

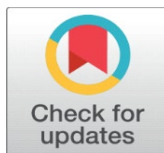
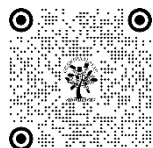
A STUDY OF THE ENGLISH CREATIVITY AT THE COMMERCE COLLEGE STUDENTS OF THE AHMEDABAD DISTRICT

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ABSTRACT

Creativity in the arts is characteristically intensely personal and reflects both the feelings and the ideas of the artist. By contrast, English creativity is always constrained by self-consistency, by trying to understand nature and what is already known. A work of art is capable of many readings, of multiple interpretations, whereas English discoveries have a strictly defined meaning; artistic creations are about singular, often internal, experiences, whereas scientists strive for generality, there are objective and shared criteria for judging English work.

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1. INTRODUCTION

Creativity in the arts is characteristically intensely personal and reflects both the feelings and the ideas of the artist. By contrast, English creativity is always constrained by self-consistency, by trying to understand nature and what is already known. A work of art is capable of many readings, of multiple interpretations, whereas English discoveries have a strictly defined meaning; artistic creations are about singular, often internal, experiences, whereas scientists strive for generality, there are objective and shared criteria for judging English work.

Scientists are considered as professional creators because they may make significant and innovative contributions to their areas of specialization. Amateur creators also demonstrate creativity in comparison to their nonprofessional peers. For instance, high school science fair winners or secondary students whose English reports were considered unusually creative by their teachers may be characterized as amateur creators. Although most researchers focus on professional creators, amateur creators should be considered, especially for secondary, higher secondary school and college students, since it is generally assumed that most professional creators in science emerge from amateur creators.

Therefore, this study is aimed at a more sophisticated understanding of the nature of student's English creativity, determining significant predictors of student's English creativity, and using a multiple and more holistic approach to assess student's English creativity.

1.1. STATEMENT OF A PROBLEM

A Study of the English Creativity at the Commerce College Students of the Ahmedabad District

2. OBJECTIVES OF THE STUDY

- 1) To study the English creativity of the Commerce College Students
- 2) To study the effect of English creativity on the boys and girls of Commerce College Students of Ahmedabad city.
- 3) To study the effect of types of school on English creativity among the Commerce College Students of Ahmedabad city.
- 4) To study the effect of socio-economic factor on English creativity among the Commerce College Students of Ahmedabad city.

3. HYPOTHESIS OF THE STUDY

Ho₁ There will be no significant difference between the mean scores of the English Creativity between the boys and girls of Commerce College Students of Ahmedabad city.

Ho₂ There will be no significant difference between the mean scores of the English Creativity between the granted and non- granted of Commerce College Students of Ahmedabad city.

Ho₃ There will be no significant difference between the mean scores of the English Creativity between the high and low socio-economic statuses of Commerce College Students of Ahmedabad city.

4. LIMITATIONS OF THE STUDY

- 1) To study of English Creativity among Commerce College Students of Ahmedabad city only.
- 2) To study of English Creativity among Commerce College Students of English Medium only.
- 3) To study of English Creativity among Commerce College Students in relation to their gender, types of school and their socio-economic status only.

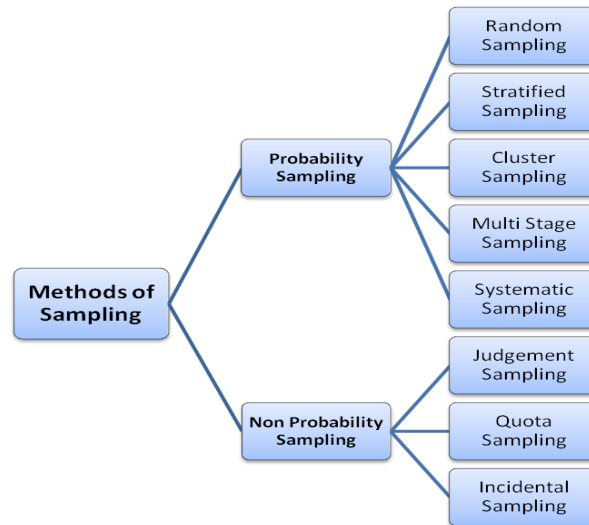
5. POPULATION OF THE STUDY

The population under the study consists of Students of First Year Commerce College Students of English Medium Colleges of Ahmedabad city.

6. SAMPLE SELECTION OF THE STUDY

Most of the educational phenomena consist of a large number of units. It would be impracticable or not possible to test, to interview or observe each unit of the population under controlled conditions in order to arrive at principles having universal validity. Some population is so large that their study would be expensive in terms of time, money effort and manpower.

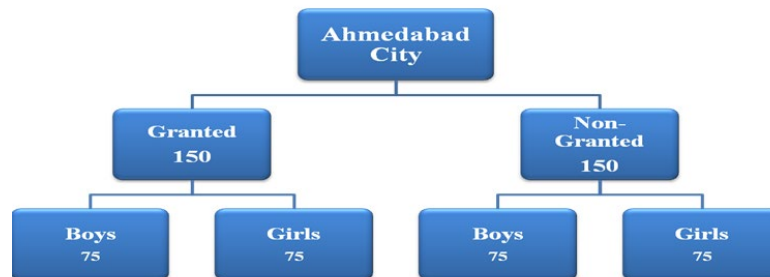
7. METHODS OF SAMPLING



The choice of a method will be determined by the purpose for which sampling is sought and the nature of the population. So multistage random sampling has been chosen by the researcher in the study. This technique, thus, is essentially the process of taking random samples of proceeding random samples. It is not as effective as true random sampling, but it probably solves more of the problems inherent to random sampling.

8. SAMPLE OF THE STUDY

Sample of the Study



Multistage sampling is used frequently when a complete list of all members of the population does not exist and is inappropriate. Moreover, by avoiding the use of all sample units in all selected clusters, multistage sampling avoids the large, and perhaps unnecessary, costs associated traditional cluster sampling.

9. ANALYSIS AND INTERPRETATION OF THE DATA

H_{01} : There will be no significant difference between the mean scores of English Creativity between boys and girls of Commerce College Students of Ahmedabad city

Table 1 Significance of the English Creativity Between Boys and Girls of Commerce College Students

Sex	N	Mean	S.D.	t-Value	Significance
Boys	150	24.54	2.726	0.288	Not Significant
Girls	150	24.73	3.04		

From the table no.1 it is evident that the $t_{cal} = 0.288$ which is less than $t_{0.05} = 1.96$ which indicates that the difference is not significant at 0.05 level. Thus, the hypothesis that there will be no significant difference between the mean scores of English Creativity between boys and girls of Commerce College Students of Ahmedabad City will not be rejected at 0.05 levels; it means that there is no significant difference in the English Creativity between boys and girls of Commerce College Students of Ahmedabad City.

H0₂: There will be no significant difference between the mean scores of English Creativity of Commerce College Students belonging to granted and non-granted Colleges of Ahmedabad city

Table 2 Significance of the English Creativity of Commerce College Students belonging to granted and non-granted Colleges of Ahmedabad city

Types of Colleges	N	Mean	S.D.	t-Value	Significance
Granted	150	24.47	2.88	0.1688	Not Significant
Non-Granted	150	24.79	2.883		

From the table no.2 it is evident that the $t_{cal} = 0.1688$ which is less than $t_{0.05} = 1.96$ which indicates that the difference is not significant at 0.05 level. Thus, the hypothesis that there will be no significant difference between the mean scores of English Creativity of Commerce College Students belonging to granted and non-granted Colleges of Ahmedabad city will not be rejected at 0.05 level; it means that there is no significant difference in the English Creativity of Commerce College Students belonging to granted and non-granted Colleges of Ahmedabad city.

H0₃ There will be no significant difference between the mean scores of English Creativity higher and lower Socio-Economic Status of Commerce College Students of Ahmedabad city

Table 3 Significance of the English Creativity higher and lower Socio-Economic Status of Commerce College Students of Ahmedabad city

Level	N	Mean	S.D.	t- Value	Significance
Higher	150	24.63	2.89	1.23	Not Significant
Lower	150	16.636	1.94		

From the table no.3 it is evident that the $t_{cal} = 1.23$ which is less than $t_{0.05} = 1.96$ which indicates that the difference is not significant at 0.05 level. Thus, the hypothesis that there will be no significant difference between the mean scores of English Creativity higher and lower Socio-Economic Status of Commerce College Students of Ahmedabad city will not be rejected at 0.05 level; it means that there is no significant difference in the English Creativity higher and lower Socio Economic Status of Commerce College Students of Ahmedabad city.

10. FINDINGS OF THE STUDY

- 1) There exists no significant difference between the mean scores of English Creativity between boys and girls of Commerce College Students
- 2) There exists no significant difference between the mean scores of English Creativity of Commerce College Students belonging to granted and non- granted Colleges.
- 3) There exists no significant difference between the mean scores of English Creativity higher and lower Socio-Economic Status of Commerce College Students students.

11. CONCLUSION

Here, the researcher has analysed the collected data using the 't' test. After analysing all the data by using statistics the researcher has interpreted the level of significance and presented that the hypotheses formed are not rejected at 0.05 levels. Although there are many tests to check the English Creativity, each region and city may differ in creativity. The theories about language and language creativity, linguistic creativity clearly constitute an individual difference in the creative process. Individual difference factors such as language aptitude or motivation, or age or environment etc,

plays an important role in creativity of languages. Therefore, it is appropriate to have an individual test in order to grasp the English creativity levels and to suggest the ways to improve the English Creativity. But as we know that the need of each city differs from other cities. The Gujarati community loves business and English is very important for them. After giving the proper interpretation the researcher has given the finding and suggestions. Hence the present study is not only useful for the teachers and students but also educators and the government to increase the English Creativity level in Ahmedabad District.

Today English language has gained popularity worldwide and Proficiency-Based Admission Standard Systems in colleges and higher studies have become part of every education institute and if we add a factor call creativity (skill to create) such persons, with the ability to innovate and create something new time in the most crucial situation are found to be more confident and successful in future. So one can say, creative expression is not restricted by any limits or boundaries. It covers all fields and activities of human life, in any of which one is able to demonstrate creativity by expressing or producing a new idea or object. It is not restricted to English inventions and discoveries or the production of works of art but covers multifarious human accomplishments like the composition of poems; writing of stories and plays, performance in the field of dance, music, painting, sculpture, political and social leadership, business, teaching and other professions as also the mundane activities of daily life.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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