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## A Comparative Study Of Creativity Level Of Students From Marathi And English Medium Students

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### Abstract:

*When considering young children, it is appropriate to adopt a broad, democratic definition of creativity. In this way, every child can be considered to have creative potential and to be capable of creative expression. It is important to consider what might constitute 'originality' in the work of a young child. After all, only a child prodigy could be expected to come up with something new and valuable to society. Instead, each child's creative abilities can be related to his/her personal stage of development. For example, a young child's work may be adaptive and original for that particular child and/or in relation to children in their class or age group.*

### INTRODUCTION:

Earlier, teaching used to be considered as an art, but in the present times, it has been proved through research that teaching is a science. Many new concepts have been brought forth regarding learning – teaching, one concept out of which is the change in the approach towards creativity. A new trend has been brought regarding creativity according to which creativity can be developed or cultivated. From then, the teaching field has been paying special attention to developing this aspect of creativity by exploring creative students. As the approaches to learning – teaching kept on changing, so did the medium of instruction. The insistence that their child should (must!) get education in English medium has become a trend amongst parents. As a result, it has become firm in the mindset of parents that those students studying in Marathi medium are having average or low level of intelligence (aren't smart enough), whereas the students in English medium are considered to be intelligent. This has raised the attraction of English medium schools. Instead of clearly understanding concepts at a deep level, this acquisition (of knowledge) would only be half-hearted.

As a result, instead of being knowledge – oriented, students started becoming exam – oriented. Such students, later in their lives, failed to pursue novelty in their respective fields and started leading stressful lives. Comparatively, it has been found through research that those students from Marathi medium schools live their lives fastidiously. Through the present research, it has been explored from which angles students view a particular concept or even and how they reach at its center. This has been achieved by comparing between students from Marathi medium students and those from English medium schools.

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**Significance of Study:**

For all-round development of personality, today's students should possess creativity then only they would be able to cope with competitive educational atmosphere prevailing today. A teacher has to constantly engage himself in the task of developing the qualities of his students. For being able to perform this duty ably, it would be easy for him if he is aware of the latent skills of his students. In this regard, much research has been done. Through them, students' creativity level, grades of creativity and as per economic status, by considering their sex has been studied. Dr. Sehgal has done comparative study in 1978 regarding creativity of students from private and govt. schools. Dr. Rawat has studied the impact on individual's ambition on creativity in 1977. Moreover, on finding out correlation between educational achievement and creativity, a number of inferences have been drawn in different contexts. But, through the current research, a number of topics such as whether there may be differences in creativity levels of students depending on the medium of instruction, whether there is difference in students coming from different mediums in their responses, examples and finding out correlation. Moreover, through the present research, we will get information about the level of responsiveness regarding the creativity aspect of students coming from these two mediums. Through the analysis of creativity aspect, students from these two mediums can also be classified. From this example, the teacher would get new information about students in respect of personality development.

**OBJECTIVES:**

- 1) To explore creativity level of students from both the mediums (i.e. Marathi and English medium),
- 2) To explore creativity among students as per the factor in creativity,
- 3) To study comparatively creativity levels of students from Marathi and English medium schools,
- 4) To explore family atmosphere of students as per creativity aspect,
- 5) To explore the correlation between students' ambition level and creativity.

**NULL HYPOTHESIS:**

No appreciable difference is found between the creativity levels of students from Marathi medium and English medium schools.

**METHODOLOGY:**

For the present survey, school survey method has been used. Two schools from Marathi medium and 2 from English medium were selected from Osmanabad town by purposive method of sampling and from these 50 students, 25 students each from Marathi medium and English medium schools were selected by stratified method of sampling. As a method of research, Dr. Bakar Mehadi's Verbal Test of Creative Thinking (VTCT) was made use of for collection of data. For analysis and inference of collected data, mean, Standard Deviation and 't' test were the statistical tools that have been used.

**DATA ANALYSIS:**

**Table No. 01**  
**Activity wise Students Creativity**

Sample		Total Score			
		Acti- I	Acti- II	Acti- III	Acti- IV
100	Score	2290	2407	2202	933
	Mean	22.90	24.07	22.02	9.33
	S.D.	3.20	3.79	2.98	4.31

**ANALYSIS AND INFERENCE:**

Students are found to be good in their capacity to think innovatively as compared to other 3 capacities. Their capacity to correlate in a novel manner is good. Their capacity to bring about improvement in productivity is comparatively low.

**Table No. 02**  
**Student Score of Component of Creativity and Activity**

Component of Creativity	Sample	Total Score				Mean (M)				Standard Deviation (S.D.)				Total	
		Acti-I	Acti-II	Acti-III	Acti-IV	Acti-I	Acti-II	Acti-III	Acti-IV	Acti-I	Acti-II	Acti-III	Acti-IV	M	S.D.
Fluency	100	1322	1422	1242	497	13.22	14.22	12.42	4.97	2.69	3.51	3.55	2.12	11.20	2.96
Flexibility		830	883	695	325	8.30	8.83	6.95	3.25	2.69	2.99	2.36	1.59	6.83	2.40
Originality		138	102	265	111	1.38	1.02	2.65	1.11	1.63	1.46	2.76	1.64	1.54	1.87

#### ANALYSIS AND INFERENCE:

The fluency of thinking in an innovative manner of all students is good, but the property of originality is comparatively very low. Their fluency is the maximum in all the three tasks such as divergent thinking, novel correlation and improvement in productivity, whereas their fluency is medium and originality is less.

**Table No. 03 (A)**  
**Comparative Score of Creativity Level of Marathi and English Medium Students**

Medium of School	Sample	Total Score			Mean		
		Fluency	Flexibility	Originality	Fluency	Flexibility	Originality
Marathi	50	2404	1542	343	48.08	30.84	6.86
English	50	2079	1191	273	41.58	23.82	5.46

**Table No. 03 (B)**

Medium of School	Sample	Acti- I		Acti- I		Acti- I		Acti- I	
		M	SD	M	SD	M	SD	M	SD
Marathi	50	24.68	7.16	27.00	5.76	23.14	6.80	11.32	4.13
English	50	21.12	5.45	21.14	6.53	20.90	5.84	7.34	3.01

#### ANALYSIS AND INFERENCE:

The property of fluency of students from Marathi medium students is far greater than that of students from English medium schools while giving examples of correlation, Marathi medium students gave a number of examples. Moreover, the scores obtained by Marathi medium students in all the 4 tasks regarding originality are comparatively good.

When we compare all the 3 aspects of originality, it was found that the creativity of Marathi medium students is good as compared to that of English medium students.

**Table No. 04**  
**Students Comparison between components of Family Background**

Factors	Sample	Component of Creativity	Activity							
			I		II		III		IV	
			M	SD	M	SD	M	SD	M	SD
Student of English Family Background & Study English Medium School	16	Fluency	13.56	2.54	13.98	4.29	11.31	3.29	3.97	2.89
		Flexibility	6.54	1.38	7.21	3.28	6.69	3.59	3.29	4.22
		Originality	1.31	2.68	1.02	3.06	2.16	2.54	1.90	3.53
Student of Marathi Family Background but Study English Medium School	16	Fluency	9.13	3.26	8.25	2.31	7.65	4.67	2.02	3.51
		Flexibility	4.29	2.15	4.98	2.64	3.79	3.51	1.97	3.64
		Originality	0.65	4.65	0.49	5.29	0.78	5.28	0.21	5.67

#### ANALYSIS AND INFERENCE:

The creativity of those students is good where conversations usually take place in English, but there is a huge difference between creativity levels of those students studying in English medium schools but having Marathi atmosphere at home. Such students, no doubt, can correlate, but they fall short in divergent thinking and regarding originality of task 4, comparatively they fail to explain things. They are found to excel only in rote learning.

#### CORRELATION BETWEEN AMBITION AND CREATIVITY

##### ANALYSIS AND INFERENCE:

There is little correlation of primary level between ambition and creativity, but with age, this correlation seems to become strong. There is no appreciable difference between ambition and creativity level of std. 5 students, but close relation is found between ambition and creativity level of 9th std. students. Those students having high ambition are found to have scored well in divergent thinking in all the 3 aspects of creativity. Those students having far – reaching ambitions take interest in novel correlation.

#### DISCUSSION WITH CONCLUSION:

Among students regarding the capacity to think innovatively, the property of fluency regarding creativity is more, whereas the factor of originality is the least. This is so because, in adolescence, students tend to day dream a lot due to which they tend to overlook the basics. The flexibility of Marathi medium students regarding the task of divergent thinking is more as compared to English medium students. Moreover, their capacity to improve their productivity is more. On exploring this aspect, it is found that majority of students from Marathi medium schools speak in Marathi at home, hence they get their family's help in clearing their basics, but this doesn't happen in case of English medium students who come from Marathi background. Many of their basic concepts remain blurred. As a result, they lag behind in all the tasks of divergent thinking. They seem to take the help of only those examples which are given in their syllabus.

The students from Marathi medium schools are better in creativity as compared to their English medium counterparts, but there are only sixteen students who have English speaking background, whereas family atmosphere of 34 students is Marathi, who get habituated to speaking in English while in school and in Marathi while at home. As a result, the creativity scores of these sixteen students are relatively much lower than that of 34 students. Hence, as regards to the fluency aspect of creativity, these students can score medium level marks, but in case of originality, these students lag behind. Marathi medium students score above English medium school students in regards to improving their productivity. A question "What would happen if man flies like birds?" was asked to students which was to be answered in a single sentence. From

the analysis of the answers given, it was observed that Marathi medium students could answer such questions in a variety of ways, which was also more in numbers. Even though English medium students could give more number of answers, yet they lacked in variety. Hence, in regards to novelty, divergent thinking and productivity, Marathi medium students are found to be dominating the scene.

On completion of writing this test, the students were asked to write their ambitions, in response to which students from 5th – 9th standards wrote all their ambitions. There was not much variance that was found between the ambitions of 5th std. students and scores obtained in regards to creativity, because their ambitions were more in number, as a result, specific creativity couldn't affect the scores much. But when we compare ambitions of 9th std. students, it was found that their ambitions were related to a specific field and they were long range. Their scores in all the four tasks were higher / better. Moreover, the answers to above questions were in line with their ambitions. As well as, in Task No. 4, in regards to 'Essay type answer questions', a range of their ambitions were found. From this, it can be concluded that even though there was no appreciable difference at primary level, but at the next level, correlation between creativity and ambition was definitely found. From this, we can safely conclude that an ambitious person is creative and its reverse is also true.

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