

# MOTHER'S OCCUPATIONAL LEVEL AS AN INFLUENTIAL FACTOR ON LITERARY CREATIVITY IN ENGLISH OF STUDENTS AT DEGREE LEVEL

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**Abstract:** An educational system which has a social responsibility of developing creativity in youngsters has to be fortified with the resources and mechanisms for developing specific creative abilities. The home environment will also accentuate the development of creativity in students in many ways. A mother's occupation and income level can influence the resources available to her child for developing their literary skills. The values and beliefs followed by the mother can influence her child's approach to creativity and literacy in general. The present study has been conducted to make an analysis of Literary Creativity in English in relation to Mother's Occupational Level among degree students. It can be concluded that Mother's Occupational Level has a positive influence on the Literary Creativity of degree students.

**Index Terms:** Literary Creativity, Demographic Variables

## I. INTRODUCTION

A measure of non-conformity and even a deviation from the beaten track is a pre-condition for change, novelty and progress. It can be assumed that an individual capable of divergent thinking can alone contribute creatively to the social stock. The words used by him may be looked upon as the 'bricks and mortar', by means of which a creatively motivated mind constructs the inner experience of grappling with a consciously-felt emotion or clearly apprehended idea. The creative element is thus detectable from the words employed; it is evaluated on the basis of how effectively their relevance, forcefulness and carefully ordered arrangement convey the pupil's involvement with his subject.

Creativity has been used synonymously with terms like 'imagination', 'ingenuity', 'spontaneity', 'productivity', 'originality', 'divergent thinking', 'intuition', 'exploration' and 'giftedness'. According to modern psychologists, most of the mental operations can broadly be divided into two categories – convergent thinking and divergent thinking. Convergent thinking deals with the given information arranged in a logical manner in order to arrive at a single right answer for any particular problem, whereas divergent thinking implies generation of new information from the given information and finding varied and unusual solutions to problems.

Wason (1968) defined creativity as 'a way of operating cognitively, aesthetically and emotionally which will find problems in a situation and will try to solve them'. Getzels and Csikzentmihalyi (1967) described creative thinking as "the posing of a problem as well as the action of trying to solve it". The creative aspect of problem-solving is characterized by personal expression and personal discovery, and Torrance's (1962) definition of creative thinking was 'the process of sensing gaps or missing elements and forming ideas or hypotheses concerning them.'

A mother's occupation can significantly influence a child's literary creativity, as a mother's work, values, and the environment she creates can shape a child's exposure to books, storytelling and the arts. If the mother has an academic background, her child is likely to be exposed to books, writing and creative expression from a young age. This exposure can foster a love of reading and writing, as well as encourage the child to see themselves as a potential creative learner. A mother's own writing or creative pursuits can serve as a powerful role model, demonstrating that creativity is a valuable and achievable pursuit. If a mother values education and encourages her child to pursue creative interests, her child is more likely to develop a strong foundation in literacy and creativity. A mother with a higher income may be able to afford tutoring, creative writing classes or other opportunities that can enhance her child's literary skills. Conversely, a mother's negative attitude towards reading or writing can discourage her child from pursuing these interests.

## II. STATEMENT OF THE PROBLEM

In order to assess 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: 'Mother's Occupational Level as an Influential Factor on Literary Creativity in English of Students at Degree Level'.

## 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 Mother's Occupational 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 mother's occupational level.

## V. METHODOLOGY IN BRIEF

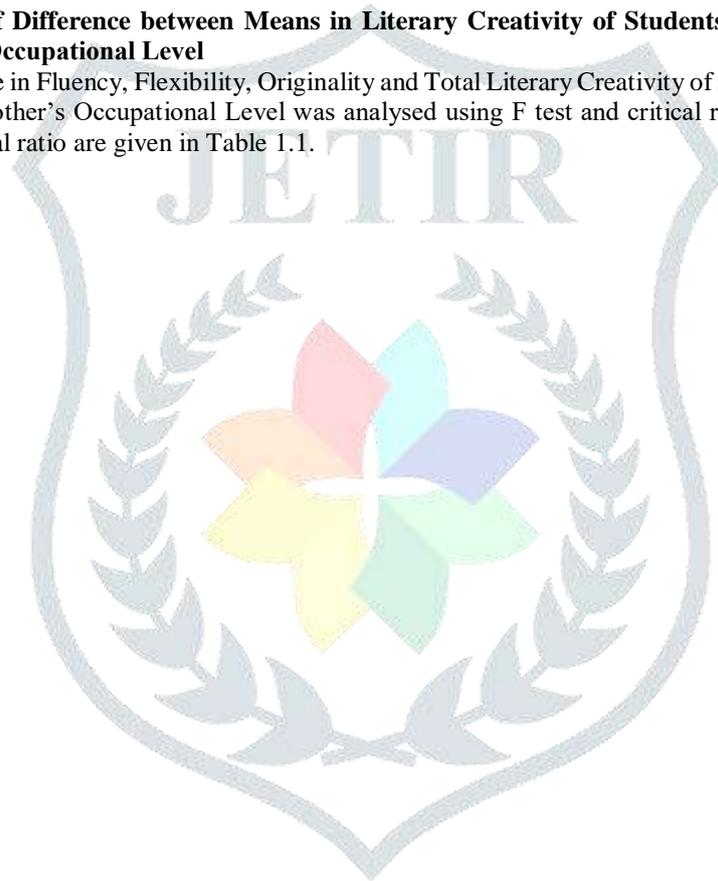
The present study used normative survey as the major method of approach supported by appropriate statistical design. The study has been envisaged on a sample of 854 degree students attending 11 colleges in Thiruvananthapuram and Kottayam districts. The sample was selected by stratified sampling technique 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 MOTHER'S OCCUPATIONAL LEVEL

The total sample of students was classified on the basis of the select demographic variable namely Mother's Occupational 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 Mother's Occupational Level

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

Creativity Variable	Education	Mean	Standard Deviation	Number	F	Pair	Critical Ratio	Pair	Critical Ratio
Fluency	Housewife (A)	289.6	216.5	536	15.32**	A&B	4.24**	B&D	5.41**
	Unskilled (B)	112.5	48.8	27		A&C	1.61	B&E	6.07**
	Skilled (C)	192.3	117.3	13		A&D	5.87**	C&D	2.78**
	Semi-Professional (D)	425.5	297.6	127		A&E	1.22	C&E	2.59*
	High Professional (E)	354.6	193.0	17		B&C	2.96**	D&E	0.95
Flexibility	Housewife (A)	36.1	18.5	536	12.68**	A&B	3.45**	B&D	5.20**
	Unskilled (B)	23.8	7.1	27		A&C	0.81	B&E	7.53**
	Skilled (C)	31.9	11.1	13		A&D	5.07**	C&D	2.26*
	Semi-Professional (D)	45.7	21.5	127		A&E	2.99**	C&E	3.46**
	High Professional (E)	49.6	15.0	17		B&C	2.72**	D&E	0.73
Originality	Housewife (A)	14.0	10.7	536	12.08**	A&B	3.40**	B&D	5.24**
	Unskilled (B)	7.0	3.4	27		A&C	0.96	B&E	6.97**
	Skilled (C)	11.2	5.3	13		A&D	5.01**	C&D	2.42**
	Semi-Professional (D)	19.5	12.3	127		A&E	2.59**	C&E	3.29**
	High Professional (E)	20.9	9.2	17		B&C	2.95**	D&E	0.44
Total Literary Creativity	Housewife (A)	339.8	241.5	536	15.42**	A&B	4.22**	B&D	5.48**
	Unskilled (B)	143.3	53.1	27		A&C	1.55	B&E	6.62**
	Skilled (C)	235.4	131.2	13		A&D	5.88**	C&D	2.78**
	Semi-Professional (D)	490.7	326.1	127		A&E	1.44	C&E	2.81**
	High Professional (E)	425.2	205.4	17		B&C	3.07**	D&E	0.80

\*Significant at 0.05 level

\*\* Significant at 0.01 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 their Mother's Occupational Level.

The critical ratio test was used to find out whichever pairs differ significantly. The test of significance of difference between means in Fluency, Flexibility, Originality and Total Literary Creativity of students was computed for the following ten pairs:

1. Students whose mothers are housewives and those whose mothers are unskilled workers.
2. Students whose mothers are housewives and those whose mothers are skilled workers.
3. Students whose mothers are housewives and those whose mothers are semi-professionals.
4. Students whose mothers are housewives and those whose mothers are high professionals.
5. Students whose mothers are unskilled workers and those whose mothers are skilled workers.
6. Students whose mothers are unskilled workers and those whose mothers are semi-professionals.
7. Students whose mothers are unskilled workers and those whose mothers are high professionals.
8. Students whose mothers are skilled workers and those whose mothers are semi-professionals.
9. Students whose mothers are skilled workers and those whose mothers are high-professionals.
10. Students whose mothers are semi-professionals and whose mothers are high professionals.

It is seen that the F ratio obtained for Fluency ( $F=15.32$ ) was significant at 0.01 level ( $df=4,719$ ). The literary creativity of students classified into ten sub-groups on the basis of Mother's Occupational Level was tested for significance of difference between means in Fluency, each group taken in pairs. It is found that the difference in the means in Fluency of seven pairs were statistically significant, of which six pairs were at 0.01 level and one pair at 0.05 level, while no significant difference existed for three pairs.

The F ratio obtained for Flexibility ( $F=12.68$ ) was significant at 0.01 level ( $df=4,719$ ). The literary creativity of students categorised into sub-groups on the basis of Mother's Occupational Level was tested for significance of difference between means, each group taken in pairs. It is noted that the difference in the means in Flexibility of eight pairs were statistically significant, of which seven pairs are at 0.01 level, one pair at 0.05 level while there was no significant difference for two pairs.

The F ratio obtained for Originality ( $F=12.08$ ) was significant at 0.01 level ( $df=4,719$ ). The literary creativity of students arranged into sub-groups on the basis of Mother's Occupational Level was tested for significance of difference between means, each group taken in pairs. It is seen that the difference in the means in Originality of eight pairs were statistically significant, of which seven pairs are at 0.01 level, one pair at 0.05 level, while no significant difference existed for two pairs.

It is understood that the F ratio for Total Literary Creativity ( $F=15.42$ ) was significant at 0.01 level ( $df=4,719$ ). The literary creativity of students classified on the basis of Mother's Occupational Level was tested for significance of difference between means, each group taken in pairs. It is seen that the difference in means in Total Literary Creativity of seven pairs were statistically significant at 0.01 level, while there was no significant difference for the other three pairs.

It can be interpreted that the mean values with regard to Fluency and Total Literary Creativity was highest in the sub-group in which the mothers were semi-professionals, while the mean values with regard to Flexibility and Originality were highest in the sub-group in which the mothers were high professionals. The mean values obtained with respect to Fluency, Flexibility, Originality and Total Literary Creativity were lowest in the sub-group in which the mothers were unskilled workers.

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

1. The Fluency and Total Literary Creativity of the students, whose mothers were semi-professionals, were the highest.
2. The Flexibility and Originality of the students, whose mothers were high professionals, were the highest.
3. The Fluency, Flexibility, Originality and Total Literary Creativity of the students, whose mothers were unskilled workers, were the lowest.
4. Mother's Occupational Level had a positive influence on the literary creativity of students.

## CONCLUSION

It can be concluded that a mother's occupation can significantly influence a child's literary creativity, both directly and indirectly. A mother's own writing or artistic pursuits can inspire her children, while her work experiences can provide ideas and perspectives to draw upon. Additionally, the amount of time a mother can dedicate to her child, the financial stability she provides, and the emotional support she offers, play crucial roles in fostering or hindering a child's creative development. Without doubt, the nature of mother's occupation, especially the time and energy spent in encouraging the literary pursuits of children would influence the literary creativity of students. Moreover the home environment should satisfy potentially more basic needs and motives, so that time and energy are spent for creative activities.

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