

ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN RELATION TO LANGUAGE CREATIVITY

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ABSTRACT

Language creativity is an important aspect of communication and intellectual development. The present study investigated the relationship between academic performance and language creativity among secondary school students. The study employed descriptive survey method on a sample of 200 secondary school students selected from CBSE and ICSE schools of Jalandhar and Phagwara districts of Punjab through stratified random sampling. Language Creativity Scale was used to assess students' creativity, whereas academic performance was measured through previous examination scores. Statistical techniques such as mean, standard deviation, t-test, and correlation were used for data analysis. The findings revealed that female students possessed significantly higher language creativity than male students. ICSE students demonstrated better language creativity than CBSE students. A positive relationship was found between academic performance and language creativity. The study highlights the need for integrating creativity-oriented activities in language classrooms to improve students' academic achievement and communication skills.

Keywords: Language Creativity, Academic Performance, Secondary School Students, Creativity, Language Learning, Educational Achievement

INTRODUCTION

Language is one of the most important means of communication and intellectual expression. It enables individuals to communicate ideas, express emotions, construct knowledge, and interact effectively with others. In the educational context, language learning is not limited to the acquisition of vocabulary, grammar, reading, and writing skills; it also involves the ability to use language in original, flexible, meaningful, and imaginative ways. This ability is closely associated with language creativity. Language creativity reflects the learner's capacity to generate original ideas, produce varied responses, use language flexibly, and elaborate ideas effectively. It is therefore an important component of learners' intellectual, communicative, and educational development.

Academic performance refers to the level of achievement attained by students in their educational activities and is generally reflected through examination scores, grades, or other measures of scholastic achievement. Contemporary education increasingly emphasizes higher order thinking, originality, problem solving, communication, and the application of knowledge rather than mere memorization. Consequently, creativity has assumed an important place in educational research and classroom practice. Students who are provided opportunities to think independently and express their ideas creatively may develop greater confidence, engagement, and competence in learning.

The relationship between creativity and academic achievement has been examined by several researchers. Trivedi and Bhargava (2010) investigated the relationship between creativity and educational achievement among adolescents and reported a significant relationship between the two variables. Their findings indicated that creativity was associated with students' educational achievement and highlighted the importance of creative abilities during adolescence. Similarly, Pishghadam et al. (2011) examined learner creativity in relation to foreign language achievement and emphasized the role of creativity in successful language learning. Their findings contributed to the growing evidence that creative ability can be relevant to learners' performance in a foreign language context.

Zaid (2011) examined language acquisition, linguistic creativity, and achievement and highlighted the importance of linguistic creativity in language learning. The study emphasized that language learning provides opportunities for learners to use language creatively and develop their ability to produce original linguistic expressions. Such findings are important because effective language learning requires students not only to reproduce previously learned language but also to generate and communicate ideas in new contexts.

Research has also examined the contribution of reading and creative engagement to language achievement. Meera and Remya (2010) studied the effect of extensive reading and creativity on achievement in English language. Their findings indicated a significant relationship among extensive reading, creativity, and achievement in English. The study suggests that exposure to language through reading, together with opportunities for creative engagement, may contribute positively to students' language development and academic performance.

More recent research has provided further evidence of the connection between creativity and language achievement. Wang et al. (2022) examined creativity and self-efficacy in relation to English as a Foreign Language learners' academic achievement. The study demonstrated the importance of creativity and self-efficacy in understanding students' academic outcomes and suggested that creative learners may employ more innovative and effective approaches to learning. These findings strengthen the view that creativity is not merely an additional educational attribute but may contribute meaningfully to students' academic success. Of particular relevance to the present investigation is the study conducted by Tyagi et al. (2022) on English language creativity and academic achievement among senior secondary students in India. The researchers examined gender and locality differences in English language creativity and investigated its relationship with academic achievement and English language achievement. Their findings indicated that female students performed better than male students on certain dimensions of English language creativity and that English language creativity was positively related to academic achievement. This Indian study provides important support for examining language creativity in relation to academic performance among school students.

Pont-Niclòs et al. (2024) examined linguistic creativity among students in compulsory secondary education and emphasized the importance of assessing linguistic creativity as a distinct aspect of students' educational development. Their study used measures related to divergent thinking and metaphorical capacity, demonstrating that linguistic creativity can be examined systematically among secondary school learners. Zhang (2024) investigated the effects of self-regulation strategies on English as a Foreign Language learners' motivation, willingness to communicate, self-efficacy, and creativity. The findings indicated the importance of learner oriented strategies in supporting creativity and other positive outcomes in language learning. Similarly, Abu Al-majd and Belton (2024) examined technology assisted vocabulary learning and reported differences in creativity and academic achievement between technology assisted and conventional learning groups. These studies demonstrate

that contemporary language learning environments can provide opportunities for developing both creative abilities and academic outcomes.

Li and Wu (2025), through a bibliometric review of creativity research in second language education, reported a substantial growth of research in this field, particularly since 2020. Their analysis identified language performance, individual differences, and teaching for creativity among the major areas of research. This indicates that creativity has become an increasingly important area of investigation in language education. Chaichana (2025) investigated the development of linguistic creativity through a constructivist approach among Grade 11 students. The study reported improvement in students' linguistic creativity following the implementation of the instructional approach, along with improvement in academic achievement. The findings suggest that classroom environments that encourage active participation, exploration, discussion, and creative expression can contribute to the development of linguistic creativity as well as students' academic outcomes.

Taken together, the reviewed literature indicates a meaningful association between creativity, language learning, and academic achievement. Earlier studies established the relationship between general creativity and educational achievement, while subsequent research increasingly focused on linguistic and language specific creativity. Recent studies have further demonstrated that creative approaches to language teaching, including task supported instruction, creative writing, self regulated learning, technology assisted learning, and constructivist approaches, can support the development of creativity and language achievement. The literature also indicates that gender differences may exist in language creativity, with some studies reporting higher levels of creativity among female learners. The findings of Tyagi et al. (2022) are particularly relevant in this regard. However, the extent and nature of such differences may vary according to age, educational context, school environment, language learning opportunities, and the instruments used to measure creativity.

Although considerable research has been conducted on creativity and academic achievement, there is still a need for further investigation of language creativity among secondary-school students in different educational contexts. In particular, differences between school boards may be associated with differences in curriculum, teaching practices, learning environments, and opportunities for creative expression. Therefore, the present study attempts to investigate the relationship between academic performance and language creativity among secondary school students and to examine differences in language creativity with respect to gender and school board.

OBJECTIVES OF THE STUDY

1. To compare the academic performance and language creativity of secondary school students with respect to their gender and type of school.
2. To examine the relationship between academic performance and language creativity among secondary school students.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in academic performance between male and female secondary school students.
2. There exists no significant difference in academic performance between CBSE and ICSE students.
3. There exists no significant difference in language creativity between male and female students.

4. There exists no significant difference in language creativity between CBSE and ICSE students.
5. There exists no significant relationship between academic performance and language creativity among secondary school students.

RESEARCH METHOD AND DESIGN

The present study employed the descriptive survey method of research. The descriptive survey method was considered appropriate because the study aimed to examine the existing level of language creativity among secondary school students and to investigate its relationship with their academic performance. The study also examined differences in language creativity with respect to selected demographic and educational variables, particularly gender and school board.

SAMPLING

The study was conducted in selected secondary schools affiliated with the Central Board of Secondary Education (CBSE) and the Council for the Indian School Certificate Examinations (ICSE) in Punjab. A sample of 200 secondary school students was selected for the study. The sample consisted of 100 students from CBSE affiliated schools and 100 students from ICSE affiliated schools. The sample was drawn from selected schools located in Jalandhar and Kapurthala districts of Punjab. The students included in the sample constituted the respondents from whom information regarding language creativity and academic performance was obtained. The study employed the stratified random sampling technique for the selection of the sample. The population was divided into relevant strata on the basis of school board, namely CBSE and ICSE. Students were then selected from the identified strata using a random procedure.

PROCEDURE

After identifying the schools and selecting the participants according to the prescribed sampling procedure, the Language Creativity Scale developed by Passi was administered to the selected students. The researcher provided the students with the necessary instructions for completing the scale and ensured that the responses were obtained under appropriate conditions. Academic performance was assessed on the basis of the previous year's academic examination scores of the students using existing academic records in the school. The data obtained through the language creativity scale and academic records were subsequently organized and tabulated for statistical analysis.

ANALYSIS & INTERPRETATION OF DATA

HYPOTHESIS-I

There exists no significant difference in language creativity between male and female secondary school students.

To test this hypothesis, the language creativity scores of male and female students were tabulated separately. Mean and standard deviation were calculated for both groups. Thereafter, the t-test was applied to determine the significance of difference between the mean scores.

Table 1: Difference in Language Creativity of Male and Female Secondary School Students

Variable	Group	N	Mean	SD	t-value	Result
	Males	92	59.15	19.04	2.24793	Significant at 0.05

Variable	Group	N	Mean	SD	t-value	Result
Language Creativity	Females	108	65.67	21.99		

INTERPRETATION

The obtained t-value of 2.24793 was found to be greater than the table value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis stating that there exists no significant difference in language creativity between male and female secondary school students was rejected. The mean score of female students (65.67) is higher than that of male students (59.15), indicating that female students demonstrated better language creativity than male students. This suggests that female students may possess greater verbal fluency, originality, and expressive ability in language usage. The findings further indicate that gender plays a significant role in influencing language creativity among secondary school students.

HYPOTHESIS-II

There exists no significant difference in academic performance between male and female secondary school students.

To test this hypothesis, the academic performance scores of male and female students were analyzed separately. Mean and standard deviation were computed and the t-test was employed to determine the significance of difference between the two groups.

Table 2: Difference in Academic Performance of Male and Female Secondary School Students

Variable	Group	N	Mean	SD	t-value	Result
Academic Performance	Males	92	7.64	1.72	0.80599	Insignificant at 0.05
	Females	108	7.94	3.45		

Interpretation

The obtained t-value of 0.80599 was less than the table value of 1.97 at 0.05 level of significance. Hence, the null hypothesis was accepted. This indicates that there exists no significant difference in academic performance between male and female secondary school students. Although the mean score of female students was slightly higher than that of male students, the difference was not statistically significant. Therefore, it may be concluded that both male and female students performed equally well in academic achievement.

HYPOTHESIS-III

There exists no significant difference in language creativity between CBSE and ICSE secondary school students.

To test this hypothesis, the language creativity scores of CBSE and ICSE students were tabulated separately. Mean and standard deviation were calculated and the t-test was applied to examine the significance of difference between the two groups.

Table 3: Difference in Language Creativity of CBSE and ICSE Secondary School Students

Variable	Group	N	Mean	SD	t-value	Result
Language Creativity	ICSE	100	67.18	21.97	3.11492	Significant at 0.05
	CBSE	100	58.17	18.80		

Variable	Group	N	Mean	SD	t-value	Result

INTERPRETATION

The obtained t-value of 3.11492 was greater than the table value of 1.97 at 0.05 level of significance. Therefore, the null hypothesis was rejected. The mean score of ICSE students (67.18) was significantly higher than that of CBSE students (58.17). This indicates that ICSE students exhibited higher levels of language creativity compared to CBSE students. The difference may be due to variation in curriculum structure, teaching methodology, exposure to language activities, and emphasis on creative expression in the ICSE curriculum.

HYPOTHESIS-IV

There exists no significant difference in academic performance between ICSE and CBSE secondary school students.

To test this hypothesis, the academic performance scores of ICSE and CBSE students were analyzed separately. Mean and standard deviation were calculated and the t-test was applied.

Table 4: Difference in Academic Performance of ICSE and CBSE Secondary School Students

Variable	Group	N	Mean	SD	t-value	Result
Academic Performance	CBSE	100	8.58	1.33	8.73117	Significant at 0.05
	ICSE	100	6.66	1.83		

INTERPRETATION

The obtained t-value of 8.73117 was greater than the table value of 1.97 at 0.05 level of significance. Hence, the null hypothesis was rejected. The mean score of CBSE students (8.58) was higher than that of ICSE students (6.66), indicating that CBSE students performed significantly better academically than ICSE students. The findings suggest that the academic evaluation pattern and examination orientation of CBSE schools may contribute to better academic achievement.

HYPOTHESIS-V

There exists no significant relationship between academic performance and language creativity among secondary school students.

To examine the relationship between academic performance and language creativity, Pearson's Product Moment Coefficient of Correlation was computed.

Table 5: Relationship between Academic Performance and Language Creativity

Variable	N	df	Coefficient of Correlation (r)	Remarks
Language Creativity & Academic Performance	200	198	0.63	Moderate Positive Correlation

INTERPRETATION

The obtained coefficient of correlation ($r = 0.63$) indicates a moderate positive correlation between academic performance and language creativity among secondary school students. Therefore, the null hypothesis stating that there exists no significant relationship between

academic performance and language creativity was rejected. The findings imply that students with higher language creativity tend to perform better academically. Creativity in language enhances students' ability to express ideas effectively, comprehend concepts clearly, and engage meaningfully in academic tasks.

DISCUSSION & CONCLUSION

The findings of the present study are broadly consistent with the growing body of research highlighting the association between creativity, language learning, and academic achievement. The positive relationship found between language creativity and academic performance ($r = 0.63$) is in agreement with Wang et al. (2022), who emphasized the contribution of creativity and self-efficacy to academic achievement among English as a Foreign Language learners. Similarly, Tyagi et al. (2022) reported a positive relationship between English language creativity and academic achievement among senior secondary students in India. These findings lend support to the view that creative use of language may be an important dimension of students' broader academic development.

The significant gender difference in language creativity observed in the present study, with female students obtaining higher mean scores than male students, is also consistent with the findings of Tyagi et al. (2022), who reported gender differences in aspects of English language creativity. However, such differences should be interpreted cautiously, as language creativity may be influenced by a combination of educational, social, linguistic, and individual factors rather than gender alone.

The finding that ICSE students demonstrated significantly higher language creativity than CBSE students provides an important basis for further investigation of the role of educational context in the development of creativity. Although the present study did not directly examine differences in curriculum or classroom practices, variations in opportunities for creative writing, language activities, reading, and learner centred instruction may potentially contribute to differences in language creativity. Recent studies have emphasized the importance of instructional approaches in this regard. Souzandehfar and Ibrahim (2023) reported positive effects of task supported language instruction on creativity and language achievement, while Szabo-Szettele and Karpati (2023) demonstrated the potential of creative writing for fostering creativity in foreign language learning. Thus, the higher language creativity observed among ICSE students may warrant further research into differences in language-learning experiences across school boards.

The finding that CBSE students obtained significantly higher academic performance than ICSE students, despite ICSE students showing higher language creativity, is particularly noteworthy. This suggests that language creativity and overall academic performance are related but distinct constructs. A student may demonstrate greater creative ability in language without necessarily obtaining higher overall academic scores. Therefore, academic achievement should not be considered the sole indicator of students' creative potential. Differences in assessment patterns, subject requirements, instructional practices, and other contextual factors may contribute to variations in academic performance; however, these factors were not directly examined in the present study and should therefore be investigated in future research.

The positive association between language creativity and academic performance further reinforces the educational significance of providing opportunities for creative language use. Recent research has increasingly demonstrated that creativity can be encouraged through appropriate pedagogical practices rather than being viewed solely as a fixed individual characteristic. Zhang (2024) highlighted the role of self-regulation strategies in supporting

creativity and other positive outcomes in EFL learning, while Abu Al-majd and Belton (2024) reported positive outcomes associated with technology-assisted vocabulary learning in relation to creativity and academic achievement. These findings, together with the present results, suggest that language classrooms should provide learners with regular opportunities to generate ideas, communicate independently, experiment with language, and engage in meaningful learning tasks.

RECOMMENDATIONS

In view of the findings, schools should provide a supportive and learner centred environment in which creativity can be developed alongside academic learning. Language classrooms may incorporate activities such as storytelling, dialogue writing, creative writing, poetry composition, debates, discussions, vocabulary enrichment, problem solving tasks, and other forms of original expression. Such activities can provide students with opportunities to develop fluency, flexibility, originality, and elaboration while strengthening their communication and language learning abilities.

Overall, the present study establishes that language creativity is significantly associated with academic performance among secondary school students. It also reveals significant differences in language creativity with respect to gender and school board, while academic performance differs significantly across school boards but not across gender. The findings, supported by both earlier and recent research, underline the importance of recognizing creativity as an integral component of language education. Greater emphasis on creativity oriented pedagogy may help schools develop students who are not only academically competent but also capable of expressing ideas independently, flexibly, and innovatively.

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