SUMMARY

Language is the basic of all education. School education is predominantly language-oriented. Reading, writing and arithmetic are all based on language proficiency. That is why students who are good in language usage are found to be good in school related subjects. Students use language to do certain creative tasks, so they use it as a tool, in its original function. This prepares them for using the language outside the classroom, in real situations. Creative work can lead to genuine communication and co-operation. Creative tasks enrich classroom work, and they make it more varied and more enjoyable by tapping into individual talents, ideas and thoughts - both the learners’ and the teacher’s. By giving learners creative exercises, we get them to practice an important sub-skill of using a language: thinking creatively. Creative thinking is an important skill in real life. It is part of our survival strategies and it is a force behind personal growth and the development of culture and society. Students can look at their own solutions to problems and their own products and see what they are able to achieve.

Creativity:

Creativity is a process of developing original novel and gets appropriate response to a problem. An original response is one that is not usually given. A novel response is one that is a new and has no precedent. However unless an original and novel solution is also appropriate it, cannot be termed as creative. An appropriate response is one that is deemed reasonable in the solution. Building a house of toothpicks is probably an original and novel idea, but it is clearly not appropriate because such a house could be structurally weak.

Scholarly interest in creativity ranges widely: The relationship between creativity and general intelligence: The mental and neurological processes
associated with creative activity, personality type and creative ability; creativity and mental health; creativity in education; and ways of fostering creativity through training and technology. Creativity and creative acts are therefore studied across several disciplines – Psychology, cognitive science, education, philosophy (particularly philosophy of science), technology, theology, sociology, linguistics, business studies and economics. As a result, there is a multitude of definitions and approaches.

**Language Creativity:**

Perhaps one of the most unobvious acts of creativity is the use of language. Beyond early childhood the use of language both recognizing its producing. It is a highly automated ability. The nature of the language is such that the vast majority of the utterances produced or heard are done so for the first time. Most of what we are heard or speak are created rather than recalled from memory. Language is stored as knowledge of speech, sound of word pattern and rules for creating word and stringing them together. Having developed these automated skill and knowledge language use become almost entirely sub-conscious and almost entirely creative. Creativity can also be used to bring learning styles into “The scheme of things”. Styles are preferences or tendencies toward particular ways of learning and doing things. Theories such as that of Gardner (1986), suggests multiple areas of ability, describing domain specific skill and creativity. Association between learning preferences or styles and creativity remain virtually uncharted territory, partly because both areas have lack clear definitions. As mentioned above, the use of language is perhaps the most common creative act that all humans possess and exhibit as a regular part of their daily lives. Our skill at creating language is likely the result of the genetic disposition for such creative behavior. An earlier discussion of
semiotics and representational competence points to skills that allow humans to represent and re-represent meaning using a system of symbols. Creativity in language has conventionally been regarded as the preserve of institutionalized discourses such as canonical literature and the discourse of advertising. In language and creativity, Ronald Carter analyzes naturally occurring spoken language to reveal that ordinary people in everyday speech context demonstrate creative capacities for sensitivity to their contexts. Creativity in language and literature is a provocative and valuable book. Its breadth of topics, variety of approaches and self-consciously. Creative and dialogic nature is especially appropriate and creative ways of approaching the subject of creativity.

Language creativity may be understood to be the creativity exhibited by an individual in the usage of language in its various forms. It consists of characteristics similar to those which are considered in the concept of general creativity. Beyond the early childhood, when a child imitates the language utterances, the use of language is a highly automated ability. The nature of language is such that vast majority of utterances are produced for the first time. The learning of language consists largely of learning the sounds, word patterns, rules for creating words and stringing them together. Having learnt these, the speaker develops highly automated skills and language use becomes largely subconscious and almost entirely creative.

**Home Environment:**

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child’s life. The term “home environment” refers to all the objects, forces and conditions in the home which
influence the child physically, intellectually and emotionally. Different home environments vary in many aspects such as the parents’ level of education, economic status, occupational status, religious background, attitudes, values, interests, parents’ expectation for their children, and family size among others. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual’s behaviour.

**Importance of Family in the Education of Child**

Infant begins his life under the fostering affection and care of his parents and other near and dear ones who are associated with his family. As he grows, he receives the first lesson of life in his family and tries to imbibe the habits, ideals and patterns of behaviour of his family members. In this way, the family continues to influence him throughout his life. To be more clear, it may be said that in addition to other facilities the child get three important helps from the family. They are (1) affection (2) protection and (3) Socialisation. Home is allied the first school of life and the mother is the first teacher. Great people had great mothers. Mother lays the foundation of character and personality of the child. John Locke, Rousseau, Pestalozzi, Deway and Gandhi have all emphasized the role of the home in the education of the child.

Mother, father, siblings and other relatives constitute a family and a family makes a home. Sociologically speaking home is the primary group which shapes the individuality, character and personality of the child. Child receives the first lesson in citizenship from home.

**The Importance of a Stable Home Environment**

When a family has a stable home environment it brings in love, joy, happiness, security, and a real family style that spouses and children both can enjoy. If we keep our surroundings peaceful, happy, and everyone has an even temperament, a family can survive any situation. When there is chaos in a
home environment, everyone tends to lead a life of stress and anxiety. Parents who are strong, and keep an even temperament in their homes, will have healthy and well-rounded children. They will be able to face the anxieties and stresses in their lives and keep their lives on an even keel, as they have been taught as children. A stable home life is important to eliminate the lack of self-esteem, self-confidence, insecurities, fear, depression, mental problems, etc. in our children. Children need to be taught the importance of having a peaceful stable home to live in.

LANGUAGE CREATIVITY & HOME ENVIRONMENT

“Teachers can stimulate interest, but parents must extend and continue the experiences in order to make the most of the experiences (Jalongo & Stamp, 1997,).” This quote highlights the importance of the home as a stimulus and extension of the language creativity. Domino (1979) studied the home environments of 43 highly creative and 43 less creative boys in fourth through sixth grade were studied through 150-question semi-structured interviews with 86 mothers. Interview responses, categorized along 24 dimensions, revealed significant differences related to parental creativity, independence and flexibility, emotional distance, and differential parental patterning. Findings from this study could provide useful information to parents by highlighting practices and attitudes that could have an effect on a child’s language creativity within the home environment.

SCHOOL ENVIRONMENT

One of the major aims of the education is the development of wholesome personality. Family is the socio-biological unit that exerts the greatest influence on the development and perpetuation of the individual’s behaviour. Next to home, school is the most important experience in the process of development of children. In the present era schools have a greater responsibility than even before to help the students to develop appropriate
behaviour patterns. The school is the chief continuing and supplementing institution in which children develop sound mental health. The school is charged with realization, human relationships, economic efficiency and civic responsibility. School experiences are designed to enhance growth and development, stimulate learning and to develop good behavioural patterns. The experience at school and school curriculum contribute to child’s feeling of personal worth, social competence, in winning acceptance from associates, satisfaction for the students to play and to accomplish purposeful tasks and develop interests and activities which would promote social values.

A school's environment is the thread that connects the multitude of activities on a campus. In many respects this thread is almost invisible, yet everyone experiences its influence. A school's physical environment includes the school building and the surrounding environs such as noise, temperature, and lighting as well as physical, biological, or chemical agents. The term school environment describes the environment that affects the behaviour of teachers and students. School environment characterizes the organization of the school building and classroom level. It refers to the feel of the school and can vary from school to school within the same district. It reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place. In this role, school can help to foster the knowledge; skills and disposition that young people need to develop into politically aware and socially responsible individuals. School environment is the sum of the values, cultures, safety practices, attitudes, expectations, atmosphere, motivation and organizational structure within a school building that cause it to function and react in a particular way. Environment encompasses the physical attributes of a school as well as level of order, satisfaction and productivity. It is the result of the dynamic interaction of staff and students as well as the input of parents and
community into a tangible spirit within school building. It includes all those school level variables that relate directly to the school environment, teachers, curriculum, and principals. And also reflect policies created at the school, districts or community level that impact the entire school faculty, parents and students. It is the aggregate of all the external forces, influences and condition which affect the life, nature, behaviour, growth, development and maturation of the students. A favourable environment adds to the development of native abilities of a child. The child’s personality depends on environment. The school environment includes the psycho-social climate of the schools as perceived by the pupils. It measure of quality and quantity of the cognitive, emotional and social support that has been available to the students during their school life in terms of teacher pupil interactions.

School is the basic foundation of knowledge being imparted to a child. Gone are the days when school meant just learning the events given in a history chapter or solving tough mathematical problems or reciting poems and sonnets! Nowadays, school has become the first stepping stone in the life of a child, wherein he/she learns a lot more than just rote learning. Developing hobbies, refining them, learning basic etiquettes, getting skilled at multi tasking, developing social skills are some of the many things that a school equips a child with. For the development of such skills one must have a proper school environment. We can discuss about school environment in context of following definitions

Summarizing, school environment consists of some essential elements like teachers, teaching learning process, activity, timetable, co-curriculal and project works, pupils etc. development of innate powers and capacities is done by providing good school environment. The knowledge of child class and school provide the child with lot more opportunities to determine the future and achieving success in academics and other fields.
LANGUAGE CREATIVITY & SCHOOL ENVIRONMENT

Language learning is a complex process which occurs either incidentally or in a formal setting. In both cases it is affected by the environment in which it occurs. The environment is considered as the complex set of physical, geographic, biological, social, cultural and political conditions that surrounds an individual and determines his/her form and nature of survival. Human beings are always immersed in a school environment which not only changes the very structure of the individual also provides him with a readymade system of signs. Two environments- home and school share an influential space in child’s life. The school is the most important experience in the process of the child development. When the child enters the school area, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different schools and move has a direct impact on the cognitive and effective behaviours of students. The nature of this impact can be understood if we devote our research energies to find out the environmental variables. The school happens to be an important agency of education. The school environment is very important for encouraging creativity. The teacher pupil relationship must be bent towards language creativity. The orientation of success rather than an achievement affects children language creativity. Institutional climate is the factor of immense importance on which development of language creativity of pupils would depend.

Language is a complex phenomena associated with the vocal and auditory communication of emotions, ideas, thoughts and feelings of human beings. Using the language an individual speaks, expresses his emotions, thoughts, desires, feelings etc. in a social atmosphere. The purpose of language is to improve the speakers' four skills of listening, speaking, reading and
writing, with the base of large vocabulary and good grammar, but this is not the final purpose. The final purpose is to let speakers be able to use the language. So when speakers want to use a language well, do not forget to know all the abilities of the four skills.

**RATIONALE OF THE STUDY**

Today, there is considerable debate about the basic skills and abilities that children and youth should possess as a result of their schooling. On one hand, many people believe falling test scores indicate schools should emphasize the basics, with students spending more time studying reading, writing and arithmetic. Others, however, think this approach lacks vision, since additional skills will be needed in the 21st century and creative thinking is one of the important skill that is to be identified and nurtured at the school level. Creativity is a quintessential attribute of human beings. Creative abilities have allowed the humans to progress from brutes of early ages to high sophistication of culture of the modern day. Today's and tomorrow's complex problems require creative solutions. It is important that these creative abilities be nurtured and cultivated to match the challenges of modern life. It is now largely understood that language is a not just a medium of communication; it is a primary tool of cognitive, emotional, social development. Hence it is but inevitable that creativity has a strong base in language. Therefore language creativity becomes an important topic for research.

A school student's language is greatly affected with the environmental factors at home and school. Research has indicated that home environment affects the creative abilities of an individual. Literature review suggests that home environment is an important area of study in educational psychology. During the past several decades home environment has been identified as being a contributing factor in child’s educational development. The home
environment and family process provide a network of social, physical, and intellectual forces, which affect the students’ learning. Many of the values, attitudes, and interests that are part of an individuals’ adult behavior had their beginnings and indeed were often fully crystallized through the early influences of home and family. Family experiences have far reaching implications for students’ lives outside the family- in relationship with peers, teachers, and other adults, in school performance; and in eventual occupational choice and degree of success. The emotional atmosphere of the family, the way in which parents train their children and the opportunities and demands family life presents for normal development are present from early life, continue their influence in adolescence and shape the future course of adolescents’ lives. Daly (1994) found in his study that eighth graders' level of comfort about asking questions in class was positively related to family income, socio-economic status, English language proficiency, family intellectual environment, educational aspirations, academic performance, self-esteem, and locus of control was significantly associated with gender, ethnicity, geographic region, home language background, and perceptions of teachers' responsiveness to students. Similarly, Casambre et al. (1976) in their study found out that there was significant correlation between socio-economic status and speaking ability and between home environment and speaking ability. Goyal (1975) however reported contradictory results indicating that school climate, whether more responsive or less, hardly makes any difference in the personality development of its pupils. A growing body of research indicates that positive school climate is a critical dimension linked to effective risk prevention and health promotion efforts as well as teaching and learning. Recent research reviews have shown that effective risk prevention and health promotion efforts are correlated with safe, caring, participatory and responsive school climate (Berkowitz & Bier, 2005; Catalano, et. al. 2002; Greenberg, et. al. 2003). But no study could be
located by the investigator which explored the subject of language creativity and factors influencing it. Needless to say language creativity has been largely neglected in the area of educational research.

Creative ability, the act of creation and creativity all have been used to refer to a particular kind of behaviour that educators and psychologists have been greatly interested in since the inception of something we might call teaching. How is it that some individuals are able to see new relationships between familiar things and others do not? How it is that one person develops new products or new uses for old products in highly inventive ways while others do not? How can we cause our students to be more likely to “think creatively.” These are the kinds of questions that research in creativity has tried to answer. Hence, this study is an attempt in this direction.

Our age has been variously called the age of Science, the Atomic Age, the space Age and the Age of crisis. Unfortunately, the problem of Hindi is always clouded with political issues and therefore, the pedagogical aspect and needs of the nation are often neglected. Therefore, a strong foundation in language will have to be laid at the high school stage. But in the circumstances, the objective of teaching Hindi could not be the attainment of literary Hindi, but to enable the students to have working knowledge of Hindi. Therefore, the main objective of teaching Hindi in secondary schools is to enable the pupils to understand simple spoken and written Hindi and to carry on conversation, reading and understanding so as to develop self-access to comprehension of Hindi necessary at school level.

There are various methods of ways in which language symbols have become the means of bringing together the human beings. But technology has not replaced writing; it is an indispensable factor in modern life, interwoven with work, recreation and other activities of all people. Its great value lies in
two facts; printed materials provide the most illuminating and varied records of human experience that are now available, and they can be examined and restudied time and again at the learner’s convenience. Writing is the major avenue of communication. It is the means by which every age is linked to each other. At all levels writing instruction should serve to develop comprehension. It depends on the background, his vocabulary development and his ability to interpret the author’s words into concepts. True writing is writing with understanding. The investigator has observed innumerable mistakes in Hindi words & sentence structures in the answer scripts of the students. These mistakes of the students in words & sentence structures in written evince that they are to learn words & sentence structures in a systematic manner. How splendid their answers will be if their sentences in Hindi are without mistakes: How could they achieve it? These were the questions that were haunting the investigation for a quite long time. The present study is delimited to the characteristics of the person doing the reading & writing. Thus apart from school and home environment are important features which have bearing on reading and writing skill.

The investigator has a background of language and literature study and hence felt it was appropriate to conduct a research to study the relationship of language creativity with linguistics skills, home & school environment. This study would help develop sound scientific knowledge of the chosen area and also serve as a basis for further explorations into the area in the future.

STATEMENT OF THE PROBLEM

“A Study of Language Creativity among Secondary School Students in Relation to Their Linguistic Skills, School Environment and Home Environment.”
OPERATIONAL DEFINITIONS OF THE TERMS USED

**Language Creativity:** For the purpose of this research, the operational definition given by Malhotra (1989) has been taken: "It may be defined as multidimensional attribute that is differently distributed among the people and includes mainly the factors of fluency, flexibility, originality and elaboration".

**Linguistic Skill:** Linguistics is the scientific study of human language. It can be broken into three categories: language form, language meaning, and language in context. It focused on structure and analysis the rules of language. It includes grammar, syntax and morphology.

**School Environment:** School environment refers to that part of one's school surrounding with which he \ she interacts on a regular basis. When the child enters the school area, he or she is presented with new opportunities in term of socialization and cognitive developments, the school happen to be an important agency of education.

**Home Environment:** Here, home environment includes eight dimensions- Achievement, Aggression, Change, Play, Parent Absence, Affiliation, Sociability, and Academic-Intellectual.

OBJECTIVES OF THE STUDY

Objectives of the present study are following:

1. To present an overview of language creativity among secondary school students.
2. To compare the language creativity of male and female students of secondary classes.
3. To compare the language creativity of secondary students studying in public and government schools.
4. To find out the relationship between language creativity of secondary school students and their linguistic skills.
5. To find out the relationship between language creativity of secondary school students and their home environment.
6. To find out the relationship between language creativity of secondary school students and their school environment.

HYPOTHESES OF THE STUDY

The following hypotheses are formulated to achieve the objectives of the study:
1. There is no significant difference between the language creativity of male and female secondary school students.
2. There is no significant difference between the language creativity of secondary students studying in public and government Schools.
3. There is no significant relationship between language creativity and linguistic skills of secondary school students.
4. There is no significant relationship between language creativity and home environment of secondary school students.
5. There is no significant relationship between language creativity and school environment of secondary school students.

DELIMITATIONS OF THE STUDY:

1. The present study was delimited to the Public and Govt. Secondary Schools of Haryana only.
2. The study was delimited to 8 districts of Haryana.
3. The study was delimited to one language i.e. Hindi.
4. The study was delimited to the written aspect of language creativity and linguistic skills (reading & writing).
METHOD OF THE STUDY:

The method of research concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationship (or) trends. Every study is distinguished on the basis of its different purposes and approaches. Therefore, so many methods have been developed. As the present study aims to study the language creativity in relation to Linguistic skills, school environment and home environment of secondary school students, the descriptive survey method is used for this purpose. This is correlation as well as comparative study. This study was divided two stages. The first stage of the study is correlated between language creativity, linguistics skill, school environment and home environment of secondary school students. The second stage of the study is compared in regard of gender and types of school i.e. govt. school and public school. The graphical representation is below:

![Figure 3.1 Relationship Phase of the study](image-url)
VARIABLES OF THE STUDY:

Variables of a study are of two types:

A. **Dependent Variables**

In the present investigation, the dependent (criterion) variable of the study refers to Language creativity.

B. **Independent Variables**

The independent (predictive) variables of the study in hand refer to various conditions, characteristics and factors related to-

1. Linguistic Skills
2. School Environment
3. Home Environment

The present investigation attempts to study the role of independent variables in determining language creativity. It also intends to see the relationship between independent variables and the dependent one.
POPULATION:
Secondary students studying in various schools of Haryana State constituted the target population for the present study.

SAMPLE
Measuring the entire population is impracticable though not entirely impossible. So one has to draw a sample from the population concerned. 1200 secondary students selected by the method of multistage sampling form the target population constituted the sample for the present investigation.

SAMPLE OF THE STUDY
A sample refers to the sub-group of a larger population under study from which inferences are drawn about the larger population. The study aims to check the incidence of Language creativity among secondary school students in relation to linguistics skills, school environment and home environment. It, therefore, requires the data to be collected from the concerned categories of all subjects who form the population of the study. In the present study, 1200 secondary school students of Zone wise in the State of Haryana form the sample.

The sampling Technique used
The sample for the present study was drawn by the process of multistage sampling. Out of twenty one districts of Haryana, eight districts was selected from four regions / Zones i.e. North Zone- Panchkula, Ambala, South Zone – Gurgaon, Faridabad, East Zone – Karnal, Panipat, West Zone – Sirsa, Hisar. From each of the above mentioned Districts, 3 Public Schools and 3 Govt. Schools was selected by random sampling. Then from each school, 25 students were taken as a sample on random basis.
3.7 **RESEARCH DESIGN**
The diagrammatic representation of the Design is:-

![Diagram of research design with symbols and locations.]

**Symbols**
- **N**: North
  - P1: Punchkula
  - P2: Gurgaon
  - P3: Panipat
- **S**: South
  - P1: D1
  - P2: D3
  - P3: D5
- **E**: East
  - P1: D2
  - P2: D4
  - P3: D6
- **W**: West
  - P1: D7
  - P2: D8

**Public School**
- P1
- P2
- P3
- G1
- G2
- G3

**Government School**
- G1
- G2
- G3

**Locations**
- **N**: North
  - Haryana
- **S**: South
  - Punchkula
  - Gurgaon
  - Panipat
- **E**: East
  - Ambala
  - Faridabad
  - Karnal
- **W**: West
  - Hisar
  - Sirsa
TOOLS USED

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Tools</th>
<th>Prepared by</th>
</tr>
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<td>1</td>
<td>Language Creativity</td>
<td>Language Creativity Test (LCT)</td>
<td>Dr. S.P Malhotra and Sucheta Kumari</td>
</tr>
<tr>
<td>2</td>
<td>Linguistic Skill (Reading and Writing)</td>
<td>Linguistic Skill Questionnaire</td>
<td>Developed by Investigator</td>
</tr>
<tr>
<td>3</td>
<td>School Environment</td>
<td>School Environment Inventory (SEI)</td>
<td>Dr. Karuna Shankar Mishra</td>
</tr>
<tr>
<td>4</td>
<td>Home Environment</td>
<td>Home Environment Inventory (HEI)</td>
<td>Dr. Karuna Shankar Mishra</td>
</tr>
</tbody>
</table>

PROCEDURE OF DATA COLLECTION

Data collection is essentially an important part of the research process so that the inferences, hypotheses or generalizations tentatively held may be identified as valid, verified as correct or rejected as untenable. Collection of factual information of data requires adoption of a systematic procedure, because as per Whitney (1964) “Data are the things we think with. They are the raw material of reflection until by comparison, combination and evaluation they are stepped up to higher levels of generalization, where again they serve as basic material for further and higher thinking”. It also requires collection of relevant data which is adequate in quality and quantity and as reliable and valid as possible.

Visit to various Institutions

The researcher went round to different schools of eight districts viz. Panchkula, Ambala, Gurgaon, Faridabad, Karnal, Panipat, Sirsa, Hisar. The investigator contacted to the head of the schools in order to explain the purpose and importance of the study. After meeting personally with the Principals/heads of the schools, the researcher told them that for the study the sample should contain male and female students. The investigator requested
them to make all required arrangements for collecting data. The head of the schools were kind and cooperative enough to provide suitable information

**Meeting with the Principals**

In the meeting with the head of the institutions, the researcher explained them the purpose and importance of the study for the field of education. The researcher also mentioned them the information regarding to the tools used in the study. The information about the test items, precautions, time taken etc. was explained. Most of the teachers were kind and supportive. All the queries regarding the tools were sort out in the meeting. Then the set of all tools were distributed among students and requested them to fill the tools with in the appropriate time. Investigator visited each school for two days to collect data. After the administration of tools, the next step was scoring the answer sheets. Scoring of the answer sheets was done strictly according to the instructions given in the concerned manual.

**Statistical Techniques Used:**

Keeping in view the objectives and hypotheses of the study, the statistical techniques such as percentage, Mean, Standard Deviation, ‘t’ test and Pearson Product Moment Correlation were used to analyze the data. The statistical techniques were employed by using SPSS 20.0.

**MAJOR FINDINGS OF THE STUDY**

The statistical data of the study reveals some of the following main findings in respect of language creativity and their relationship with linguistic skills, school environment and home environment of secondary school students. They are presented here at systematic manner in conjunction with the set of objectives stipulated for the study in hand.

**Language Creativity of Secondary Students**

It was found that highest percentage of the Language creativity scores of the students of Secondary Schools is range from 101-150. The lowest percentage of the language creativity scores of the students of Secondary
School is ranges from 301-305. The mean of the language creativity scores of the students of Secondary School is 146.45 and variation of the same scores is 64.72. The percentage of moderately creative students in language is highest.

**Language Creativity by Gender**

It was found that male and female students of secondary schools do not differ significantly on language creativity. Language Creativity means scores of male and female students of Secondary Schools do not differ significantly. It may therefore be concluded that language creativity of an individual is not affected by the gender.

**Language Creativity by Types of Institutions (Public & Govt.)**

It was found that the mean scores of language Creativity scores of Public and Govt. Secondary Schools do not differ significantly. It may therefore be concluded that language creativity of an individual is not affected by the type of institution.

**INTRA-RELATIONSHIP**

**Intra-Relationship between language creativity of secondary school students and their linguistic skills**

It was found that there is a significant relationship between Language creativity and their linguistic skills. Language Creativity and Linguistic skills of secondary school students are positively correlated with each other, that is, the higher the Linguistic skills, the higher would be the Language creativity and vice-versa.

**Intra-Relationship between language creativity of secondary school students and their home environment.**

It is found that Language creativity of students is correlated with their home environment. This correlation shows that the better home environment enhances the Language creativity of the students. The findings indicates that there exists significant relationship between Language creativity and control, Protectiveness punishment, social isolation, reward, deprivation of Privileges,
nurturance, rejection, permissiveness components of home environment of students of secondary school. It means that these dimensions of home environment are related with the Language Creativity. Also, found that coefficient of correlation of Language creativity with conformity component of home environment is not significant. It shows that there exists no significant relationship of Language creativity with conformity component of home environment among secondary school students. It is also evident from the findings that the Language Creativity and Control, Protectiveness, Punishment, Social Isolation, deprivation of privileges, Rejection components of home environment are negatively correlated that means the increase in these components will bring decrease in the Language creativity scores and vice versa. Language Creativity and reward, nurturance, permissiveness components of home environment are positively correlated that means the increase in these components will bring increase in the Language creativity scores and vice versa.

**Intra-Relationship between Language creativity and school Environment**

It was found that there is a significant relationship between Language Creativity and school Environment. Language creativity and school environment of secondary school students are positively correlated with each other. So it can be interpreted that language creativity of students is positively correlated with their school environment. This positive correlation shows that the better school environment enhances the language creativity of the students. There exists significant relationship between Language creativity and creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection, and control components of school environment of students of secondary school. It means that these dimensions of school environment are related with the Language Creativity. It is also evident from the table that the Language Creativity and Control, Rejection components of school environment are negatively correlated that means the increase in these components will bring
decrease in the Language creativity scores and vice versa. Language Creativity with creative stimulation, cognitive encouragement, permissiveness and acceptance components of school environment are positively correlated that means the increase in these components will bring increase in the Language creativity scores and vice versa.

**CONCLUSION**

The study in hand examined the strength of language creativity among secondary school students in relation to linguistic skills, school environment and home environment. The language creativity is found to be normally distributed among students in the study. It shows that Language creativity is universally widespread and each and every child has some degree of language creativity. It is the responsibility of the teachers and parents to develop and stimulate creation potential as early as possible in childhood, when children can still express them freely. The teachers should design activities that will allow the child to come up with new and original contributions that will stimulate its creative and divergent thought for the essence of creative teaching lies in allowing each pupil to contribute some thing personal, valuable and innovative to the learning process. The teacher should establish an appropriate atmosphere in the classroom that will give each pupil the opportunity to find and to manifest its own interests and needs, using these as the starting point for their creative potential, setting new objectives and goals to be achieved. So, it is important to faster and develops creativity in children, to motivate them so that they can respond favorably when faced with new situations and innovative ideas, while at the same time encouraging them to behave in a spontaneous, imaginative and original way.

Teachers in class rooms should be like gardeners who need to cultivate student’s potential so that they will grow into creative adults. As we know that the importance of creativity is universally recognized but its cultivation in our classroom is paradoxically neglected. The teachers and parents should be
flexible and should encourage divergent thinking in children. When teachers are giving feedback regarding the performance of the child, take descriptive posture rather than evaluative posture. Teachers and Parents should never ridicule the child’s error instead they should spot some good points in the child’s answer and extend recognition towards it.

Now days it is vital for human beings to have a series of skills and resources at their disposal that will allow them to move forward in a changing continuously demanding world which subjects them to a vast quantity of new situations that are different from each other. Therefore if the main aim of education is encourage and develop all the capacities of the individual it makes no sense to leave out the stimulation and development of creative capacities in the child, for these capacities allow it to observe, manipulate, experiment and resolve questions it will encounter over the course of the teaching and learning process. The current educational system should bravely and successfully take up the challenge of framing learning within a set of significant contacts that parents pupils to use all their abilities in a creative way and thus to make a creative impact on the environment in which they are immersed. Individual counselling, making use of appropriate intervention techniques, should be used in order to strengthen of language creativity. There should be close coordination between parents, teachers and the principal. Parent-Teacher meetings should be held off and on in order to find out the strategy to improve the language creativity of students. In absence of a Guidance and Counselling worker, the teacher should act as "go between” for the family and the school so as to bring about desired changes in the behaviour of students.

This study concluded that Language creativity is influenced by the environment of the school and home. So, Talent and creativity in children will flower only when the family and school environment is stimulating and supportive. Psychologists and educationists all over the world are now more
optimistic. It is known that good parental care, good nutrition, early stimulus and a stimulating environment are most likely to increase the potential for creativity and help talent hunting and harnessing it among children to the maximum. Analysis of this study is expected to give information about language Creativity of students which can affect their academic achievement. It is hoped that the findings can help the students, teachers, school administrators, parents and the Government and can act as a guide in the programmes organized within or outside school in order to instill good environment and high creativity in language.

EDUCATIONAL IMPLICATIONS OF THE STUDY

This study aimed at studying language creativity in relation to their linguistic skills, school environment and home environment of secondary students in Haryana. The findings revealed in this study will have significant implications in the field of Education. It will help the language teacher to plan his/her teaching strategies in such a way that enhance the creativity in language as well their linguistic skills. The findings of the study point out many significant implications on these finding, the following recommendations are suggested by the researcher for the development of language creativity among students.

- Teachers should provide opportunities to the students for expressing their thoughts freely.
- A better environment should be provided to the students so that the fluency in thought can be enhanced.
- Novel ideas should be added in the teaching methodology by the language teachers so that creativity among students can be improved.
- Assignments to the students should be given in creative manner such as reading books, newspaper and playing word games so that students can improve their vocabulary.
Hindi should not be neglected by the teachers and parents.

- Literary competition in Hindi should be organised in the school so that interest of the students can be aroused in Hindi language.
- Create curiosity and inventiveness in the minds of the student. This would make them to react creatively.
- Teachers and parents may enable children to learn on their thinking and discovery.
- Curriculum should be framed with plenty of opportunities for creative behaviour.
- Constant evaluation should be pursued to assess students’ performance and the results should be used to improve their creative thinking.
- It is the responsibility of the school administration to provide congenial atmosphere for the students so that they never hesitate in expressing their ideas.
- Teachers and parents should be recognised the writing skill of the learners and provide proper guidance to increase their capabilities.
- Teacher also must check the element of rejection in their nature if they actually wish to seek creativity among their students. Creativity generally comes with a good amount of freedom given to the students.
- School should plan their curriculum by keeping the importance of language creativity in student’s life.
- Educational institutes should lay adequate stress on originality in all spheres of education.

It is sincerely believed that the implications of this study will help to improve the environment of school to assist their students in showing better act in their language creativity.

**SUGGESTIONS FOR FURTHER RESEARCH**

At present there are many problems in the field of Education. There is a need to understand and solve these problems. It is very difficult for a researcher
to reach every corner in the field of education. Since for further innovation in research have no barriers. The present study reopens many issues for carrying further research. To overcome the limitations of the study, the researcher proposes the following suggestions:

- The present study has been conducted on a small sample of students. The same study can be done by taking large sample to find out a better generalization.
- The present study was conducted at Ambala, Karnal, Hisar, Sirsa, Panipat, Gurgaon, Faridabad & Panchkula. Further study can be undertaken on other Schools of the district.
- The sample of the present study was taken from secondary schools of Haryana only. The same study can be undertaken on a large population drawn from other states and national capital territory of Delhi and on a longitudinal basis, so that more generalized findings can be obtained.
- Similar study can be conducted by comparing creativity of students from different group’s i.e. normal, gifted and creative students.
- The present study has been conducted by using the statistical techniques like ‘t’ test and correlation. Similar study can be conducted by using ANOVA etc.
- A comparative study can be done on the language creativity of male and female of Secondary students.
- A comparative study can be done on the language creativity of male and female of college students.
- A comparative study can be done on the language creativity of male and female of rural and urban students.
- The same Study can be done to see the effect of different stream of study on Language Creativity like, English, Science and Arts.
- Language creativity in association with other variables like intelligence, personality and achievement can be studied.
Various strategies of teaching can be compared on the bases of their effect on fostering the creativity.

On the basis of the present study, it can be suggested that an attempt can be made to explore the role played by the school and home in other areas of education.

More in depth studies can be conducted to understand the role of teachers or parents in the improving the language creativity among students at any level.

The Present study was conducted on Public and Government schools in Haryana. Further study can be conducted at different types of schools i.e. Kendiyra Vidyalaya, Novodaya Vidyalaya etc.

Sum up

This Chapter is the final phase of research study, which includes main findings, conclusions, educational implications of the finding and suggestions for further research. The investigator has assessed great value for present investigations in terms of educational implication of the findings of the present study. This chapter included all outcomes of the research which may have great value for educational researcher, administrators and planners and every persons who want to contribute something goods for development of secondary students.