

# The Influence Of Financial Status Of Mothers In Fostering Creative Writing Skills In English Among Students

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**Abstract:** Innumerable factors such as the social class of the parents, their corresponding socio-economic, educational level, professions, cultural conditions, values and future goals create an impact on children's chances of benefitting from educational opportunities and of achieving success in the educational process especially their creative writing skills. Family experiences and behaviours stemming from socio-economic characteristics are considered to play a dominant role in the development of children's creative writing skills. The present study has been conducted to make a study of the influence of mother's financial status in fostering the creative writing skills in English among students. It can be concluded that mother's income level has a positive influence on the creative writing skills in English among students.

**Index Terms:** Creative writing skills, Financial status

## I. INTRODUCTION

Creativity takes many forms, drawing on a more varied spectrum of human functioning than linear, logical and rational patterns of behaviour. It is essentially generative, involving individuals in activities which produce new and unusual connections between ideas, domains, processes and materials. Human contacts with the world of nature, social institutions and with other individuals etch some imprints on the minds of students. In the process of creative imagination, we combine these memory impressions into new images. The new images thus formed are creative in the sense that the student visualizes scenes yet unseen, truths yet untold, and experiences yet to be experienced. In the deepest layer of the imaginative power, the creative student is able to imagine or see with the inner eye, the undiscovered truths of life.

Writing is one of the basic language skills on which the effect of socio-economic difference can be observed. Writing is related to thought, as it is a reflection of the desire and wishes to express oneself. It is rule-based, limiting the individual with various criteria regarding writing, grammar and text. At the same time, it is artistic, in that it enables the choice of wording and individual creativity. It helps students to expand their thought processes, organize and enrich their knowledge, use the language, and broaden their vocabulary.

The financial condition of the parents especially that of mothers, affect the educational opportunities of students which becomes apparent in their communicative and linguistic behaviours. It can be assumed that there will be differences between students who have mothers belonging to varying financial levels, in terms of their language skills especially the creative writing skills. Children raised in financially sound environments which provides more educational resources and better learning environments are prone to have a richer vocabulary, better syntax and sentence structure.

## II. STATEMENT OF THE PROBLEM

Envisaging the relevance of the need to develop creative writing skills, the investigator has designed the present work to make a study of creative writing skills in English in relation to select cognitive variables among students. The problem for the study has the title:

‘The Influence of Financial Status of Mothers in Fostering Creative Writing Skills in English among Students’.

## III. OBJECTIVES 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 such as Mother’s Income Level.

## IV. HYPOTHESES OF THE STUDY

The following was the hypothesis framed for the study:

There will be significant difference in the literary creativity of students classified into groups based on the variable ‘Mother’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 CREATIVE WRITING SKILLS IN ENGLISH OF STUDENTS CLASSIFIED ON THE BASIS OF MOTHER’S INCOME LEVEL

The total sample of students was classified on the basis of the select demographic variable such as Mother’s Income Level. The details are given below:

### Test of Significance of Difference between Means in Literary Creativity of Students Classified into Sub-groups based on Mother’s Income Level

The mean difference in Fluency, Flexibility, Originality and Total Literary Creativity of students of various sub-groups categorized on the basis of Mother’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 Mother's Income Level

Creativity Variable	Education	Mean	Standard Deviation	Number	F	Pair	Critical Ratio		Pair	Critical Ratio
Fluency	Nil (A)	289.6	216.5	536	16.33**	A&B	3.23**		B&D	5.48**
	Up to 10,000 (B)	181.3	131.9	43		A&C	2.81**		B&E	6.84**
	10,001 to 20,000 (C)	357.9	258.4	101		A&D	4.95**		C&D	2.50*
	20,001 to 30,000 (D)	513.1	352.8	26		A&E	5.13**		C&E	3.10**
	Above 30,000 (E)	594.9	313.2	14		B&C	4.22**		D&E	0.71
Flexibility	Nil (A)	36.1	18.5	536	9.96**	A&B	1.78		B&D	4.36**
	Up to 10,000 (B)	31.0	14.2	43		A&C	3.114**		B&E	4.54**
	10,001 to 20,000 (C)	42.4	20.0	101		A&D	3.905**		C&D	1.82
	20,001 to 30,000 (D)	50.8	23.0	26		A&E	3.65**		C&E	2.06*
	Above 30,000 (E)	54.5	22.2	14		B&C	3.38**		D&E	0.48
Originality	Nil (A)	14.0	10.7	536	16.03**	A&B	1.99*		B&D	6.28**
	Up to 10,000 (B)	10.7	8.3	43		A&C	1.91		B&E	4.16**
	10,001 to 20,000 (C)	16.2	9.4	101		A&D	6.72**		C&D	5.27**
	20,001 to 30,000 (D)	28.9	15.4	26		A&E	2.93**		C&E	2.30*
	Above 30,000 (E)	22.6	11.2	14		B&C	3.32**		D&E	1.33
Total Literary Creativity	Nil (A)	339.8	241.5	536	16.23**	A&B	3.12**		B&D	5.56**
	Up to 10,000 (B)	222.9	152.0	43		A&C	2.84**		B&E	6.68**
	10,001 to 20,000 (C)	416.5	283.0	101		A&D	5.04**		C&D	2.60**
	20,001 to 30,000 (D)	592.8	383.2	26		A&E	5.01**		C&E	3.05**
	Above 30,000 (E)	671.9	341.5	14		B&C	4.20**		D&E	0.63

\*Significant at 0.05 level

\*\* Significant at 0.01 level

The test of significance of difference between means in Fluency, Flexibility, Originality and Total Literary Creativity of students grouped on the basis of their Mother'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 attempted for the following ten pairs:

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

It is seen from Table 1.1 that the F ratio obtained for Fluency ( $F=16.33$ ) was significant at 0.01 level ( $df=4,719$ ). The literary creativity of students classified into ten sub-groups based on Mother's Income level, was tested for significance of difference between means in Fluency, each group taken in pairs. It is noted that the difference in the means in Fluency of nine pairs were statistically significant , of which eight pairs were at 0.01 level, one pair was at 0.05 level, while no significant difference existed for one pair.

The F ratio obtained for Flexibility ( $F=9.96$ ) was significant at 0.01 level ( $df=4,719$ ). The literary creativity of students categorised into sub-groups was tested for significance of difference between means, each group taken in pairs. It is understood that the difference in the means in Flexibility of seven pairs were statistically significant, of which six pairs were at 0.01 level, one pair at 0.05 level, while there was no significant difference for three pairs.

The F ratio obtained for Originality ( $F=16.03$ ) was significant at 0.01 level ( $df= 4,719$ ). The literary creativity of students arranged into sub-groups was tested for significance of difference between means, each group taken in pairs. It is noted that the difference in the means in Originality of eight pairs were statistically significant, of which six pairs were at 0.01 level, two pairs were at 0.05 level, while no significant difference existed for two pairs.

It is found that the F ratio obtained for Total Literary Creativity ( $F = 16.23$ ) was significant at 0.01 level ( $df=4,719$ ). The literary creativity of students classified into sub-groups was tested for significance of difference between means, each group taken in pairs. It is seen that the difference in the means in Total Literary Creativity of nine pairs were statistically significant at 0.01 level, while there is no significant difference for one pair.

It can be interpreted that the mean values for Fluency, Flexibility and Total Literary Creativity were highest, in the sub-group of students in which the mothers earned income above Rs.30,000. In the case of Originality, the mean values were highest in the sub-group of students in which the mothers earned income between Rs.20,001-Rs.30,000. The mean values obtained for Fluency, Flexibility, Originality and Total Literary Creativity were lowest, in the sub-group of students in which the mothers earned income up to Rs. 10,000.

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

1. The Fluency, Flexibility and Total Literary Creativity of the students were highest, for the sub-group in which the mothers earn income above Rs.30,000.
2. The Originality of the students was highest, for the sub-group in which the mothers earn income between Rs.20,001-Rs.30,000.
3. The Fluency, Flexibility, Originality and Total Literary Creativity were lowest for the sub-group in which the mothers earned income up to Rs.10,000.

4. Mother's income level had a positive influence on the Literary Creativity of students.

## VII. CONCLUSION

It can be concluded that the influence of income level of mother on students is revealed from the difference in means of literary creativity. Creative individuals often grew up in stimulating home environments where parents involved themselves in the language development of their wards. These could include home libraries, magazine subscriptions, technological devices or even a variety of hobbies, provided by parents who are capable of providing these facilities. It is interesting to note that the literary creativity of students whose mothers did not earn income was greater than that of students whose mothers earned income up to Rs. 10,000. It may be due to the fact that though the former did not earn money of their own, they were able to provide the necessary motivation and support in promoting literary creativity among their children.

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