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TOOLS TO ANALYZE ACADEMIC ANXIETY, ACHIEVEMENT
SKILLS & LEVEL OF CREATIVITY.



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ABSTRACT:

This problem cannot be studied in experimental situation. Since factors like academic anxiety, creativity and achievement skills are involved in the study. Therefore, there is no choice but to adopt correlational field approach for such a problem.

In the present study, medium of instruction was taken as independent variable whereas academic anxiety, level of creativity and achievement skills were considered dependent variables. A comparison among Marathi medium boys and girls and English medium boys and girls has revealed the degree of change in the academic anxiety, level of creativity, and achievement skills.

In the present research study the main variables are creativity, achievement skills and academic anxiety. Therefore, the important task before beginning the investigation is that of selection of appropriate tests or instructions to be used to elicit the desired information in each area. Among the

commonly employed tests and techniques, the use of standardized instruments has been found to be very useful, convenient and appropriate for the studies like the present one. Therefore, for the present research study, the academic anxiety scale, the children's curiosity scale and the non-verbal creativity test are the three main tools selected and used for collecting the data. A brief description of these tests is given here.

INTRODUCTION:

Language learning is a skill. It is a tool which can be effectively used in different situations if the grasp is comprehensive and penetrative. In India's abrupt social and educational changes, undue importance was given to a language on which neither the teacher nor the student had a strong grip. In the west, the child has a background which is common at home and school and so the medium of instruction is instrumental in activation of grasping powers; but in India a child is exposed to two diverse mediums. Mother tongue and English language and sometimes if the mother tongue is not Hindi, the third language comes in picture. This leads to fragmentation and it is a known psychological fact that multiplicity is intriguing, confusing and impeding. A child is expected, as it were, to inhabit three words of three languages and this becomes a stumbling block to his creative thinking and imaginative flights. A handicapped imagination is detrimental to the growth of the self and so medium of instruction boys may lack on the aspect of English proficiency, but gain on the side of fertility of imagination and fecundity of ideas.

Progress cuts two ways. It has its gains and losses. An age of tough competitions and retrace for material possessions imbues the modern man with the spirit of getting at the top, ahead of others. The idea of being at the top demands its toll of sacrifices and is the breeder of tension and anxiety. It inoculates the parents who try to indoctrinate their children to surge ahead with the preeminent consideration of a successful career and a flamboyant life style and for that there is a growing tendency to have their children admitted and educated at the best English medium school available to them, by hook or crook, by donation, recommendation or by a combination of both. English has its lure. English enjoys a prestige in the echelons of society. Fluency in English is the mark of high breed. Its proficiency is the high watermark of cultural excellence.

The ascendance of English ensues in the fall of Hindi in importance and prominence and the parents as well as children have to pay a heavy price for a glamorous though in-substantial gain; child's direction is lost and his capacity is eroded.

Fulfillment of expectations of Kith and Kin passes through a process of adjustment. In other words, we can say that when coordination develops between man and needs of environment, the process is called the process of adjustment.

For any kind of development, creative thinking, a kind of intense thinking, is needed, as it brings flexibility of new ideas. Flexibility has two aspects inherent in it – National and acquired flexibility exhibits original thinking, new responses, logical reactions and distant intimacy. Mental health is influenced by feelings of security and insecurity. Security endows us with strength and insecurity inflicts insecurity, anxiety, loneliness and complex of inferiority, so as a prerequisite to mental health and all round development, feeling of insecurity deserves to be driven out and feeling of security deserves to be enhanced.

In the present investigation, an attempt was made to find out how much the medium of instruction affects child's development; what different nuances are cultivated and how much creativity is affected. The development of the self in a child depends on the attitude of the mother and other members of the family. He perceives and understands what the family members, neighbours, friends

and teachers are saying to him. On this perception, his imagination is activated and images are constructed. Lack of understanding of what is being communicated to him results in loose grasp and incoherent perception and confusion is let loose. A confused child fails to develop himself. The development of the child also depends on the literature that he reads. If he fails to comprehend what he reads, his knowledge becomes piecemeal and undigested. According to psychological view, he can not identify himself with the characters and figures in the literature and confidence is hindered. Present investigation shows that creative thinking (divergent thinking) is more frequently used by those students who have common language at home and school.

Language learning is a skill. It is a tool which can be effectively used in different situations if the grasp is comprehensive and penetrative. In India's abrupt social and educational changes, undue importance was given to a language on which neither the teacher nor the student had a strong grip. In the west, the child has a background which is common at home and school and so the medium of instruction is instrumental in activation of grasping powers; but in India a child is exposed to two diverse mediums. Mother tongue and English language and sometimes if the mother tongue is not Hindi, the third language comes in picture. This leads to fragmentation and it is a known psychological fact that multiplicity is intriguing, confusing and impeding. A child is expected, as it were, to inhabit three worlds of three languages and this becomes a stumbling block to his creative thinking and imaginative flights. A handicapped imagination is detrimental to the growth of the self and so medium of instruction boys may lack on the aspect of English proficiency, but gain on the side of fertility of imagination and fecundity of ideas.

ACADEMIC ANXIETY

Language is viewed to be an instrument for social interaction it engaged people in the network of an activity which yields data for social scientists to study the contours of social conduct of the individual to speak it.

Language is an important factor in an interpersonal relationship (Ganguly,1996). Linguistic indices provide an individual or a group with identity, which varied according to personality of the individual or of the group concerned. The fundamental quality of one's voice, the phonetic pattern of speech, the speed and relative smoothness of articulation, the length and build of the sentences, the character and range of vocabulary, the scholastic consistency of the words used, the readiness with which the words respond to the requirements of the social environments, in particular the suitability of one's language to the language habits of the persons addressed all these are so many complex indicators of the personality (Sapir, 1956). In the light of the above view the importance of the language will be studied in the present investigation through medium of instruction.

Knowingly and unknowingly we all are having a grip of western culture. The impact of western culture can also be seen in our education system. Most of the school students are having their education in that language on which they have a very loose grip. As a result student is mugging the concepts of his subject in place of understanding the same. Are we not producing parrots? On the other side student who is having education in his mother tongue or local language will understand the concept in a better way. Therefore, the proposed research work aims to study the role of medium of instructions in academic anxiety, creativity and achievement skills among school students. The motive of this research work is to study the useful role of language (medium) in the development of child's personality. The problem can be stated as follows:

Medium of Instruction in Relation to Academic Anxiety, Achievement Skills & Level of Creativity.

The above problem is approached in the following way to find out:

- a. The level of academic anxiety among English and Marathi medium students.
- b. The pattern of creativity between both the groups.
- c. The achievement skills between both the groups.
- d. The effect of sex on all the above three variables for both the groups separately.

In order to find out the effect of academic anxiety, level of creativity and achievement skills of school students certain expected formulations are made. For the present research process, the following hypotheses are formulated:

- a. Academic anxiety will be lesser among those students who are having their education in Marathi.
- b. Original thinking, ideas and divergent thinking will correlated with command over language.
- c. The achievement skills will be positive among those students who are having their education in Marathi.

The present study is a correlational field study type of research, where medium of instructions is taken as independent variable and academic anxiety, creativity and achievement skills as dependent variables. The administration for tests on all subjects was done in a manner to control the situational relevant and sequence relevant variables. Other intervening variables like socio-economic status, age range, school environment and classroom environment etc., were also controlled. The present problem is "Medium of Instruction in Relation to Academic Anxiety, Achievement skills & Level of Creativity".

Academic Performance:

In this review, academic performance is used broadly to describe different factors that may influence student success in school. These factors are grouped into three primary areas:

1) Cognitive Skills and Attitudes Cognitive skills and attitudes include both basic cognitive abilities, such as executive functioning, attention, memory, verbal comprehension, and information processing, as well as attitudes and beliefs that influence academic performance, such as motivation, self-concept, satisfaction, and school connectedness. Studies used a range of measures to define and describe these constructs.

2) Academic Behaviors Academic behaviors include a range of behaviors that may have an impact on students' academic performance. Common indicators include on-task behavior, organization, planning, attendance, scheduling, and impulse control. Studies used a range of measures to define and describe these constructs.

3) Academic Achievement Academic achievement includes standardized test scores in subject areas such as reading, math, and language arts; GPAs; classroom test scores; and other formal assessments.

ACHIEVEMENT SKILLS & LEVEL OF CREATIVITY

This problem cannot be manipulated by experiment since factors like academic anxiety, creativity, achievement skills and medium of instructions are involved in the study. Therefore there is no choice but to adopt correlational field approach for such a problem.

In the present study, medium of instructions were taken as independent variable whereas scores for academic anxiety, level of creativity and achievement skills were considered as dependent variables. A comparison among Marathi medium boys and girls and English medium boys and girls has

revealed the degree of change in the level of academic anxiety, creativity and achievement skills.

Among the commonly employed tests and techniques, the use of standardized instruments has been found to be very useful, convenient and appropriate for the studies like the present one. Therefore, for the present research study, the academic anxiety scale for children, the non-verbal creativity test and survey of school attitude (achievement skills) are the three main tools selected and used for collecting the data.

Academic anxiety scale for children (AASC) developed by Singh and Gupta in 1971 to measure academic anxiety of the subjects.

Non-verbal test for creativity developed by Mehdi in 1973 is being used to measure creativity in the present study.

Survey of School Attitude (Achievement Skills) developed by Hogan in 1975 is being used as a tool to measure achievement skills in the present study.

The incidental purposive sampling technique is being used in the selection of sample for the present study. The sample is divided into 4 categories. In the first category 150 boys of Marathi medium were taken for study. The second category of sample consisted of 150 boys of English medium. In the third category 150 girls of Marathi medium were taken and in the fourth category 150 girls of English medium were taken for study. All the subjects were in the age range of 12 to 14 years.

The investigator pre-selected various schools of Sangli District. Permission was taken from the Principals of different schools. Each subject was given three psychological tests by the investigator himself after ascertaining that the subjects were willing and motivated enough to complete the testing process. The tests were administered in the similar pattern to all the subjects. In general, the subjects themselves recorded the responses.

Manuals and scoring sheets of the tests administered were used by scoring the obtained data on each test. To find out the significant difference among the four groups, 't' test was used. Correlation among variables of each group was calculated by product moment technique.

CONCLUSION:

In the present investigation it is found that the students studying in different categories of schools following different systems of education, namely, the state, matriculation and the central board schools are found to differ significantly with respect to emotional intelligence and academic achievement. The central board students are significantly better in their emotional intelligence and academic achievement when compared to their counterparts in state and matriculation board schools at the higher secondary level. The matriculation board students at the higher secondary level are significantly better in emotional intelligence and academic achievement than their counterparts in state board schools, but are significantly lower when compared to the students in state board schools. The students at the higher secondary level in matriculation and central board schools have better infrastructure facilities at schools, like, well equipped laboratories, adequate library facilities resource centers, play equipments and their curriculum is also a very challenging one that requires total commitment from the part of teachers and the management. The support extended from the parents, facilities at home and the home environment with is very conducive for students in both, matriculation and central board schools than when compared to their counterparts in state board schools at the higher secondary level. These factors contributed significantly towards the better development of emotional intelligence and academic achievement of the students in matriculation and central board school students.

The study established a direct positive relationship between emotional intelligence and

creativity. This implies that an emotionally intelligent student is likely to be creative. This is in line with the conclusion of Cooper and Sawaf (1997) and Akinboye 2003. The findings of this study revealed that emotional intelligence and creativity when combined jointly predict students' achievement. This supports the work of Olatoye, Akintunde and Yakasi (2010) that emotional intelligence and creativity are good predictors of achievement of polytechnic students. The result of this study also has relevance in the work of Emeke, Adeoye and Torubelli (2006) in their study of creativity, locus of control and emotional intelligence as correlates of academic achievement among adolescents in Senior Secondary School, in which they found that creativity and emotional intelligence significantly correlate with improvement in academic achievement.

This is pertinent to mention here that combination of emotional intelligence and creativity envisaged the academic achievement of students or Emotional Intelligence and Creativity when combined significantly influence the academic achievement of the students. Furthermore, creativity does not significantly affect the academic achievement of students. This can be concluded that there is an empirical relationship between emotional intelligence, creativity and achievement of the business education students.

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