

A Study On The Influence Of Father's Income Level On Literary Creativity In English Of Degree Students

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Abstract: Creativeness grows out of those situations in which people are brought face-to-face with something in their own personal world in a way that sharpens and intensifies their consciousness of the experience. The creative mindedness of a student is greatly influenced by the support he receives from his home environment. Higher income families may have greater access to resources that support creativity such as books, educational toys, art supplies, and opportunities for cultural experiences. Parental income can influence the time and resources that parents can afford, so as to invest in their children's education and development, including fostering a love of reading and writing. The present study has been conducted to make an analysis of Literary Creativity in English in relation to Father's Income Level among Degree students. It can be concluded that Father's Income Level has a positive influence on the Literary Creativity of students.

Index Terms: Literary Creativity, Demographic Variables

I. INTRODUCTION

From time immemorial, the term 'creativity' has carried an aura of exclusiveness. Creative people were considered to be geniuses, who possessed some rare, innate qualities that set them apart from the less-creative mass of humanity. Gradually the term has lost its earlier connotation, and is now treated in the sense of 'novelty', 'originality', and 'progressiveness' or to describe anything that deviates from the usual.

Getzels and Jackson (1962) defined creativity as "conjoining elements that are customarily thought of as independent and dissimilar". This view of the creative act as relating separate ideas or processes was supported by Mednick et al. (1964) who believed that creative thinking consisted of 'forming new combinations of associative elements which either meet specified requirements, or are in some way useful.' Koestler (1964) argued that the linkage between two separate entities formed the basis of creative thinking; the connection nearly always occurred as a flash of insight and was the result of sub-conscious thought processes. Freud (1961) and his followers emphasized the important part which mental conflict plays in the birth of creativeness, and claimed that it was the creative person who solved his conflicts rewardingly.

Within the diversity regarding the concept of creativity, two fundamentally different approaches can be distinguished. The first broad approach defines creativity in terms of test performance. The divergent-thinking tests developed by Guilford (1967), Guilford and Hoepfner (1971) and Torrance (1966) to measure divergent-thinking abilities have been adopted in order to measure creativity. The second broad approach to the study of creativity tries to measure real-life creativity directly and then relates it to other variables, such as demographic, personality or cognitive variables.

With regard to the demographic variables, higher paternal income can provide access to better education, enriching experiences, and a more stable and stimulating home environment, all of which can positively impact a child's cognitive and creative development. If a father has more time and resources due to a higher income, he may be able to spend more quality time with his child, engaging in activities that promote creativity. Parents with higher incomes might be more likely to prioritize and invest in their children's education and extracurricular activities, which could include creative pursuits. Lack of financial support can lead to stress and instability, which can negatively impact a child's emotional and cognitive development, potentially hindering creativity.

II. STATEMENT OF THE PROBLEM

As part of analyzing the importance of developing creativity among students, the investigator has designed the present work to make a study of Literary Creativity in English in relation to select demographic variables among degree students. The problem for the study is entitled: 'A Study on the Influence of Father's Income Level on Literary Creativity in English of Degree Students'.

III. OBJECTIVES OF THE STUDY

The following was the objective formulated for the study:

- (1) To compare the Literary Creativity in English of students grouped on the basis of the select Demographic variable such as Father's Income Level.

IV. HYPOTHESES OF THE STUDY

The following was the hypothesis framed for the study:

- (1) There will be significant difference in the literary creativity of students classified into groups based on their father's income level.

V. METHODOLOGY IN BRIEF

The present study used normative survey as the major method of approach supported by appropriate statistical design. The study has been envisaged on a sample of 854 degree students attending 11 colleges in Thiruvananthapuram and Kottayam districts. The sample was selected by stratified sampling technique giving due representation to select demographic variable namely educational level of mothers. The rejection of incomplete cases reduced the final sample to 720. The tools used for the collection of data was the Literary Creativity Test in English for Degree Students and the General Data Sheet. The statistical techniques used in the present study were the Test of significance of difference between means (critical ratio test) and the Analysis of Variance (ANOVA).

VI. COMPARISON OF LITERARY CREATIVITY IN ENGLISH OF DEGREE STUDENTS CLASSIFIED ON THE BASIS OF FATHER'S INCOME LEVEL

The total sample of students was classified on the basis of the select demographic variable namely Father's Income Level. The details are given below:

1.1 Test of Significance of Difference between Means in Literary Creativity of Students Classified into Sub-groups based on Father's Income Level

The mean difference in Fluency, Flexibility, Originality and Total Literary Creativity of students of various sub-groups classified on the basis of Father's Income Level was analysed using F test and critical ratio test. The mean, standard deviation, F-value and critical ratio are given in Table 1.1.

Table 1.1
Data and Results of the Test of Significance of Difference between Means in Literary Creativity
of Students Classified into Sub-groups based on Father's Income Level

Creativity Variable	Education	Mean	Standard Deviation	Number	F	Pair	Critical Ratio	Pair	Critical Ratio
Fluency	Nil (A)	181.4	123.0	81	28.89**	A&B	2.99**	B&D	5.64**
	Up to 10,000 (B)	248.8	188.2	223		A&C	5.41**	B&E	8.73**
	10,001 to 20,000 (C)	321.2	222.3	282		A&D	6.29**	C&D	2.89**
	20,001 to 30,000 (D)	403.1	295.7	101		A&E	10.06**	C&E	6.19**
	Above 30,000 (E)	586.4	302.7	33		B&C	3.88**	D&E	3.05**
Flexibility	Nil (A)	27.8	10.1	81	25.06**	A&B	2.54*	B&D	5.26**
	Up to 10,000 (B)	32.5	15.4	223		A&C	5.44**	B&E	8.33**
	10,001 to 20,000 (C)	39.7	18.8	282		A&D	5.71**	C&D	1.96*
	20,001 to 30,000 (D)	44.3	24.2	101		A&E	10.34**	C&E	5.14**
	Above 30,000 (E)	57.7	20.3	33		B&C	4.58**	D&E	2.84**
Originality	Nil (A)	9.8	5.1	81	20.39**	A&B	2.78**	B&D	5.14**
	Up to 10,000 (B)	12.7	8.7	223		A&C	4.72**	B&E	6.78**
	10,001 to 20,000 (C)	15.0	9.5	282		A&D	5.20**	C&D	3.65**
	20,001 to 30,000 (D)	20.1	17.2	101		A&E	8.78**	C&E	5.22**
	Above 30,000 (E)	24.5	12.7	33		B&C	2.83**	D&E	1.36
Total Literary Creativity	Nil (A)	219.0	134.8	81	29.26**	A&B	2.99**	B&D	5.69**
	Up to 10,000 (B)	294.0	209.1	223		A&C	5.50**	B&E	8.79**
	10,001 to 20,000 (C)	375.9	245.7	282		A&D	6.30**	C&D	2.91**
	20,001 to 30,000 (D)	467.5	331.7	101		A&E	10.31**	C&E	6.21**
	Above 30,000 (E)	668.6	326.4	33		B&C	3.96**	D&E	3.01**

*Significant at 0.05 level

** Significant at 0.01 level

In Table 1.1, the test of significance of difference between means in Fluency, Flexibility, Originality and Total Literary Creativity of students grouped on the basis of Father's Income Level was carried out.

The test of significance of difference between means in Fluency, Flexibility, Originality and Total Literary Creativity of students was carried out for the following ten pairs:

1. Students whose fathers do not earn income and those whose fathers earn income up to Rs. 10,000.
2. Students whose fathers do not earn income and those whose fathers earn income between Rs.10,001 and Rs.20,000.
3. Students whose fathers do not earn income and those whose fathers earn income between Rs.20,001 and Rs.30,000.
4. Students whose fathers do not earn income and those whose fathers earn income above Rs.30,000.
5. Students whose fathers earn income up to Rs. 10,000 and those whose fathers earn income between Rs.10,001 and Rs.20,000.
6. Students whose fathers earn income up to Rs. 10,000 and those whose fathers earn income between Rs.20001 and Rs.30,000.
7. Students whose fathers earn income up to Rs. 10,00 and those whose fathers earn income above Rs.30,000.
8. Students whose fathers earn income between Rs.10001 and Rs.20000 and those whose fathers earn income between Rs.20,001 and Rs. 30,000.
9. Students whose fathers earn income between Rs.10,001 and Rs.20,000 and those whose fathers earn income above Rs 30,000.
10. Students whose fathers earn income between Rs.20001 and Rs.30,000 and those whose fathers earn income above Rs.30,000.

It is seen from Table 1.1 that the F ratio obtained for Fluency ($F=28.89$) was significant at 0.01 level ($df=4,719$). The literary creativity of students grouped into ten sub-groups on the basis of their Father's Income Level, was tested for significance of difference between means in Fluency, each group taken in pairs. It is understood that the difference in the means in Fluency of all the pairs was statistically significant at 0.01 level. It is noted that the mean scores in Fluency increased with Father's Income Level.

The F ratio obtained for Flexibility ($F=25.06$) was significant at 0.01 level ($df=4,719$). The literary creativity of students classified into sub-groups on the basis of their Father's Income level, was tested for significance of difference between means in Flexibility, each group taken in pairs. It is found that the difference in means in Flexibility of all the ten pairs were statistically significant, eight pairs at 0.01 level and two pairs at 0.05 level. It is seen that the mean scores in Flexibility increased with Father's Income Level.

The F ratio obtained for Originality ($F=20.39$) was significant at 0.01 level ($df=4,719$). The literary creativity of students categorised into sub-groups on the basis of their Father's Income Level, was tested for significance of difference between means in Originality, each group taken in pairs. It is seen that the difference in the means in Originality of nine pairs were significant at 0.01 level, while there was no significant difference for one pair. It is revealed that the mean scores in Originality increased with Father's Income Level.

It is found that the F ratio for Total Literary Creativity ($F=29.26$) was significant at 0.01 level ($df=4,719$). The literary creativity of students classified into sub-groups on the basis of their Father's Income Level, was tested for significance of difference between means in Total Literary Creativity, each group taken in pairs. It is understood that the difference in the means in Total Literary Creativity of all the ten pairs were significant at 0.01 level. The mean scores in Total Literary Creativity increased with Father's Income Level.

It can be interpreted that the mean scores in Fluency, Flexibility, Originality and Total Literary Creativity of the different sub-groups of students increased with their Father's Income Level. The mean values with regard to Fluency, Flexibility, Originality and Total Literary Creativity were highest in the group in which the students had fathers who earned income above Rs.30,000. The mean values obtained with respect to Fluency, Flexibility, Originality and Total Literary Creativity were lowest in the group in which the students had fathers who did not earn income.

The inferences that can be drawn from the above discussions are:

1. The Fluency, Flexibility, Originality and Total Literary Creativity of the students, whose fathers earned income above Rs. 30,000, were the highest.
2. The Fluency, Flexibility, Originality and Total Literary Creativity of the students, whose fathers did not earn income, were the lowest.
3. Father's Income Level had a positive influence on the Literary Creativity of students.

CONCLUSION

The difference in means based on the Test of Literary Creativity revealed the influence of Father's Income Level on students. The study by Jarial and Sansanwal (1984) revealed that socio-economic status had a significant influence on verbal creativity. This may be because the homes which provide the necessary tools and resources for creative activities may be most conducive to creativity (Kerr & Chapp, 1999). This finding stresses the fact that fathers' who were financially equipped would be able to cater to the creative pursuits of their wards in a better manner. It is important that children should be provided with sufficient variety of materials and experiences to pursue their own creative inclinations.

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