Review of the Related Literature:

INTRODUCTION:

In research work review of related literature is very important and complex aspect. Without study of related literature we cannot complete our research work. Researcher in the field of research wants to get all the information.


The study reveals that Creative individuals tend to prefer an autonomous atmosphere, whereas team members usually work together according to an order of set plans. Teams generally have a leader, who has dominant qualities that enables decision making, and members that follow or support the choice made.

Desauza Denise(1999) Effects of Creativity Training Programme on Creative Abilities and Self-Concept in Monolingual and Bilingual Elementary Classrooms.

The study reveals the creative training programme, New Direction in creativity slightly improved the creative abilities of students in treatment group. However placement in monolingual and bilingual classroom was not found to affect students’ creative abilities.


The study was conducted Jointly by from

The objective of this research is to examine if a relationship exists between creativity and academic achievement and if the relationship differs between males and females
The results of this study indicate that the CPAC is a reliable and valid measure for this group of participants. Future research should expand the use of the scale to a wider range of populations and settings.

Yamamoto Kaoru (2005) Creativity and Higher Education
The study reveals, institutions of higher education have made little adjustments to either their admission practices or their curricula to help nurture varied talents among their students. Diversity seems to be lacking throughout the academic community from the undergraduate level to the professional circles. The need for renewed spirit of experimentation and of tolerance of pluralism is pointed out. Kaoru Yamamoto, Arizona State University, USA, ‘Creativity and Higher Education: A Review’, Journal of Higher Education, ISSN: 1573-174X (Online), Pp.213-225, 2005

Kampylis Panagiotis and others (2009) In-service and Prospective Teachers' Conceptions of Creativity.
studied 'In-service and Prospective Teachers' Conceptions of Creativity'. In this study the authors disclosed that Teachers play a crucial role in the development of primary school students' creative potential in either a positive or a negative way. This paper aims to draw attention to in-service and prospective teachers' conceptions of creativity and answer three main research questions: "What are the teachers' conceptions and implicit theories of creativity in general?", "What are the teachers' conceptions and implicit theories of creativity in the context of primary education?", and "How well-trained and equipped do teachers feel to play their key role in the development of students' creative potential?"

Masoud Fereshteh, lavasani, Gholamali (1999) Relationship between Creativity and Language Learning Strategies in Adults Learners.
The study reveals that there is significant difference between memory strategies with fluency and elaboration and originality (p<.005) according to table. Cohesion coefficient between cognitive strategies and flexibility indicate significant difference
A significant difference is between metacognitive strategies and fluency, elaboration and originality (p<.001). There isn’t difference between social, compensation, affective strategies and fluency, elaboration, originality, flexibility according to cohesion coefficient. (p<.05).

**Howell Grenko Cynthia Dolores(1998) The Relationship between Arts Educational and Creativity among High School Students**

It was found from the consequences of TTCT (Torrance Test for Creative Thinking) the purpose of study was to examine difference among index figures of the average of creativity and experiences of various Arts Education, various branches of Arts and various educational degrees in respect of the students of secondary schools of Colorado.

**Kim Kyung Hee (2005) Relation between I.Q and Creativity.**

The Journal of Secondary Gifted Education, Volume 16,. Some research has shown that creativity test scores are independent from IQ scores, whereas other research has shown a relationship between the two. To clarify the cumulative evidence in this field, a quantitative review of The relationship between creativity test scores and IQ scores was conducted. Moderating influences of IQ tests, IQ score levels, creativity tests, creativity subscales, creativity test types, gender, age, and below and above the threshold (IQ 120) were examined.

**Rezwana, Shamayel (2007). Study of the Impact of Teaching Strategies in English in Developing Creativity among IX Standard Students of Bangalore City with special reference to Sex, Intelligence and Socio-Economic Status.**

The study reveals that the teaching strategies developed have helped the students to improve their creativity. However, the variables considered as moderator variables, namely, intelligence, SES, and sex have not been found to moderate the relationship between teaching strategies and creativity.

**Farooque Umer (2005) English Language Competence of Teachers and**
Students' Achievement in English Medium Primary Schools of Kannur District.

The study reveals Scenario of the English Medium Primary Schools of Kannur District has definite Messages for Parents, Administration and Teacher Education Institutions. The English Language Proficiency of the Teachers in these schools has significant bearing on the achievement of students in various subjects, namely, Mathematics, EVS, English and overall achievement.

The Researcher used the Language Creativity Test developed by Suchita and Malhotra to collect the data. The Language Creativity Test (LCT) in English has been developed with the sole purpose of measuring the language creativity of school and college going students.

Thilagavathi, T (1990) Academic Achievement in Relation to Intelligence, Creativity and Anxiety.
The tool used were Abuja’s group test of intelligence(13-17), Mehdi’s Verbal test of creativity thinking, Mehdi’s Non-Verbal test of creativity thinking and Spiel Berger, Garsuch & Lashen’s state anxiety test.

Parvinder Kaur (1992), A Study of Relationship among Creativity, Intelligence and Academic Achievement in different Subjects of X Grades.
The study reveals for males intelligence was positively correlated with fluency, flexibility, originality and composite creativity. For female when intelligence was partial out fluency was positively related with achievement in all subjects, except general science. Flexibility was related with achievement in three languages but not in other three subjects.

The findings are Anxiety on the whole was much correlated with creativity and its factor such as fluency flexibility and originally. The relationship between anxiety and creativity was not curvilinear. The high and low creative groups did not differ significantly on creativity scores. There was no significant sex difference; on composite creative scores. The family income was positively related to creativity.


The tests for measuring creative thinking ability were constructed and standardized. The verbal test measured the fluency, flexibility, originality and evaluation of factors of CTA.


The students learning in English medium schools situated in posh locality were found superior on scientific creativity than the students learning in Marathi medium and Urdu medium schools situated in posh as well as slum areas. The students of Marathi medium schools situated in posh locality were found superior in scientific creativity than the students of Urdu medium schools situated in posh locality as well as slum areas.

Tongpaeng, Sam Ran (2002) Strategy of Developing Creativity of University Students of Thailand.

The developed instructional material (DIM) was found to enhance, fluency, flexibility, originality and creativity amongst students. The DIM was found to be effective in enhancing curiosity amongst students. Students were found to have favorable reaction towards DIM. The treatment of DIM was found to enhance fluency significantly more in comparison to conventional method. Males and females were found to possess fluency to the same degree.
The findings relating to creativity were scanned properly by the investigator. The results were drawn out by voting method and at times narrative method. The above findings revealed that Creativity is a multi-construct which includes four main factors like fluency, flexibility, originality and elaboration. Creativity can be developed if adequate training strategies are provided. Personality factors like risk-taking, adventure, and understanding are related to creativity. Males were found to be high in verbal creativity and females were found high in non-verbal creativity. It was found that Science students and the first born children were more creative.

Roy Madhumita (2004) To Study the Effect of Creativity Appreciation Training Programme (CATP) on the Teachers Attitudes towards Creative Teaching and Learning”
The study reveals that there has been positive and appreciable impact of Creativity Appreciation Training Programme (CATP) in enhancing the attitude of High and Higher Secondary School Teachers towards creative teaching and learning.

All the boys and girls taken together have responded positively to the Curriculum Creative inputs. Their creative ability has increased considerably. The CCI has no significant effect on low mental ability on figural creativity of boys and has been found to have effect on the verbal and figural creativity of high mental ability. The girls of high mental ability have fared badly on both the verbal and figural creativity.

The mean effect of the treatment in terms of a creativity program on the primary school student teachers was found significant for the creativity and its components
namely fluency, flexibility, originality and elaboration, respectively. There was no significant difference in the mean creativity scores of the teacher trainees of different caste categories in case of the experimental group. There was no significant difference in the mean creativity scores of the teacher trainees of different academic stream in case of the experimental group.

**Thilagavathi, T. (1990) Academic Achievement in Relation to Intelligence, Creativity and Anxiety**

The tool used were Abuja’s group test of intelligence(13-17), Mehdi’s Verbal test of creativity thinking, Mehdi’s Non-Verbal test of creativity thinking and Spiel Berger, Garsuch & Lashen’s state anxiety test. Of the total 400 subjects of the sample 19.25% were high achievers, 60.75% were average achievers and 20% were low achievers. The high, average and low achievers differed significantly among themselves in their intelligence. The high achievers secured comparatively higher mean score then the average and low achievers in creativity.

**Kiri Vipulbhai R. (1998) To Develop Creative Thinking Programmed for the students of Secondary Schools of Sabarkantha City, with the help of Synaptic Model and to Examine the Effects of on the Development of Linguistic Creativity in Gujarati Language.**

The study reveals there is meaningful difference among the average index figures of favorable conditions in the former test and latter test, in the linguistic creativity test of the boys of the experimental group. With the help of synetics model type of education under favourable conditions there is increase in the latter tests as compared to the former tests.

**Patel M. V. (1995) To Develop Programme of Synetic Activities in Order to Inculcate Creative Thinking Power and to Examine Its Effects.**
Group intelligence test, creative thinking power test developed by Baqueer Mendis, (and) the programme (made by the researcher) of synetic activities. The study reveals that with the help of the programme of synetic activities, there was an increase in the number of students giving answers with originality.


The objectives of the study were (i) to design and construct reliable and valid verbal and nonverbal tests of creative thinking ability (CTA), (ii) to determine the extent to which sex influenced creative thinking ability, (iii) to determine the extent to which the urban-rural location influenced CTA, (iv) to determine the extent to which the grade influenced CTA, (v) to study the trends of creative thinking ability in relation to age and I.Q

Statement of the Study

“A Study of English Creativity of the Higher Secondary School Students of Sabarkantha District in Context to Certain Variables”

Defining the Key words

Study

“A study is a written document, describing the findings of some individual or groups this accord with the recent.”

“A setting of the mind, of thoughts upon a subject, hence application of mind to book, arts or science or to any subject for the purpose of acquiring knowledge.”Study is careful attention, critical examination and investigation of any subject, event, etc.
English

English is a West Germanic language that arose in the Anglo-Saxon kingdoms of England and spread into what was to become south-east Scotland under the influence of the Anglian medieval kingdom of Northumbria. Following the extensive influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United States since the mid-20th century, it has been widely dispersed around the world, becoming the leading language of international discourse and the lingua franca in many regions. It is widely learned as a second language and used as an official language of the European Union and many Commonwealth countries, as well as in many world organizations. It is the third most natively spoken language in the world, after Mandarin Chinese and Spanish. It is the most widely spoken language across the world.

Creativity

Creativity refers to the phenomenon whereby a person creates something new (a product, a solution, a work of art, a novel, a joke, etc.) that has some kind of value. What counts as "new" may be in reference to the individual creator, or to the society or domain within which the novelty occurs. What counts as "valuable" is similarly defined in a variety of ways. Cleverness, fecundity, fertility, imagination, imaginativeness, ingenuity, inspiration, inventiveness, originality, productivity, talent or having the ability or power to create something characterized by originality of thought or inventiveness; having or showing imagination.

Higher Secondary School

Twelfth grade or senior year, or grade twelve are names for the final year of the higher secondary school. Most students who pass out of class 12 are 17-18 years old. With the introduction of separate entrance examinations in to various degrees and law courses or take admission in colleges for bachelor degrees in Arts, Science or in Commerce.

Student

A student is a learner, or someone who attends an educational institution. In some
nations, the English term (or its cognate in another language) is reserved for those who attend university, while a schoolchild under the age of eighteen is called a pupil in English (or an equivalent in other languages). In its widest use, student is used for anyone who is learning.

Sabarkantha District

Sabarkantha is located in the north Gujarat region and it’s totally tribal area of Gujarat. So researcher has found out the data in the area.

Variable

Variable means to vary, change, not constant. According to Matheson; “Variable is any condition in a scientific investigation which may change in quality and/or quality.” According to Kerlinger; “Variable is a property that takes on different values…..a variable is something that varies.