



Effectiveness of Creative Module in English Subject in Terms of Achievement and Reaction Towards Module For 8th Grade Students

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Abstract

The present study, titled "Effectiveness of Creative Module in English Subject in Terms of Achievement and Reaction Towards Module for 8th Grade Students", aims to develop and evaluate a creative instructional module designed to enhance academic achievement in English among secondary school learners. In an era that increasingly values creativity as a core competency, this research investigates how creative pedagogical tools can foster deeper understanding and improved learning outcomes. A quasi-experimental, non-equivalent control group design was adopted for the study. The sample comprised 100 eighth-grade students from two CBSE schools in Indore — ILVA Higher Secondary School (experimental group) and Shri Agrasen School (control group). The experimental group received a creative learning module based on NCERT English chapters "The Narayanpur Incident" and "Melting Ice in Alaska", while the control group was taught through traditional instructional methods. Academic achievement was assessed using an Achievement Test, comprising objective-type, short-answer, and creative writing sections. Pre- and post-tests were administered to both groups. The effectiveness of the creative module was analyzed using One-Way ANCOVA, with pre-achievement scores as the covariate. The primary hypothesis tested was: There is no significant difference in the adjusted mean scores of achievement between students taught through the creative module and those taught through the traditional method. The findings of the study have implications for integrating creativity-based modules into mainstream English language instruction at the secondary level, thereby promoting student-centered and imaginative learning environments.

Keywords: Creative Module, Reaction, Achievement

I. INTRODUCTION

The present study is titled "Effectiveness of Creative Module in English Subject in Terms of Achievement and Reaction Towards Module for 8th Grade Students". The study aims at developing a creative module for young learners, in this study particularly in the English subject, to provide the students of secondary level with better and more productive learning experience.

In recent years, the emphasis on creativity as a core competency for students has increased. With rapid advancements in technology, globalization, and shifting job markets, the demand for creative thinkers has never been more apparent.

Creativity encourages students to apply knowledge in new ways, leading to deeper understanding and higher levels of cognitive functioning.

A "creative module" in education refers to a structured unit or course designed to foster creative thinking, problem-solving, and imaginative expression in students.

According to NCERT, English is vital for education, administration, business, and global communication. It is seen as a crucial language for acquiring knowledge, enabling abstract thought, and fostering international understanding.

II. REVIEW OF RELATED LITERATURE

Swetha, Kalebar, Mahadev & Katoch (2025). Exploring the Impact of Creative Movement on Experiential Learning in Indian Primary School Education. The tools of Torrance Tests of Creative Thinking (TTCT), Raven's Progressive Matrices, Strengths and Difficulties Questionnaire (SDQ), Self-Perception Profile for Children, Bruininks-Oseretsky Test of Motor Proficiency (BOT-2), classroom observations, semi-structured interviews, reflective journals was applied on sample of 300 primary school children (ages 6–11) from six schools in Maharashtra and 30 teachers. The research led to findings that significant improvement was seen in creativity, non-verbal reasoning, and subject-specific performance among the experimental group, improved social-emotional competence and self-esteem was observed in experimental group. Qualitative data highlighted increased student engagement, improved conceptual understanding, and enhanced collaboration.

Dr. Madireddy, R.R. and Dr. Paripally, S. (2024). Impact of Family and School Management on the Creativity of Secondary School Students. The Verbal and non-verbal creativity tests developed by Baqer Mehdi (2019) were applied on 600 secondary school students in Warangal district of Telangana. Students from joint and nuclear families, as well as those from government and private institutions, showed significant differences in creativity levels in the study.

Coştu(2024). Enhancing gifted students' creative thinking through science laboratory. The objective was to examine the impact of the Predict-Explain-Observe-Discuss-Explain (PEODE) model on the verbal and figural creativity of gifted students. The research was conducted on sample of 60 students of grade 6th, divided into experimental and control group. Quasi-experimental with pre- and post-tests was chosen and studied through the tools of Torrance Tests of Creative Thinking (TTCT). The experimental group showed significant improvements in both verbal and figural creativity compared to the control group, indicating the effectiveness of the PEODE model. Thus, implying creativity enhances performance of students.

Zhang, Yang, Liang&Ge.(2023). Stimulating Creativity in the Classroom: Examining the Impact of Sense of Place on Students' Creativity. Surveys for assessing the sense of place, classmate relationships, and creativity was conducted. The findings present that a strong sense of place and positive classmate relationships significantly lead to higher levels of creativity among students.

Shehzadiand Shah(2022). Effects of Creative Activities on Writing Skill and Attitude of Secondary Level EFL Learners in Punjab, Pakistan. The sample consisted of 9th grade students, based on pre-test and post-test scores, it concluded that creative activities significantly enhanced students' writing skills and improved their attitudes toward learning English.

Long, Kerr, Emler& Birdnow(2022). A critical review of assessments of creativity in education. With the objective to systematically review creativity assessments in education from 2010 to 2021, analysing their theoretical foundations, methodologies, and implications for equity, the research was conducted using the sample of empirical articles from eight major creativity and education journals. It was found out that creativity assessments are predominantly cognitive-focused, often neglecting noncognitive aspects. There's a reliance on divergent thinking tests and self-reports, with limited attention to cultural and demographic diversity.

Hussain and Ahmed (2020). Effectiveness of Social Science Modules on Students. The researchers aimed to study the effect of modular approach influences learning outcomes among students. The study also aimed at understanding their level of engagement with social life content. The sample included 75 students of grade 9th of a private school in Islamabad. The approach of mixed methos was used and pre-test and post-test results were compared. The findings revealed that the students who took up modular instructions performed significantly better in their social science assessments. The students also expressed positive liking for the modular approach, especially its student-centric approach and interactive methodology.

Bishnoi (2020). Designing and Validating an E-Module on Creativity for Students in Higher Education in Agriculture. The study was conducted of students in the field of agriculture, e-learning module was developed using Course Lab software; assessment of creativity dimensions. The study concluded that majority of students exhibited medium levels of creativity across dimensions like fluency, flexibility, originality, and problem sensitivity. There was significant difference in creativity scores between deemed and low-performing universities. Learning climate factors such as 'rewards and recognition' and 'student motivation' significantly influenced creativity and critical thinking abilities.

Ritter, Ferguson,Faulkner& MacIntyre(2017). Happy creativity: Listening to happy music facilitates divergent thinking. The objective of the study was to investigate the effect of happy music on divergent thinking, a component of creativity. The experimental study was conducted on 155 participants using divergent thinking tasks, including the Alternative Uses Task. The study concluded that participants who listened to happy music performed better on divergent thinking tasks, suggesting that mood-enhancing music can stimulate creative thinking.

Varugheses(2015). Creativity achievement motivation and academic attainments of secondary school students with learning disabilities. The researcher alongwith many other objectives, choose to study the relationship between Creativity and Academic Attainment of Learning Disabled students and normal students. One of the hypothesis also studies the inter-relationship between Creativity and Academic Attainment of Learning disabled and normal students when the effect of Achievement Motivation is partialled out. The study concluded that the creativity among disabled students and normal students is same and positive effect on academic attainments.

Torrance(1972). Predictive validity of the Torrance Tests of Creative Thinking. Torrance's research provides one of the most widely used measures of creativity in education. His tests focus on the assessment of divergent thinking and have been applied in various studies to measure the impact of educational interventions on creativity, making it a key resource for understanding creativity in academic settings.

Guilford(1967). The nature of human intelligence. Guilford's work is foundational in understanding creativity through his model of divergent and convergent thinking. He argues that creativity is a critical component of human intelligence, which can be systematically enhanced through targeted educational interventions.

III. RATIONALE OF THE STUDY

Long, H., Kerr, B., Emler, T., & Birdnow, M. (2022), Coştu, F. (2024), Ritter, S. M., Ferguson, S., Faulkner, C., & MacIntyre, T. E. (2017), Swetha N., U.Kalebar, R. AVR Mahadev, Katoch, G. (2025), Bishnoi, R. (2020), Hussain and Ahmed, (2020), all collectively highlight the diverse approaches and methodologies employed in enhancing creativity through educational modules in India.

Some of the great authors and philosophers, Runco, M. A. (2007), Guilford, J. P. (1967), Hennessey, B. A., & Amabile, T. M. (2010), Sternberg, R. J., & Lubart, T. I. (1996), Torrance, E. P. (1972) highlight the importance of creativity in life of students to foster their holistic development, to enhance their skills in all the areas.

Dr. Madireddy, R.R. and Dr. Paripally, S. (2024), Parmar, D. and Satish Pathak, S., (2024), Zhang, J., Yang, Y., Liang, X., Ge, J. and An, Z. (2023) and others underscore the multifaceted role of creativity in enhancing various aspects of secondary-level education, from academic performance to personal development. Integrating creative methodologies and fostering supportive environments can significantly benefit learners at the secondary level stage. Thus, from the reviewed literature, it is observed that many studies have concluded that development of creative modules towards learning of various subjects enhances performance of students.

However, there is no specific study to develop a creative module for secondary level learners of class 8th in English subject to enhance the performance of the students.

IV. STATEMENT OF THE PROBLEM

Effectiveness of Creative Module in English Subject in Terms of Achievement and Reaction Towards Module for 8th Grade Students.

V. VARIABLES OF THE STUDY AND THEIR OPERATIONAL DEFINITION

5.1 Independent variable:

Creative module- The creative module refers to a structured instructional program designed to enhance creative thinking skills in learners through activities such as brainstorming, divergent thinking tasks, problem-solving exercises, lateral thinking puzzles, and open-ended project work. The effectiveness of the module will be measured using pre- and post-assessment scores on standardized creativity tests (e.g., Torrance Tests of Creative Thinking), participant self-assessment surveys, and observational checklists focusing on indicators like fluency, originality, flexibility, and elaboration.

5.2 Dependent Variable:

Academic Achievement- Academic achievement refers to the measurable performance outcomes of a learner in formal education settings, typically assessed through standardized tests, internal examinations, grade point averages (GPA), or subject-specific scores. In this study/module, academic achievement will be operationalized by the total percentage/grades obtained by students in the most recent formal academic assessments conducted by the institution.

VI.OBJECTIVES OF THE STUDY

The key objectives of the study are:

1. To compare the adjusted mean scores of achievement of students taught through traditional and creative module technique by considering pre achievement scores as covariate.

VII. RESEARCH HYPOTHESIS

The study will test the following hypothesis:

- ❖ There is no significant difference in the adjusted mean scores of achievement of students taught through traditional method and creative module-based method by considering pre achievement scores as covariate.

VII. METHODOLOGY

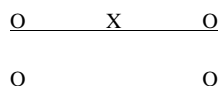
7.1 Sample

Purposive sampling technique is used. The experimental group consisted of 50 students of ILVA Higher Secondary School in Indore, which is a CBSE school. The students were administered the designed module on English NCERT book chapters. The control group comprised of 50 students from Shri Agrasen school in Indore, which is also a CBSE school, where the traditional teaching continued for the given chapters.

7.2 Experimental Design

The research is based on Experimental design in nature.

The research design of the present study is non-equivalent control group design. According to Campbell and Stanley (1963), the layout of this design is as follows:



Where,

O = Observation of pre-test and post-test.

— = Random assignment of the treatment.

X = Treatment given to Experimental group

7.3 Tools

Achievement Test

The achievement of students in the subject English of 8th grade was assessed with the help of a Criterion Reference Test consisted of 40 questions. Test has been divided in three sections A.B. & C. Section A consisted multiple choice questions, section B consisted questions and answers and C section consisted of Creative writing skills.

7.4 Procedure Of Data Collection

Pre test for assessment of achievement was administered on the samples of both the groups, ie. Experimental Group and Traditional Group. The module has been developed by the researcher on English Subject for class 8th, Chapter 2- The Narayanpur Incident and Chapter 3- Melting Ice in Alaska. Then each of the student of experimental group has been provided a copy of module for 15 days & asked them to study the module at their own pace, and Traditional group was taught traditionally.

Systematic Description of Process

S no	EXPERIMENTAL GROUP	CONTROL GROUP	TIME
1	Pre-test	Pre-test	1 hour
2	Treatment (module has been given for study at their own pace)	No treatment given- taught using traditional method	15 days
3	Post-test	Post-test	1 hour

7.5 Statistical Techniques Used for Data Analysis

1. One Way ANCOVA was used to compare the adjusted mean scores of Achievement in English of the group taught through Creative Module and group taught through Traditional method by considering pre-achievement in English as covariate.

VIII. FINDINGS

- ❖ The Creative module was found to be effective in terms of achievement of students.

IX. DELIMITATIONS OF THE STUDY

The study may face limitations related to the generalizability of its findings, as the sample was be confined to specific educational institutions. Additionally, measuring creativity is inherently subjective, and variations in students' responses to the modules may pose challenges in standardizing the impact assessment.

- This Creative Module was developed for English subject only for selected chapters in English language.
- The Creative module was developed only for the Chapter 2- The Narayanpur Incident and Chapter 3- Melting Ice in Alaska of English for 8th grade students using NCERT textbook.
- The study was delimited to 8th grade students of ILVA Higher Secondary School and Shri Agrasen Vidyalaya of Indore.

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