RELATIONSHIP BETWEEN CREATIVE WRITING AND ACHIEVEMENT IN PHYSICS

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Abstract

Writing is one of the most important skills a child can learn and indulge in as a developmental habit. From a young age, most children are taught to engage their minds and creativity through reading and writing. Creative writing is not just fun but a good tool to help broaden a child's imagination and cognitive thinking.

The key goal of the present study aims to identify the significant relation between Creative writing and Achievement in Physics in Madurai District. The present study advocated with normative survey method. To Selecting the sample simple random sampling method was adapted. Creative writing on the achievement in Physics Questionnaire was used to identify the significant relation between Creative writing and achievement in Physics among students.315 Students were selected as sample for this study. The Major findings show that there is positive relation between Creative writing and Achievement in Physics among students. It reveals that the creative writing strategies improve the achievement in Physics of students effectively.

Key words: Creative writing, Achievement in Physics among Students.

INTRODUCTION

Language assists one with communicating his sentiments, contemplations and feelings. In India, Physics is educated as the subsequent language. A youngster learns his first language through impersonation and redundancy. Tragically, Physics isn't in the normal utilization. In this way, the understudies should be spurred to be successive clients of Physics. Understudies should be offered sufficient chances to utilize Physics so they can fathom and utilize it calm. The jargon learnt can be initiated into composing short sonnets and stories all alone. Along these lines, their accomplishment in Physics can be gotten to the next level.

NEED FOR THE STUDY

Creative writing permits to explain the considerations as well as the feelings. For instance, in the event that an advertiser attempting to create next showcasing effort, he could compose a brief tale where the objective client peruses the limited time messages. One can envision what they're doing, where they're sitting, what's encompassing them, and so on this permits to limit the language and strategies one use. Or on the other hand, assuming a specialized author expounding on another PC stage, one can compose an imaginative situation wherein somebody utilizing the stage encounters an issue. This activity permits to explain the considerations regarding what sort of data will be significant to incorporate for the per users and what can be discarded.

What's more, it can likewise finish Creative writing practices for the individual life to uncover what to think about themes or circumstances to regard one as inundated in.

REVIEW OF LITERATURE

Guhlam Sarwer (2018) in the current time, Physics has become one of the best worldwide vehicles of correspondence. It assumes the essential part being the language of the course readings and mechanism of guidance at various degrees of instruction. Capability in the Physics language may likewise build understudies by and large scholarly accomplishment. The current paper centers around the investigation of accomplishment in Physics of auxiliary school understudies corresponding to orientation, spot of living, sort of school and different social classes. The review has been completed on an example of 532 optional school understudies from **Rajouri& Poonch** area of Jammu and Kashmir. For the appraisal of accomplishment in Physics of auxiliary understudies, the specialist has built and normalized an accomplishment test in Physics. Discoveries of the review show that larger part of the understudies has an exceptionally low degree of accomplishment in Physics according to the norm of the test.

Tolga Erdogan, (2013) the aim of the study is to explore the effect of the creative drama method on pre-service classroom teachers' writing skills and attitudes towards writing. Additionally, the views of the pre-service teachers concerning the creative drama method were also investigated in the study. The participants of the study were 24 pre-service teachers studying at Karadeniz Technical University Fatih Faculty of Education. The participants were asked to write activities with using creative drama method.

METHODS OF THE STUDY

The investigator has adopted the survey method of research to find out effect of creative writing on achievement in Physics in Madurai district. It involves interpretation, measurement, classification, evaluation and generalization all directed towards a proper understanding and solution of significant educational problems. Thus, survey approach is necessary for the collection of facts and information relevant to the problem the investigator deals with.

OBJECTIVES OF THE STUDY

To find out the significant difference of creative writing on achievement in Physics in Madurai district with respect to.

1. Gender
2. Location
3. Type of the school

HYPOTHESIS OF THE STUDY

- There is no significant difference between boys and girls in creative writing of IX standard students with respect to gender.
- There is no significant difference between Govt. School, Aided school and Private School in creative writing of IX standard students with respect to type of the school.
- There is no significant difference between rural and urban in creative writing of IX standard students with respect to locality of school.
- There is no significant difference between boys and girls in achievement in Physics of IX standard students with respect to gender.
- There is no significant difference between Govt. School, Aided school and Private School in achievement in Physics of IX standard students with respect to type of the school.
- There is no significant difference between rural and urban in achievement in Physics of IX standard students with respect to locality of school.

ANALYSIS OF THE STUDY

There is no significant difference between boys and girls in creative writing of IX standard students with respect to gender.

Variable	Sub-Variables	N	M	σ	't' - Value	Significance at 0.05 level
	Male	146	30.65	15.795		

Gender	Female	169	32.42	14.522	3.112	**Significant**

Table 4.1 represent that the Mean values of creative writing was higher for girls (32.42) and lower for boys (30.65) and the calculated t value 3.112 is higher than the table value 1.96 it differs significantly at 0.05 level. Hence the null hypothesis is rejected and concluded that there is significant difference in the creative writing among IX Standard students.

There is no significant difference between Govt. School, Aided school and Private School in creative writing of IX standard students with respect to type of the school.

Variable	**Sub-Variables**	**N**	**M**	**σ**	**'f' - Value**	**Significance at 0.05 level**
Type of Management	Government	156	33.69	10.74	3.68	**Significant**
	Aided	78	27.95	11.26		
	Pvt.	81	32.13	15.10		

Table 4.3 indicates that the creative writing with respect to type of school management was higher (33.69) for the students of govt. school and it was lower (27.95) for the students who are studying government aided school students.

Further, the F-ratio calculated for the creative writing with respect to type of school management shows (3.68) that the students differ significant at 0.05 level. Null hypothesis is rejected and concluded that there is significant difference in the creative writing of students in terms of type of management.

There is no significant difference between rural and urban in creative writing of IX standard students with respect to locality of school.

Variable	**Sub-Variables**	**N**	**M**	**σ**	**'t' - Value**	**Significance at 0.05 level**
Locality of the School	Urban	196	35.65	11.795	3.126	**Significant**
	Rural	119	28.42	13.522		

Table 4.6 represent that the Mean values of creative writing was higher for urban school students (35.65) and lower for rural school students (28.42) and the calculated t value 3.126 is higher than the table value 1.96 it differs significantly at 0.05 level. Hence the null hypothesis is rejected and concluded that there is significant difference in creative writing among IX standard students.

There is no significant difference between boys and girls in achievement in Physics of IX standard students with respect to gender.

Variable	Sub-Variables	N	M	σ	't' - Value	Significance at 0.05 level
Gender	Male	146	41.64	13.695	0.119	**No Significant**
	Female	169	44.71	13.512		

Table 4.10 represent that the Mean values of achievement in Physics was higher for girls (44.71) and lower for boys (41.64) and the calculated t value 0.119 is lower than the table value 1.96 it differs significantly at 0.05 level. Hence the null hypothesis is rejected and concluded that there is significant difference in the achievement in Physics among IX Standard students.

There is no significant difference between Govt. School, Aided school and Private School in achievement in Physics of IX standard students with respect to type of the school.

Variable	Sub-Variables	N	M	σ	'f' - Value	Significance at 0.05 level
Type of Management	Government	156	43.66	9.74	4.132	**Significant**
	Aided	78	32.83	10.26		
	Pvt.	81	37.85	14.10		

Table 4.12 indicates that the achievement in Physics with respect to type of school management was higher (43.66) for the students of govt. school and it was lower (32.83) for the students who are studying government aided school students.

Further, the F-ratio calculated for the achievement in Physics with respect to type of school management shows (4.132) that the students differ significant at 0.05 level. Null hypothesis is rejected and concluded that there is achievement in Physics of high students in terms of type of management.

There is no significant difference between rural and urban in achievement in Physics of IX standard students with respect to locality of school.

Variable	Sub-Variables	N	M	σ	't' - Value	Significance at 0.05 level
Locality of the School	Urban	196	45.65	09.755	3.987	**Significant**
	Rural	119	38.42	11.222		

Table 4.15 represent that the Mean values of achievement in Physics was higher for urban school students (45.65) and lower for rural school students (38.42) and the calculated t value 3.987 is higher than the table value 1.96 it

differs significantly at 0.05 level. Hence the null hypothesis is rejected and concluded that there is significant difference in achievement in Physics among IX standard students.

There is no significant relationship between creative writing and achievement in Physics of IX standard students.

Variable	r-value	Inference
creative writing and achievement in Physics	0.791	High correlation

From the above table 4.19 it is inferred that the strongest Pearson product-moment correlation coefficient for the creative writing and achievement in Physics was with the Perceived the value r (315) = 0.791, p<.005. Variables are positively correlated at 0.05 level of significant. Hence the null hypothesis is rejected.

CONCLUSION

This study reveals that the relationship between giving a creative writing and achievement in Physics of IX standard students significance of the study. Teachers are most important place in children life; they mold him into a better person to create the awareness of creative writing. To improve the creative writing creates good achievement in Physics among their students. Good creative writing and achievement in Physics of IX standard students leads a good mark in the academics. All these characters are basically developed at school to carry on the good marks throughout the all examination.

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