

Literary Creativity In English In Relation To Nature Of Educational Institution Among Degree Students

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Abstract: Creative writing involves the process of raising questions about our intended meaning, about the audience, form and purpose of our writing as well as the production of possible ways to respond. The creative process of writing involves us in making choices about our stance, content, structure and language, and creating combinations between ideas and images. Creativity is a multifaceted capacity of human intelligence, which is relevant to everyone and encompasses both individual and collaborative activities. The present study has been conducted to examine Literary Creativity in relation to the nature of the educational institutions where the degree students studied. The study reveals that the Literary Creativity of students studying in Private institutions was superior to that of students in Government institutions. In addition to this, the Literary Creativity of students in urban institutions were higher than that of students in rural institutions.

Index Terms Literary Creativity, Nature of Institution

I. INTRODUCTION

Creativity has an uncommon, uncustomary, unconventional quality due to its breaking away from established patterns and from currently prevalent ideas. In a broad sense, it does not emphasize uncommonness by merely being different, but it is an original or imaginative type of quality. Conventional excellence has its important place, but if it swamps the whole society to a point where creative excellence does not emerge, then in comparison to other parts of the world, that society will be slipping in making future progress. Hence the best wisdom in a society is to foster both conventional excellence as well as creative excellence in the most effective combination as the way to produce a better world in the future (Treffinger, 2004).

Literary creativity can be thought of as 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 (Jones, 1972). Both include spontaneous self-expression involving the writer's thoughts, imagination and feelings. Creative writing can be recognized, by its expression of an acutely personal viewpoint or idea, so that a highly conscious reaction to a given subject is sharply focused in the writer's mind and set down in a noticeably individual manner (Grady & Wilcockson, 1976).

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 Literary Creativity in English in relation to select demographic variables among degree students. The problem for the study has the title: '*Literary Creativity in English in Relation to Nature of Educational Institution Among Degree Students.*'

III. OBJECTIVES OF THE STUDY

The following were the objectives formulated for the study:

- (1) To compare the Literary Creativity in English of students grouped on the basis of certain Demographic variables such as:
 1. Type of Institution
 2. Locale of Institution

IV. HYPOTHESES OF THE STUDY

The following were the hypotheses framed for the study:

- (1) There will be significant difference in the literary creativity of students classified into groups based on the variable 'Type of Institution'.
- (2) There will be significant difference in the literary creativity of students classified into groups based on the variable 'Locale of Institution'.

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 certain demographic variables like Type of Institution and Nature of Institution. The rejection of incomplete cases reduced the final sample to 720. The tool used for the collection of data was the Literary Creativity Test in English for Degree Students. The statistical techniques used in the present study were the Test of significance of difference between means (critical ratio test) and Analysis of Variance (ANOVA).

VI. ANALYSIS AND INTERPRETATION OF DATA

Analysis of data for the present investigation was carried out with a view to examine Literary Creativity of degree students in relation to the Total Intelligence and Achievement in English among degree students.

6.1 Test of Significance of Difference between Means in Literary Creativity among Sub-groups Classified in terms of Type of Institution

The mean difference in Fluency, Flexibility, Originality and Total Literary Creativity of students studying in Government and Private institutions were analysed using critical ratio test. The mean, standard deviation and critical ratio are given in Table 6.1.

Table 6.1

Data and Results of the Test of Significance of Difference between Means in Literary Creativity of Students Studying in Government and Private Institutions

Creativity Variable	Type of Institution	Mean	Standard Deviation	Number	Critical Ratio
Fluency	Government	283.4	206.1	432	3.26**
	Private	341.7	272.7	288	
Flexibility	Government	36.2	16.9	432	2.29*
	Private	39.6	22.0	288	
Originality	Government	13.9	9.4	432	2.77**
	Private	16.2	13.1	288	
Total Literary Creativity	Government	333.6	227.7	432	3.22**
	Private	397.5	303.6	288	

*Significant at 0.05 level

**Significant at 0.01 level.

It is evident from Table 1, that there was significant difference between the students studying in Government and Private institutions with regard to their Fluency, Flexibility, Originality and Total Literary Creativity. The results showed that Fluency, Originality and Total Literary Creativity discriminated at 0.01 level for students studying in Government and Private institutions. But the difference between means on Flexibility of the groups was significant only at 0.05 level.

The critical ratios for the components of Literary Creativity are the following:

Fluency	(CR= 3.26)
Total Literary Creativity	(CR= 3.22)
Originality	(CR= 2.77)
Flexibility	(CR = 2.29)

The mean values of Fluency, Flexibility, Originality and Total Literary Creativity were higher for students studying in Private institutions. Hence it can be inferred that the literary creativity of students studying in Private institutions was superior to that of students studying in Government institutions. It is a fact that students in private institutions are exposed to better facilities and opportunities especially with regard to IT assisted instructional materials. Moreover, they get more chance to participate in extra-curricular activities and literary pursuits. The difference in such exposure could be a main factor to affect the measures of literary creativity. The studies by Calder (2009) as well as Zhang (2010) substantiated this finding which investigated from a learner-as-creator perspective, how second language learners used technology, especially computers and the internet, to construct their language learning environments.

6.2 Test of Significance of the Difference between Means in Literary Creativity among Sub-groups Classified in terms of Locale of Institution

The mean difference in Fluency, Flexibility, Originality and Total Literary Creativity of students studying in Urban and Rural institutions were tested for significance. The mean, standard deviation and critical ratio obtained are given in Table 6.2

Table 6.2

Data and Results of the Test of Significance of Difference between Means in Literary Creativity of Students studying in Urban and Rural Institutions

Creativity Variable	Locale of Institution	Mean	Standard Deviation	Number	Critical Ratio
Fluency	Rural	271.0	202.8	412	4.75**
	Urban	354.5	268.4	308	
Flexibility	Rural	35.7	17.9	412	3.12**
	Urban	40.1	20.6	308	
Originality	Rural	14.1	10.9	412	2.03*
	Urban	15.8	11.3	308	
Total Literary Creativity	Rural	320.8	227.4	412	4.60**
	Urban	410.4	295.6	308	

*Significant at 0.05 level

**Significant at 0.01 level.

Table 2 reveals that there was significant difference between the students studying in Urban and Rural institutions with respect to their Fluency, Flexibility, Originality and Total Literary Creativity. The critical ratios obtained for Fluency, Flexibility and Total Literary Creativity were significant at 0.01 level. But the difference between means on Originality of the groups was significant only at 0.05 level.

The critical ratios for the components of Literary Creativity are the following:

Fluency	(CR =4.75)
Total Literary Creativity	(CR= 4.60)
Flexibility	(CR = 3.12)
Originality	(CR = 2.03)

The mean values of Fluency, Flexibility, Originality and Total Literary Creativity were higher for the students studying in Urban Institutions. Hence it can be inferred that the literary creativity of students studying in Urban institutions was superior to that of students studying in Rural institutions. The difference in means revealed the superiority in literary creativity of urban students. This may be due to the fact that the rural and urban students seem to enjoy educational facilities in different measures. The urban students particularly seem to be better exposed to mass media and other technological facilities. Thus these differences in literary creativity should be compensated through special training programmes in creative writing. This finding is contrary to that made by Skariah (1994) in which the student teachers in rural areas are better than their counterparts in originality and total creativity.

VII. CONCLUSION

A positive situation or environment that is free and democratic may be said to contribute favourably to the development of creative potential. On the other hand, a closed or inhibited situation or culture may have a detrimental effect on the development of initiative within the individual. The purpose of the study by Wiggins (2010) was to explore the instructional factors, both efficacious and detrimental that influence writing skills for students at a large sub-urban high school. The findings indicated that specific instructional practices influence writing success by creating an open environment by incorporating a variety of instructional strategies. The study had also arrived at the conclusion that the degree students who were educated in urban institutions had comparatively higher literary creativity than their counterparts studying in rural institutions.

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