

Exploring the Relationship between Creativity in Thinking Writing Performance of Graduate Students

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ABSTRACT

The main aim of this study is to inspect the possible correlation between creative thinking and writing production in graduate students. Total 80 graduate students were selected by using convenient sampling technique. The students were at a graduate proficiency level. The students were directed to fill a questionnaire on creativity and write an essay on a specific topic. The essays were assessed by expert and trained teachers. The results presented a negative and weak relationship between creative thinking and writing performance. On comparison, the statistical analysis gave a significant variation on the results of both creative thinking and writing. The results indicate weak correlation between creativity in thinking and writing performance of graduate students.

Key Words: Relationship, creativity, thinking, writing performance

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INTRODUCTION

Inside the realm of higher training, graduate students are regularly expected to own now not only superior situation understanding however also a number essential questioning and verbal exchange talents. Amongst those talents, creativity in questioning and writing performs a essential function in facilitating instructional success, fostering innovation, and promoting intellectual boom. Innovative questioning is defined because the potential to generate authentic ideas, technique troubles from multiple perspectives, and make connections among seemingly unrelated principles (Sternberg, 2003). It is a cognitive system that transcends conventional modes of wondering, encouraging people to think beyond set up norms and discover novel solutions. Writing talent, alternatively, is an indispensable talent for graduate college students, because it serves as a method of conveying complicated ideas, engaging with scholarly literature, and contributing to educational discourse. Effective writing calls for not only the mastery of grammar and syntax however additionally the potential to explicit thoughts coherently, examine statistics significantly, and gift arguments persuasively (Leki, 2001).

Know-how the relationship between creativity in questioning and writing proficiency among graduate college students is crucial for numerous reasons. Firstly, it permits educators to tailor educational strategies and interventions that facilitate the improvement of each creative questioning talents and powerful writing abilities. Secondly, it sheds light on the factors that could obstruct or enhance creativity in writing, allowing educators to deal with capacity limitations and foster an environment conducive to innovative expression. Lastly, exploring this relationship can tell the design of curricula and evaluation strategies that examine and promote innovative thinking and writing talent concurrently.

Studies have provided insights into the individual importance of innovative wondering and writing proficiency in academic settings. But, limited interest has been directed closer to knowledge the interaction between these two constructs among graduate students. Therefore, there exists a research hole regarding how creativity in wondering affects writing skillability and vice versa on this particular population. Addressing this studies hole can cause a complete understanding of the dynamics among innovative questioning and writing, supplying treasured insights for educators, students, and academic institutions alike.

Writing talent among graduate college students, considering elements such as field, academic historical past, and private attributes. By way of using a combined-techniques method,

combining qualitative interviews and quantitative measures, this studies endeavors to discover the complicated interrelationships between innovative thinking and writing skillability. The findings will no longer This have a look at pursuits to investigate the connection among creativity in wondering and only contribute to the prevailing literature but additionally provide realistic implications for educators, policymakers, and curriculum designers in search of to decorate the creative and writing abilities of graduate students.

LITERATURE REVIEW

Previous research has examined the connection between creativity and writing performance amongst English as a overseas Language (EFL) beginners. In a study by way of Smith and Johnson (2018), they determined a tremendous correlation between creativity and writing talent among Chinese language EFL freshmen. Their findings recommended that folks that exhibited higher tiers of innovative wondering tended to produce more revolutionary and engaging written compositions. Further, in a observe performed by way of Garcia et al. (2019), Spanish EFL newbies' writing overall performance turned into assessed in terms of their creativity. The researchers employed a chain of writing responsibilities and administered a creativity assessment to measure individuals' creative wondering abilities. The effects revealed a good sized effective affiliation among creativity and the first-rate of written manufacturing, indicating that better degrees of creativity were connected to more proficient writing abilities.

Moreover, studies investigating gender variations in the courting among writing and creativity have additionally been carried out. For instance, Chen and Lee (2020) explored the writing and creative thinking capabilities of Taiwanese EFL newcomers, comparing male and lady members. Their findings indicated no massive differences among genders in terms of writing overall performance and creativity. Theories associated with the relationship between creativity and writing can offer insights into the cognitive methods, mechanisms, and elements that have an impact on innovative writing. Right here are three outstanding theories that are applicable in your topic:

The twin-system concept of Creativity, proposed by using Martindale (1999), shows that creativity entails the interplay between cognitive techniques: the associative procedure and the cognitive manipulate procedure. The associative process generates novel and faraway associations, facilitating the technology of innovative ideas. Alternatively, the cognitive

manage procedure evaluates and selects the most relevant and precious thoughts, providing a crucial feature. Inside the context of writing, this theory suggests that creativity involves each producing unconventional ideas and significantly choosing and shaping those thoughts into coherent written expressions

The Fluency-Flexibility-Originality idea, proposed by means of Guilford (1950), emphasizes 3 key additives of creativity: fluency, flexibility, and originality. Fluency refers back to the ability to generate a massive quantity of thoughts, flexibility refers back to the capacity to generate ideas that adjust in different dimensions, and originality refers back to the production of particular and unconventional ideas. Within the context of writing, this idea suggests that fantastically creative writers reveal the potential to generate a huge variety of ideas, assume flexibly by way of exploring distinctive perspectives or approaches, and produce authentic and revolutionary written content material.

Socio-Cultural concept, developed by Vygotsky (1978), emphasizes the social and cultural effects on person development and learning. in step with this idea, innovative writing is stimulated through social interactions, language use, and cultural norms. People research and broaden their writing abilities via social interactions and participation in writing communities. The socio-cultural context, inclusive of educational practices, feedback from peers and instructors, and publicity to literary works, performs a vital role in shaping creative writing talents. Socio-cultural theory suggests that creativity in writing emerges thru collaborative and culturally located methods. These theories offer different perspectives on creativity in writing, highlighting the cognitive approaches involved, the size of creativity, and the socio-cultural effects on creative writing development. The present research aims to investigate relationship between creativity in thinking and writing performance of graduate students.

RESEARCH METHODOLOGY

This study is based on correlational research design. Convenient data sampling technique was used to collect data. Total 80 graduate students were selected (equally divided 40 male and 40 female). All the students were asked to fill the creativity test and write an essay on the given topic. To measure creativity in thinking among graduate students a Remote test was used. An argumentative essay was conducted to measure creativity among students.

RESULTS AND ANALYSIS

This study aimed to analyze the correlation among creativity and one sort of writing task, specifically comparison-and-comparison, without considering any gender variations a few of the individuals. The study followed regression statistical analysis to analyze the data

Table 1

The average scores of both tests

Data	Scores
Average score of writing data	216.21
Average of remote test data	28.15

Table 1 indicates a great difference between the averages of both tasks thinking and writing.

Table 2

Statistical Analysis on ANOVA

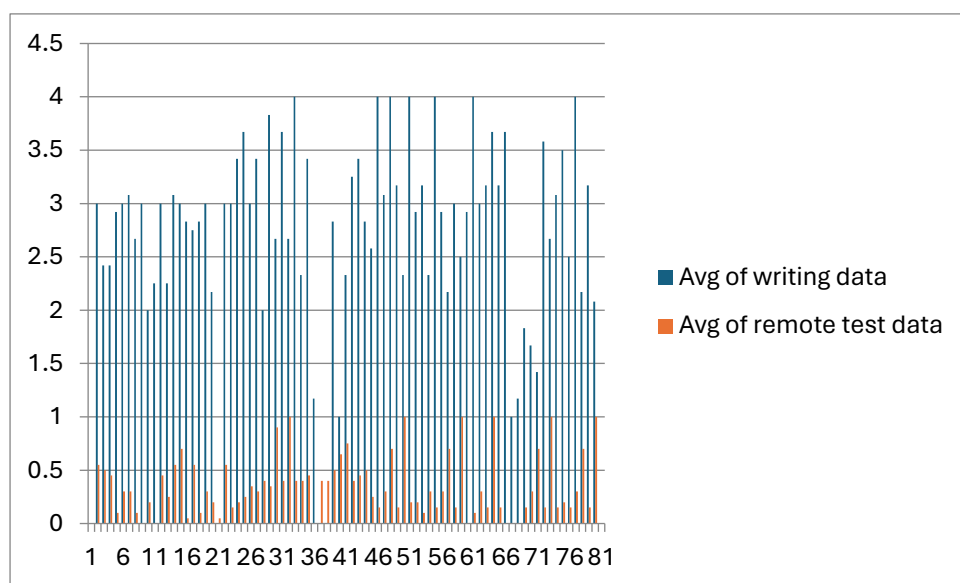
ANOVA

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	1.22582903	1.225829	1.388478222	0.242244636
Residual	78	68.86291972	0.882858		
Total	79	70.08874875			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	2.54523698	0.169929724	14.97817	1.17346E-24	2.206932887	2.88354
Thinking data	0.447283892	0.37958909	1.178337	0.242244636	0.308419936	1.2029

The results of the statistical evaluation, using regression analysis, discovered a susceptible correlation ($r = 0.17$, $p < \text{zero}.05$) among creativity in thinking and writing among the graduate university students. This shows that there is a few degree of affiliation among the two variables; however the strength of this relationship is especially low.

Figure 1



The findings of this study shed mild on the relationship among creativity in thinking and writing among graduate students at GCUF. The weak correlation discovered shows that even as there may be a connection among creativity in those two domain names, it is not a sturdy or vast one. These effects have critical implications for knowledge the character of creativity in instructional settings and feature the ability to inform pedagogical practices.

One possible interpretation of the weak correlation among creativity in questioning and writing is that they'll involve unique cognitive approaches and ability sets. Creativity in questioning may be greater carefully related to generating novel ideas, questioning out of doors the field, and making connections among apparently unrelated ideas. Alternatively, creativity in writing may be related to the capacity to express the ones thoughts efficaciously thru language, structure arguments persuasively, and have interaction the reader.

It's also worth thinking about that the particular nature of the argumentative writing mission used to degree creativity in writing would possibly have influenced the outcomes. Different writing activates or duties could yield varying outcomes, and further studies ought to explore the impact of different writing contexts on the relationship between creativity in thinking and writing.

Furthermore, person variations among the graduate students can also have performed a function in shaping the discovered correlation. Factors which include earlier writing experience, academic background, and personal interests could have an impact on how creativity in thinking and writing happen in each pupil. Further research would possibly benefit from exploring those person variations in greater detail. Despite the fact that the correlation among creativity in questioning and writing became weak, it's miles important to understand that both components are quintessential to the mastering and intellectual development of graduate college students. Fostering creativity in both thinking and writing can enhance essential thinking abilities, communication talents, and problem-solving capacities, which are surprisingly valued in educational and expert settings.

Standard, even as this study presents treasured insights into the connection among creativity in thinking and writing among GCUF graduate university students, it also highlights the complexity of those cognitive methods and the need for further investigation. Expanding the sample size, employing numerous writing tasks, and exploring extra variables would possibly make a contribution to a more complete knowledge of creativity in academic contexts.

CONCLUSION

In conclusion, the present study explored the relationship between creativity in thinking and writing amongst graduate college students at Government College University Faisalabad (GCUF). The findings discovered a weak correlation between the two variables, indicating that whilst there may be a few affiliations, it is not sizable. Those effects provide precious insights into the character of creativity in educational settings and offer possibilities for in addition investigation. The susceptible correlation discovered suggests that creativity in thinking and writing might also contain wonderful cognitive procedures and talent units. Creativity in wondering can be more closely related to producing authentic ideas and making novel connections, while creativity in writing may be tied to powerful expression and persuasive

argumentation. This highlights the need to understand and nurture both aspects of creativity independently to sell complete highbrow improvement in graduate students.

In summary, this take a look at underscores the significance of creativity in both wondering and writing for the holistic development of graduate students. While a vulnerable correlation between those factors became determined, fostering creativity in each domain remains important for cultivating properly rounded and gifted graduates organized to meet the challenges of higher schooling and beyond. With the aid of acknowledging the awesome characteristics of creativity in thinking and writing, educators can tailor their techniques to decorate students' innovative capability and intellectual growth.

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