

A STUDY OF CREATIVE WRITING SKILLS IN ENGLISH AMONG STUDENTS IN RELATION TO ORDER OF BIRTH

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Abstract: Creative writing can be thought of an expression independent of facts, giving free play to imagination and self-expression, characterised by fluency in symbols. It is thought of as a fancy-free realm, where intellectualised abstraction plays no part. Creative writing springs from this desire of the writer to express himself, and will be original in that it is based on his own thoughts and feelings. It has been observed that with first-borns, parents tend to teach meta-linguistic skills by correcting the child's language use and tenses. However, with later-born children, language use is usually centred on activities and mostly social exchanges. The present study tries to delve into this difference among the creative writing skills of students based on order of birth.

Index words: Creative writing skills, Order of Birth

I. INTRODUCTION

The outpouring as well as the theorizing about creativity research has left the topic fragmented. The process of creativity is so complex that to give a threadbare definition might do it a disservice. Due to the diversity of phenomena that have been called creative, researchers studying creativity have developed different definitions for the same.

It has been stated that creative products have four features: novelty, value, transformation and condensation. Creative products must also have some value or appropriateness, in addition to novelty. The transformed products make the viewer see ideas from a new perspective. These products with high levels of condensation possess concentration of meaning, so that someone repeatedly examining the product discovers additional perspectives.

Jones (1972) described creativity as 'a combination of flexibility, originality and sensitivity to ideas which enables the thinker to break away from usual sequences of thought into different and productive sequences, the result of which gives satisfaction to the individual'. According to Vygotsky, any human act that gives rise to something new is referred as a creative act, regardless of whether what is created is a physical object or some mental or emotional construct that lives within the person who created it and is known only to him.

Birth order may influence personality and social interactions. This may in turn indirectly impact writing styles and approaches, but they do not define a skill set. Some studies suggest that firstborns tend to be more responsible, organized and achievement-oriented, while 'later-borns' may be more playful and social. A person who is better organized might favour structured narratives, while a more social person might gravitate towards dialogue-driven stories.

II. STATEMENT OF THE PROBLEM

Envisaging the relevance of the ability to think and write creatively, the investigator has designed the present work to make a study of Creative Writing Skills in English in relation to select demographic variables among degree students. The problem for the study has the title: 'A Study of Creative Writing Skills in English among Students in Relation to Order of Birth'.

III. OBJECTIVE OF THE STUDY

The following was the objective formulated for the study:

To compare the Literary Creativity in English of students grouped on the basis of the demographic variable namely Order of Birth.

IV. HYPOTHESIS OF THE STUDY

The following was the hypothesis framed for the study:

There will be significant difference in the creative writing skills of students classified into groups based on the variable 'Order of birth'.

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 ORDER OF BIRTH

The total sample of students was classified on the basis of the select demographic variable namely Order of birth. The details are given below:

Test of Significance of Difference between Means in Literary Creativity of Students Classified into Sub-groups based on Order of Birth

The mean difference in Fluency, Flexibility, Originality and Total Literary Creativity of students classified into sub-groups based on Order of Birth 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 based on Order of Birth

Creativity Variable	Order of Birth	Mean	Standard Deviation	Number	F	Pair	Critical Ratio
Fluency	First (A)	309.1	216.9	336	2.86	A & B	1.94
	Second (B)	332.3	256.1	284		A & C	0.48
	Third & Above (C)	280.7	237.7	100		B & C	1.76
Flexibility	First (A)	36.7	19.0	336	1.57	A & B	1.53
	Second (B)	39.1	19.5	284		A & C	0.34
	Third & Above (C)	36.0	18.8	100		B & C	1.38
Originality	First (A)	14.8	11.7	336	0.1	A & B	0.17
	Second (B)	15.0	9.7	284		A & C	0.32
	Third & Above (C)	14.4	12.8	100		B & C	0.47
Total Literary Creativity	First (A)	356.4	242.9	336	2.64	A & B	1.41
	Second (B)	386.4	281.5	284		A & C	0.47
	Third & Above (C)	331.1	264.9	100		B & C	1.71

*Significant at 0.05 level

An attempt was made to test the significance of difference between means in Fluency, Flexibility, Originality and Total Literary Creativity of students grouped on the basis of Order of Birth.

The Test of Significance of difference between means in Fluency, Flexibility, Originality and Total Literary Creativity of students was carried out for the following three pairs:

1. Students who are first born and those who are second born
2. Students who are first born and those who are third born
3. Students who are second born and those who are third born.

It is observed from Table 1.1 that the F ratio obtained for Fluency ($F=2.86$) was not significant ($df=2,719$). The literary creativity of students grouped into three sub-groups on the basis of Order of Birth was tested for significance of difference between means in terms of Fluency of students, each group taken in pairs. It was seen that the difference in the means of Fluency of all the three pairs was not significant.

The F ratio obtained for Flexibility ($F=1.57$) was not significant ($df=2,719$). The literary creativity of students classified into sub-groups was tested for significance of difference between means, each group taken in pairs. It was noted that the difference in the means in Flexibility of all the three pairs was not significant.

It is seen that the F ratio obtained for Originality ($F=0.1$) was not significant ($df=2,719$). The literary creativity of students categorized into sub-groups was tested of significant difference between means, each group taken in pairs. It is found that the difference in the means in Originality of all the three pairs was not statistically significant.

The F ratio obtained for the Total Literary Creativity ($F=2.64$) was not significant ($df=2, 719$). The literary creativity of students classified into sub-groups was tested for significance of difference between means especially with regard to Total Literary Creativity, each group taken in pairs. It is seen that the difference in the means of Total Literary Creativity of all the three pairs was not significant.

It can be interpreted that the mean scores in Fluency, Flexibility, Originality and Total Literary Creativity of the different sub-groups of students were more or less similar.

The inferences that were drawn from the above discussion are:

1. The Fluency, Flexibility, Originality and Total Literary Creativity of the students based on order of birth were identical.
2. Order of birth had no influence on the Literary Creativity of students.

VII. CONCLUSION

While first-born children may be advantaged in developing grammatical and vocabulary skills, later-born children are often seen to have better conversational skills. Later-born children are more exposed to conversational exchanges at home between parents and siblings. These conversations motivate them to learn and use the necessary social skills to be part of the conversations, exposing them to more mature language models and faster language development. Yet the present study concluded with the finding that order of birth had no influence on the creative writing skills of students.

VIII. REFERENCE

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