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EFFECTIVENESS OF SYNECTICS MODEL OF TEACHING ON THE PERFORMANCE OF DESCRIPTIVE STYLE IN ENGLISH LANGUAGE OF SECONDARY SCHOOL STUDENTS

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Abstract

Creativity is the ability which is most valued in all societies. Synectics model of teaching is one such approach which seems to have the genuine potentiality for enhancing creativity of the learners as it provides them the scope to participate in various metaphorical activities - the key to creative thinking ability through which they can be given opportunity to think critically and divergently. Synectics brings out creativity of the students. It is a very sophisticated technique for stimulating creativity. Gordon and his associates successfully employed it in finding solutions to a number of intractable technical problems. The present study reveals and observed that experimental group performance in respect of test of Descriptive Style is significantly higher than control group performance.

CONCEPT OF SYNECTICS AND CREATIVITY

Invention and creativity are essential for the progress of society and making the life more meaningful. So there is a need to orient students in creative thinking. Works on creativity especially on nurturing and promoting creative thinking in classroom setting is at recent stage in India. Therefore much remains to be explored and accomplished in this emerging field. Creativity is defined as the ability to bring something new into existence; it is distinguished by novelty, originality and universally inventive. Creativity has been discussed by Guilford (1956) as divergent thinking in his famous structure (S.I.) of model. According to him, creativity is, by no means, a unitary trait, but is rather a collection of different abilities and other traits. According to Passi, (1972) it is a multidimensional attribute differentially distributed among people and includes chiefly in factors of seeing problems, fluency, flexibility, originality, acquisitiveness and persistency.

The school environment is supposed to play a very determining role in unfolding the creative talents of the learners. School is a platform where ample opportunities are created for promoting creative thinking of the learners as well as their achievements in different fields of life. Presently, most of the schools intend to prepare their students in such a way that they would score high at the examination by getting the subject matter by heart and by means of cramming.

Therefore in attempt for enhancing creativity of school children, due attention is given to appropriate methods of teaching through which they can be given opportunity to think critically and divergently so that their understanding as well as creative thinking ability can be developed.

Synectics model of teaching is one such approach which seems to have the genuine potentiality for enhancing creativity of the learners as it provides them the scope to participate in various metaphorical activities - the key to creative thinking ability through which they can be given opportunity to think critically and divergently. Hence the existing methods of teaching which put undue emphasis on convergent thinking ability are to be judiciously supplemented by appropriate methods meant for developing divergent thinking ability.

Language Creativity includes chiefly the dimensions of fluency, flexibility, originality and elaboration.

- a. Fluency refers to a rapid flow of ideas and tendencies to change directions and modify information's.
- b. Flexibility is the skill of being above to discontinue on existing pattern of thoughts and shifts to new pattern. In flexibility ideas flashing new directions.
- c. Originality indicates the 'the uncommon' or 'rare'. It indicates uncommonness or newness in the ideas. d. Elaboration is an ability to elaborate a theme or creative inside. It refers to expanding and combining activities with higher thoughts.

Factors of Languages Creativity: Languages Creativity can be measured under five factors

- Story Construction
- Dialogue writing
- Poetic Diction
- Descriptive Style
- Vocabulary Test.

For the present study, investigator has taken only one factor i.e. **Descriptive Style**

- **Descriptive Style:** This subset is based on Guilford's (1952) controlled association. The individual describes the given topic based on imagination, observations, emotional experiences and comparison. Sometimes the situation is also described with respect to situation analogous.

Thus Synectics model of teaching in language helps the students to foster creativity. Their language achievement and language creativity will be enhanced through it. It helps the students to think freely.

Language creativity is of a nature that permits freedom of responses both qualitatively and quantitatively for measuring different dimensions of divergent thinking.

Teaching of English in India, which said to be The World's largest democratic enterprise of its kind (N. Krishnaswamy and T. Shriraman, 1994) and among other challenges the learners pose the greatest challenge with a wide spectrum of varying kinds and degrees of competence in English as they are drawn from varied socio- economic, linguistic and cultural backgrounds.

Synectics is a creative problem solving process designed to increase the probability of successful solutions. The Synectics process is designed to improve the probability of success in creative problem solving meetings by removing the negative elements of human group dynamics and replacing them with positive, collaborative tools to enable the team to focus their abilities on the challenges at hand.

REVIEW OF RELATED LITERATURE:

Many studies have been conducted all over the world to try out different methods for developing creativity through synectics model of teaching.

Passi (1985) conducted a study to see the effect of synectics model of teaching on creative writing and showed a significant changing creative writing after the students were exposed to synectics method. Griffith (1986) tried deliberate use of imagination particularly connection making with help of synectics and got significant improvement.

Martis Anandi (1990) made a study on development of second strategy of synectics model i.e. 'making the strange familiar' "competencies in graduate student teachers through synectics model of teaching and the study of the reactions", and they found that the training in synectics model of teaching had significantly developed making the strange the familiar.

Sucheta (1990) conducted a study on the Instructional and Nurturing effects of synectics model of teaching on creative ability in Hindi and English. They found out that it had its effect on the improvement in all the four factors of language creativity i.e. fluency, flexibility, originality and elaboration. Synectics model of teaching effected by the improvement in the general creative capacity of the students.

Soriano-de-Alencar (1993) in 'thinking in the future: the need to promote creativity in the educational context' suggests the use of synectics as a class room exercise to produce a new idea combination.

Talwar and Sheela conducted a study on the synectics model of teaching. To them education is one of the potent instrument for development of creativity and problem solving ability. It should be properly geared for this purpose.

Navalakhya (1997) performed a study on "Effect Synectics upon the self concept, creativity and achievement of the learners". The study was conducted on 6th grade students. These subjects were taught social studies through synectics approach. Both verbal and non verbal test on creativity as developed by Baquer Mehdi were use to assess creativity. He explored that synectics model of teaching a proved to be efficient for developing the creative thinking ability of the respondents of the study.

Arkasali R.N. (2004) conducted a study on effectiveness of synectics model of teaching of in terms of instructional and nurturant effects foundout the synectics model of teaching (strategy-I and Strategy-II) got instructional and nurturant effects in general creativity in kannada language and essay/paragraph writing in kannada language, Synectics model of teaching was also found effective in kannada language creativity writing in story construction, poetic diction, descriptive style and vocabulary test amongst the secondary school students.

Sudhakar Shinde (2011) conducted a study on the effect of the synectics model of teaching on the development of language creativity in hindi amongst the students of hindi B.Ed. colleges found out that language creativity is enhanced when the

students are exposed to synectics model of teaching. Not only the language creativity, it is proved it's effectiveness' on general creativity.

All the above studies showed that synectics is effective in language creativity and its success bring more class room activities to produce new ideas, new combinations etc.

RATIONALE OF THE STUDY:

1. The problem with the teaching of Indian languages are that stress is laid on providing information through language rather than developing language ability. There is a need that language creativity must be developed in the students.
2. In India, more prominencies have been given for the vernacular languages and its development. Hence development of English language creativity has been edged out. So, English language creativity must be developed with reference to the Descriptive Style in English Language.
3. In short, it can be said that creative language ability with reference to the Descriptive Style in English Language which is most desired in languages and are taught amongst Indian students.

LIMITATIONS OF THE STUDY: The present study has following limitations.

1. The study was confined to the English medium of 9th standard high school located in Belgavi only.
2. The study involves the conventional method of teaching for the purpose to observe, to control, to compare and to assess the development of creativity in English.
3. For the experiment, only one factors of language creativity i.e. Descriptive Style is taken.

OBJECTIVES OF THE STUDY: The objectives of the study are as follows :

1. To find out the significant difference between pre test and post test of English Language creativity test on Descriptive Style and its dimensions (fluency, flexibility, originality, and elaboration) of students of experimental group.
2. To find out the significant difference between pre test and post test of English Language creativity test on Descriptive Style and its dimensions (fluency, flexibility, originality, and elaboration) of Control Group.

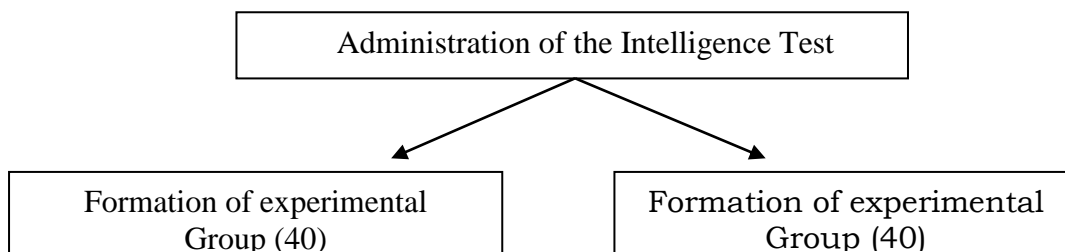
HYPOTHESES : In pursuance of above stated objectives the following hypotheses were made

1. There is no significance difference between pre and post-test performance of descriptive style and its dimensions i.e. fluency, flexibility, originality and elaboration of students in experiment group.
2. There is no significance difference between pre-test and post-test performance of descriptive style and its dimensions i.e. fluency, flexibility, originality and elaboration of students in control group.

DESIGN OF THE STUDY :

In the present study is experimental method was used to collect data. Pre test and post test matched group experimental design was used in the study. The study was conducted on a sample of 80 students. Purposive sampling was used. Ravens Progressive Matrices by Ravens was used for testing and matching the intelligence. Study of both experimental and control group were selected on the basis of their intelligence test score to make them equivalent group. The experimental group was taught through the synectics model and the control group was taught through traditional method. The effectiveness of synectics model of teaching on language creativity was determined by administering the creativity test on both the group of the students. Creativity test was used for finding the language creativity of the students in English language which is constructed and developed by the investigator by using steps for the standardization of test.

Design of the Study



TOOLS OF THE STUDY:

- a. Treatment Tools were used to impart instructions to the students – Synectics model based Lesson plan in English language.
- b. Measuring Tools were used like.
 1. Raven's Progressive Matrices (RPM)
 2. The English Language Creativity Test prepared by the investigator.

STATISTICAL TECHNIQUES USED:

Mean and Standard Deviation and 't' test were used to analyse group of data.

DATA ANALYSIS AND RESULTS:

In order to know the effect of Synectics Model of teaching, the students paired 't' was applied in the following table.

Table-1 Results of Paired t-test Between Pre and Post-test Performance of Descriptive Style and Its Dimensions i.e. Fluency, Flexibility, Originality and Elaboration of Students in Experiment Group

Variables	Test	Mean	Std. Dv.	Mean diff	SD diff	Paired t- Value	P- Value	Signi.
Descriptive Style	Pre-test	10.55	1.07	-8.33	1.58	-39.1879	<0.05	S
	Post-test	18.87	1.61					
Fluency	Pre-test	3.04	0.82	-1.80	0.65	-20.5439	<0.05	S
	Post-test	4.84	0.86					
Flexibility	Pre-test	2.16	0.86	-2.13	1.04	-15.2083	<0.05	S
	Post-test	4.29	0.88					
Originality	Pre-test	2.38	0.71	-2.29	1.20	-14.1961	<0.05	S
	Post-test	4.67	0.96					
Elaboration	Pre-test	2.96	0.92	-2.11	0.31	-49.7143	<0.05	S
	Post-test	5.07	1.03					

From the results of the above table, it can be seen that;

1. A significant difference was observed between pre-test and post-test performance of creativity in descriptive style of students in experiment group ($t=-39.1879$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the post-test performance of creativity in descriptive style of students are higher as compared to pre-test performance in experiment group.
2. A significant difference was observed between pre-test and post-test performance of dimension of creativity in descriptive style i.e. fluency of students in experiment group ($t=-20.5439$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the post-test performance of fluency in descriptive style of students are higher as compared to pre-test performance in experiment group.
3. A significant difference was observed between pre-test and post-test performance of dimension of creativity in descriptive style i.e. flexibility of students in experiment group ($t=-15.2083$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the post-test performance of flexibility in descriptive style of students are higher as compared to pre- test performance in experiment group.
4. A significant difference was observed between pre-test and post-test performance of dimension of creativity in descriptive style i.e. originality of students in experiment group ($t=-14.1961$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the post-test performance of originality in descriptive style of students are higher as compared to pre- test performance in experiment group.

5. A significant difference was observed between pre-test and post-test performance of dimension of creativity in descriptive style i.e. elaboration of students in experiment group ($t=-49.7143$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the post-test performance of elaboration of descriptive style of students are higher as compared to pre- test performance in experiment group.

Table-2 Results of Paired t-test Between Pre and Post-test Performance of Descriptive Style and Its Dimensions i.e. Fluency, Flexibility, Originality and Elaboration of Students in Control Group

Variables	Test	Mean	Std. Dv.	Mean diff	SD diff	Paired t-Value	P- Value	Signi.
Descriptive Style	Pre-test	10.29	1.93	-6.64	2.76	-17.8456	<0.05	S
	Post-test	16.93	3.04					
Fluency	Pre-test	2.95	0.73	-1.49	0.69	-16.0132	<0.05	S
	Post-test	4.44	0.86					
Flexibility	Pre-test	2.24	0.86	-1.65	1.25	-9.8128	<0.05	S
	Post-test	3.89	1.01					
Originality	Pre-test	2.24	0.84	-1.93	1.15	-12.4032	<0.05	S
	Post-test	4.16	1.20					
Elaboration	Pre-test	2.87	0.92	-1.56	0.98	-11.8712	<0.05	S
	Post-test	4.44	1.17					

From the results of the above table, it can be seen that;

1. A significant difference was observed between pre-test and post-test performance of creativity in descriptive style of students in control group ($t=-17.8456$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the post-test performance of creativity in descriptive style of students are higher as compared to pre-test performance in control group.
2. A significant difference was observed between pre-test and post-test performance of dimension of creativity in descriptive style i.e. fluency of students in control group ($t=-16.0132$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the post-test performance of fluency in descriptive style of students are higher as compared to pre-test performance in control group.
3. A significant difference was observed between pre-test and post-test performance of dimension of creativity in descriptive style i.e. flexibility of students in control group ($t=-9.8128$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the post-test performance of flexibility in descriptive style of students are higher as compared to pre-test performance in control group.
4. A significant difference was observed between pre-test and post-test performance of dimension of creativity in descriptive style i.e. originality of students in control group ($t=-12.4032$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the post-test performance of originality in descriptive style of students are higher as compared to pre- test performance in control group.
5. A significant difference was observed between pre-test and post-test performance of dimension of creativity in descriptive style i.e. elaboration of students in control group ($t=-11.8712$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the post-test performance of elaboration of descriptive style of students are higher as compared to pre- test performance in control group.

FINDINGS: The main findings of the study are as following :

- The post-test performance of creativity in descriptive style of students are higher as compared to pre-test performance in experiment group.
- The post-test performance of fluency in descriptive style of students are higher as compared to pre-test performance in experiment group.
- The post-test performance of flexibility in descriptive style of students are higher as compared to pre- test performance in experiment group.
- The post-test performance of originality in descriptive style of students are higher as compared to pre- test performance in experiment group.
- The post-test performance of elaboration of descriptive style of students are higher as compared to pre- test performance in experiment group.
- The post-test performance of creativity in descriptive style of students are higher as compared to pre-test performance in control group.
- The post-test performance of fluency in descriptive style of students are higher as compared to pre-test performance in control group.
- The post-test performance of flexibility in descriptive style of students are higher as compared to pre-test performance in control group.
- The post-test performance of originality in descriptive style of students are higher as compared to pre- test performance in control group.
- The post-test performance of elaboration of descriptive style of students are higher as compared to pre- test performance in control group.

From the above Data Analysis and Interpretation, It can be overall generalized the findings of the Present Study is as follows:

- The post-test performance of creativity in descriptive style of students are higher as compared to pre-test performance in experiment group and control group.
- The post-test performance of fluency in descriptive style of students are higher as compared to pre-test performance in experiment group and control group.
- The post-test performance of flexibility in descriptive style of students are higher as compared to pre-test performance in experiment group and control group.
- The post-test performance of originality in descriptive style of students are higher as compared to pre-test performance in experiment group and control group.
- The post-test performance of elaboration of descriptive style of students are higher as compared to pre-test performance in experiment group and control group.

EDUCATIONAL IMPLICATIONS : The present study has the following implications :

1. The findings of the study are that language creativity with reference to descriptive style in English Language is enhanced along with general creativity when the students are exposed to synectics model of teaching.
2. Teachers should help the students in independent thinking and critical thinking by providing rich experience and enrichment programmes.
3. If the future of India has to be enhanced globally, English has to made to develop by providing different varieties of activities especially reading, writing and speaking English.

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