

**A Critical Study of Role of Creative Writing Skills in Improving
Academic Performance of School Children**

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1.0 Introduction

Creative writing is any form of writing which is written with the creativity of mind: fiction writing, poetry writing, creative nonfiction writing and more. The purpose of creative writing is to express something, whether it be feelings, thoughts, or emotions. Rather than only giving information or inciting the reader to make an action beneficial to the writer, creative writing is written to entertain or educate someone, to spread awareness about something or someone or to express one's thoughts. Creative writing is the process of inventing or rather presenting your thoughts in an appealing way. The writer thinks critically and reshapes something known into something that is different and original. Each piece of writing has a purpose, which is targeted at an audience. It is organized cohesively with a clear beginning, middle and an end. Attention is paid to choice of apt vocabulary, figurative use of language and style. Generally, there are two kinds of creative writing: good and bad, effective and ineffective. Bad, ineffective creative writing cannot make any impression on the reader. It won't achieve its purpose.

Although there are many languages that are in use on global level, however, no language is as universal reach as English language. Currently, English has become a world language, spoken by at least seven hundred and fifty million people. It is more widely spoken and written than any other language. English is nowadays the dominant or official language in over 60 countries including India. The language has penetrated deeply in the society, which has resulted in several varieties of English in India. The development of these varieties is connected with historical and social factors. In India, the English language is mainly used by Indians whose native language is not English. It is a minority language, but yet a language of national affairs. Moreover, the ability to write in a lucid way with high creativity has been also an important aspect of the use of English language use in many countries and India is not an exception.

Presently, most children are exposed to creative writing in the early grades of elementary school. Children begin to think about words and become curious about creating their own stories when they are ready to by their parents and teachers. Moreover, the stress on creative writing has had its root in the concept that considers it to be important for achieving academic success. Also, it has been stated that children's writing relates to their school experiences, and also reveals its connection with brain dominance.

Academic success is important because it is strongly linked to the positive outcomes one values. Children who are academically successful are more likely to be employed, have stable employment, have more employment opportunities than those with less education and earn higher salaries, are less dependent on other, are less likely to engage in unlawful activity, are more active as citizens and charitable volunteers and are healthier and happier. In the light of above, a systematic study was carried out to explore the relationship between English language creative writing skill and academic performance of the students learning in CBSE and Maharashtra State Board of secondary education affiliated schools.

2.0 Methodology

2.1 Study Area – Nagpur

2.2 Research design and sample size

The design of the study is random group design, where the students from CBSE and State Board Schools are selected randomly. The samples for collecting the data included 30 Class V students each from the CBSE and State Board schools of the study area.

2.3 Data Collection

The researcher herself performed a pilot study on the students of CBSE and State Board Schools of Nagpur District. On the basis of a pilot study the problems faced during testing, were identified and rectified following standard procedures. The results of this study was analyzed and evaluated as to whether the purpose and the goals of the study can be achieved through this data. The test items and procedures were revised, modified or altered as per the needs so as to remove the identified problems and any shortcomings in achieving the goal of the administered test. The steps involved in pilot study are i) students were given a topic (Domestic Animal, My Class Teacher, My biggest surprise, The first day of school, My School, A school field trip) for creative writing, ii) time allotted to complete the task was 30 minutes, iii) afterwards the writing was evaluated and the scores for the same were computed.

2.4 Statistical Analysis of Data

The data generated during the study is processed using various statistical tests with the aid of SPSS 18.0 statistical software. The data characteristics (descriptive statistics), frequency, percentage, mean, standard deviation, skewness, kurtosis, etc. were determined. The inferential statistics like correlation coefficient along with suitable graphs is used. The significance level is 0.05.

3.0 Results and Discussion

The assessment of the creative writing skills is done in view of the aspects like, content, fluency, accuracy, expression and language and creativity. The overall creativity score is also computed for all the students.

3.1 Creative writing skills of students of CBSE and State Board Schools

Table 1: Creative writing skills of children of schools affiliated to CBSE and State Board

Factors	School	Mean	±SD	Min	Max	MD	't' ratio	P
Content	CBSE	8.1	±1.1	6.0	9.0	3.2	3.546	<0.05
	SB	4.9	±1.2	4.0	7.0			
Fluency	CBSE	8.2	±1.5	6.0	9.5	1.9	2.010	<0.05
	SB	6.3	±1.1	4.0	8.5			
Accuracy	CBSE	7.9	±1.2	5.0	9.0	2.1	2.249	<0.05
	SB	5.8	±0.9	4.0	7.0			
Expression & Language	CBSE	8.7	±1.2	5.0	9.5	2.5	2.689	<0.05
	SB	6.2	±1.1	4.0	8.0			
Creativity	CBSE	8.4	±1.4	5.0	9.0	2.3	2.317	<0.05
	SB	6.1	±0.8	4.0	7.5			

SD: Standard deviation; Min: Minimum; Max: Maximum; MD: Mean difference; P: Probability
Interpretation of creative writing ability: < 5=Poor; 5-6: Average; 7-8: Good; >8=Excellent

Above **Table 1** presents results pertaining to assessment of creative writing skills of children studying in standard V of the schools affiliated to CBSE and State Board.

- *Content*: The study results show that the scores of CBSE and state board students with respect to content of the matter are 8.1±1.1 and 4.9±1.2 respectively. The comparative assessment showed significant (P<0.05) difference in the scores.

- *Fluency*: However, the score with respect to fluency aspect of the writing indicated 8.2 ± 1.5 (for CBSE students) and 6.3 ± 1.1 (State board students). The comparative assessment showed significant ($P < 0.05$) difference in the scores.
- *Accuracy*: The study results show that the scores of CBSE and state board students with respect to accuracy aspect are 7.9 ± 1.2 and 5.8 ± 0.9 respectively. The comparative assessment showed significant ($P < 0.05$) difference in the scores.
- *Expression and Language*: The study results show that the scores of CBSE and state board students with respect to expression and language of the matter are 8.7 ± 1.2 and 6.2 ± 1.1 respectively. The comparative assessment showed significant ($P < 0.05$) difference in the scores.
- *Creativity*: The study results show that the scores of CBSE and state board students with respect to creativity in the write up are 8.4 ± 1.4 and 6.1 ± 0.8 respectively. The comparative assessment showed significant ($P < 0.05$) difference in the scores.

In view of the study results it is concluded that the students belonging to CBSE schools are remarkably more creative than their peers from the State Board Schools.

3.2 Academic performance of students of class V

Table 2: Assessment of academic performance of children studying in Standard V of schools affiliated to CBSE and State Board

Grades during	School	Mean	±SD	Min	Max	't' ratio	P
2012	CBSE	74.5	±9.8	59.4	82.9	2.894	<0.05
	SB	68.2	±8.7	55.3	78.2		
2013	CBSE	75.1	±8.8	62.8	84.9	2.079	<0.05
	SB	69.6	±9.7	57.3	79.1		

Above **Table 2** presents results pertaining to academic performance of the children studying in standard V of the schools affiliated to CBSE and State Board. Based on the data, it is evident that in the academic year of 2012 CBSE students had a mean percentage score of 74.5 ± 9.8 and state board students had a mean score of 68.2 ± 8.7 . In addition to it, in the year 2013, CBSE students had a mean average score of 75.1 ± 8.8 and state board students had a mean score of 69.6 ± 9.7 . Overall, it appears that in general the students are performing moderately on the academic front. In view of the study results it is concluded that the students of CBSE Schools secured better academic performance than those from State Board Schools during the academic years 2012 and 2013.

3.3 Relationship between creative writing skills and academic performance

Table 4: Correlation between various aspects of creativity and Standard V student's grades

Board	Creative writing related factors	Correlation coefficient (r^2)
CBSE	Content	.704**
	Fluency	.615**
	Accuracy	.809**
	Expression and Language	.623**
	Creativity	.697**
	Total - Creativity Score	.833**
State Board	Content	.209
	Fluency	.676**
	Accuracy	.618**

	Expression and Language	.184
	Creativity	.499**
	Total - Creativity Score	.507**

** : Correlation is significant at the 0.01 level
* : Correlation is significant at the 0.05 level

Above **Table 4** presents results regarding the correlations between various aspects of the creative writing related aspects and the student's academic grades.

- *CBSE Students*: The data showed that there is positive relationship between various creative writing related skills and the overall academic grades (of year 2012) of students of class V. Specifically, the accuracy ($r^2=0.809$, $p<0.01$) and total creativity score ($r^2=0.833$, $p<0.01$) of the write up has strong positive relationship with the academic grades.
- *State Board Students*: The data showed that there is positive relationship between different creative writing related skills and the overall academic grades (of year 2012) of students of class V. Specifically, the accuracy ($r^2=0.618$, $p<0.01$) and fluency ($r^2=0.676$, $p<0.01$) of the write up has strong positive relationship with the academic grades.

On the basis of study results it is concluded that there is significant relationship between the creativity and academic performance of the students.

4.0 Conclusions

The study results show that the type of school and the approach towards teaching English language has a profound impact on the creativity inculcation of the students. As evident from the results, the class V students belonging to CBSE schools displayed remarkably better creativity than those studying in the State Board Schools. Moreover, the relationship between creativity and academic performance also observed to be pretty strong indicating that the creativity does play a role in improving academic performance of the students.

5.0 Bibliography

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