancing the achievement motivation of the learners and (iii) The MFS approach of synthetics is not useful in enhancing the academic achievement of the learners in subjects like General Science, Geography and English.

The survey of related literature quoted above projects that scholastic achievement and language creativity has been studied with different variables like socio-economic status, sleep depreciation, intelligence, personality, teacher effectiveness, emotional quotient, school climate and parental influence. Thus no such work has been found related with scholastic achievement and language creativity of teacher trainees of Ludhiana district. So the present study has been taken to study.

STATEMENT OF THE PROBLEM

- “SCHOLASTIC ACHIEVEMENT OF TEACHER TRAINEES IN RELATION TO LANGUAGE CREATIVITY.”

OBJECTIVES OF THE STUDY

- To study and find relationship between language creativity and scholastic achievement of teacher trainees.
- To study and find difference between scholastic achievement of male and female teacher trainees.
- To study and find difference between language creativity of male and female teacher trainees.

HYPOTHESES

- There exists a significant relationship between language creativity and scholastic achievement of teacher trainees.
- There exists a significant difference in the mean scores of scholastic achievement of male and female teacher trainees.
- There exists a significant difference in the mean scores of language creativity of male and female teacher trainees.

METHOD AND PROCEDURE

Sample

The sample of the present study consists of 100 Teacher Trainees (50 Arts Faculty and 50 Science Faculty) taken from different Colleges of Education of Ludhiana district.

Tools Used

The tools used in the present investigation were:

- Language Creativity Test (LCT-MK) by **Prof. Dr. S. P. Malhotra and Ms. Sucheta Kumari (1990)**.
- Scores of the previous results of teacher trainees will be taken from college records.

RESULTS AND CONCLUSIONS

As the present study is intended to find out the relationship of scholastic achievement of teacher trainees with language creativity, Pearson's Product Moment correlation technique was employed. To investigate the significance of difference between the means, if any, of scholastic achievement and language creativity of teacher trainees on the basis of gender (male and female) the variables were assessed in terms of their scores in the test in these variables and t-test was employed.

Table 1: Coefficient of Correlation between Scholastic Achievement and Language Creativity of Teacher Trainees (N=100)

Group	N	r
Male	100	0.96**
Female	100	0.96**

Table 1 indicated the coefficient of correlation 'r' between scholastic achievement and language creativity of male, female, science stream and arts stream teacher trainees. The value of 'r' was calculated as 0.96 and 0.96 respectively, which is positive and significant at 0.01 level. This implies that a significant positive relationship exists between scholastic achievement and language creativity of male and female teacher trainees. Therefore, hypothesis 1 stating that 'there exists significant relationship between scholastic achievement and language creativity of teacher trainees' stands accepted.

Table 2: Significance of the Difference between Mean Scores of Scholastic Achievement of Male and Female Teacher Trainees (N=100)

S.No.	Group	N	M	S.D	Se _m	T-Value
1	Male	50	71.01	4.85	0.69	1.97*
2	Female	50	73.01	5.32	0.75	

**significant at .05 level*

Table 2 revealed that the mean scores of scholastic achievement of male and female teacher trainees as 71.01 and 73.01 respectively. The t-ratio is 1.97 with $d_f = 98$ which is significant at 0.05 level of confidence. This revealed that a significant difference exists between mean scores of scholastic achievement of male and female teacher trainees. Therefore the hypothesis 2 stating that 'there exist a significant difference in the mean scores of scholastic achievement of male and female teacher trainees' stands accepted. As mean score of female teacher trainees is higher than male teacher trainees, hence it may be concluded that female teacher trainees have higher level of scholastic achievement than their male counterpart.

Table 3: Significance of the Difference between Mean Scores of Language Creativity of Male and Female Teacher Trainees (N=100)

S.No.	Group	N	M	S.D	Se _m	T-Value
1	Male	50	779.78	93.93	13.28	2.04*
2	Female	50	819.22	99.75	14.11	

**significant at .05 level*

Table 3 revealed that the mean scores of language creativity of male and female teacher trainees as 779.78 and 819.22 respectively. The t-ratio is 2.04 with $d_f=98$ which is significant at 0.05 level of confidence. This revealed that a significant difference exists between mean scores of language creativity of male and female teacher trainees. Therefore the hypothesis 3 stating that 'there exist a significant difference in the mean scores of language creativity of male and female teacher trainees' stands accepted. As mean score of female teacher trainees is higher than male teacher trainees, hence it may be concluded that female teacher trainees have higher level of language creativity than their male counterpart.

CONCLUSIONS

On the basis of the statistical analysis of data, the following conclusions were drawn:

- As significant positive relationship was found scholastic achievement and language creativity of all categories teacher trainees, thus it may be concluded that scholastic achievement and language creativity of teacher trainees are positively correlated.
- A significant difference was found between mean scores of scholastic achievement of male and female teacher trainees. As mean score of female teacher trainees is higher than male teacher trainees, hence it may be concluded that female teacher trainees have higher level of scholastic achievement than their male counterpart.
- A significant difference was found between mean scores of language creativity of male and female teacher trainees. As mean score of female teacher trainees is higher than male teacher trainees, hence it may be concluded that female teacher trainees have higher level of language creativity than their male counterpart.

EDUCATIONAL IMPLICATIONS

In order to enhance the fluency in thoughts opportunities should be provided to the students to express their thoughts. The acquisition of English should begin at the primary education level for better performance in the language. The students should improve their vocabulary by reading books, newspapers and playing word games. Divergent thinking should be encouraged. Students should be motivated to give different and unusual responses. Curriculum should be framed with the due consideration to the element of creativity. Students should be enabled to learn, think and discover independently.

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