

# Relationship between the Habit of Daydreaming and Creative Writing in English Among High School Students

Dr Usha Parvathy<sup>1</sup>, Revathy T .S.<sup>2</sup>

<sup>1</sup>Associate Professor, Avila College of Education, Edacochin, Cochin, Kerala, India

<sup>2</sup>Lecturer in English, Avila College of Education, Edacochin, Cochin, Kerala, India

**Abstract:** *Ability to use language creatively is yet a step ahead. For this imagination and daydreaming play a major role. Daydreaming may involve fantasies about future and it enhances one's creativity to some extent. The creativity of language enables man to produce and understand an infinite number of sentences, with his knowledge of a finite number of principles of construction. Daydreaming is viewed as an aspect of creative writing that can add to imagination and creativity which combines the freedom to imagine with the contemplative state of study. The aim of the study is to find out the extent of relationship between the habit of daydreaming and creative writing in English among High School Students. The result shows that there is a positive correlation between the daydreaming and creative writing skill in English among the high school students.*

**Keywords:** Day dreaming, Creative writing skill

## 1. Introduction

Language is undoubtedly the most valuable possession of the human race. Man is clearly distinguished from other species by his capacity of using language. Ability to use language creatively is yet a step ahead. For this imagination and daydreaming play a major role. Daydreaming may involve fantasies about future and it enhances one's creativity to some extent. The creativity of language enables man to produce and understand an infinite number of sentences, with his knowledge of a finite number of principles of construction. When we daydream, we are accessing our right brain, which is the creative and feminine side of our personality. It is said that many athletes, musicians and business leaders utilize daydreams to envision success. Positive daydreaming is healthy. It serves as a temporary escape from the demands of reality. It is also a good way to release pent up frustrations without physically acting them out. It relieves stress, improves attitude, fosters creativity and refresh the mind, body, and spirit. In daydreaming the person forms a mental image of a past experience or of a situation that he/she has never actually experienced. Toni Nelson argued that some daydreams with grandiose fantasies are self-gratifying attempts at "wish fulfillment". In the late 1960s, psychologist Jerome L. Singer of Yale University and psychologist John S. Antrobus of the City College of New York created a daydream questionnaire. The questionnaire, called the Imaginal Processes Inventory (IPI), has been used to investigate daydreams. Psychologists Leonard Giambra and George Huba used the IPI and found that daydreamers' imaginary images vary in three ways: how vivid or enjoyable the daydreams are, how many guilt- or fear-filled daydreams they have, and how "deeply" into the daydream people go.

Daydreaming is viewed as an aspect of creative writing that can add to imagination and creativity which combines the freedom to imagine with the contemplative state of study. The primary aim of creative writing is to think intelligently

and differently. Albert Einstein once said that "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world." Nothing can be built, developed or created for us to use and see, before it has existed in someone's imagination. Yes, ideas may be born from dreams. Edison may have dreamt of electric power to every home. Ford may have dreamt about a car for the people. And Gates may have dreamt about a computer in every household.

**Steven and Bruce (1990)** conducted a study on Daydreaming and Curiosity. The study examined longitudinal change and stability in daydreaming and curiosity among 74 gifted children and adolescents. Measures which tap content of daydreams changed over time, but measures of process or ways of relating to the environment, such as curiosity and frequency of daydreaming, were fairly stable. **Bruce (1984)** conducted a critical analytical study on individual Differences in IQ, Daydreaming and Moral Reasoning in Gifted and Average Adolescents and found out that it replicates and extends to older adolescents in previous findings of factorial **independence** between IQ and daydreaming in both gifted and average children and young adolescents. **Douglas (2010)** examined in a study to find out the place of creative writing in composition studies. For different reasons, composition studies and creative writing have resisted one another. **Hein, Tanja, and Huub (2009)** tried to find out whether there was any relationship between literature reading and creative writing. This study attempts to reliably measure literature reading and creative writing ability, and subsequently to determine whether a relationship exists between the two abilities.

The aim of the study is to find out the extent of relationship between the habit of daydreaming and creative writing in English among High School Students.

## 2. Methodology

In the present study, the investigators adopted Normative Survey Method to study the habit of daydreaming and creative writing in English among High School Students. The tool used for collecting data in this study is a questionnaire to find out the habit of daydreaming among High School Students and a test to assess the creative writing in English which include items like completion of poem, story completion test, forming stories based on a picture and writing a paragraph about a topic which is given by the investigator. Sample includes 700 High School Students from Government, Aided, Unaided, Urban and Rural Schools from the state of Kerala, India. The statistical analysis of the data was undertaken using procedures appropriate for the purpose of the study. The study used statistical technique Correlation.

## 3. Hypotheses

1. There is significant relationship between the habit of daydreaming and creative writing in English among High School Students in the total sample.
2. There is significant relationship between the habit of daydreaming and creative writing in English among High School Students in the sub samples based on gender, type of school and locality of school.

## 4. Objectives

1. To find out the relationship between the habit of daydreaming and creative writing in English among High School Students in the total sample.
2. To find out the relationship between the habit of daydreaming and creative writing in English among High School Students in the sub samples based on gender, type of school and locality of school.

## 5. Analysis and Interpretation

**Table 1:** Relationship between the habit of daydreaming and creative writing in English among High School Students in the total sample

Variable	No. of sample	Mean	S.D	Correlation	Level of Significance
Daydreaming	700	17.12	3.188	0.841	0.01
Creative Writing	700	28.98	3.468		

Significant at 0.01 level

The result shows that there is a positive correlation between the daydreaming and creative writing skill in English among the high school students.

On observing the analysis of objective 1, we can interpret that there is a high correlation between the habit of daydreaming and creative writing in English among the high school students in the total sample. Both the daydreaming and creative writing has a direct relationship with one another. Only when the student has the capacity to daydream he can show more progress in the creative writing ability. Creative writing is a food for the soul. It's the one thing that has a guaranteed return on investment. The more creativity

you spend, the better you feel, the more creative you become, and more nourished is your spirit.

Table 2 shows the correlation between the scores regarding the habit of daydreaming and creative writing in English among high school students based on gender, type of school and locality of school.

**Table 2:** Relationship between the habit of daydreaming and creative writing in English among High School Students in the sub samples based on gender, type of school and locality of school

Sub Sample	Number	'r' Value	Level of Significance
Male	350	0.82	P<0.01
Female	350	0.86	P<0.01
Government	250	0.77	P<0.01
Aided	236	0.85	P<0.01
Unaided	214	0.89	P<0.01
Rural	362	0.84	P<0.01
Urban	338	0.82	P<0.01

There were 350 male students and the value of co-efficient of correlation 'r' obtained (0.82) indicate that there is significant relationship between the habit of daydreaming and creative writing in English among male students. The obtained value (0.82) is higher than the table value. So it is significant at 0.01 level.

There were 350 female students and the value of co-efficient of correlation 'r' obtained (0.86) indicate that there is significant relationship between the habit of daydreaming and creative writing in English among female students. The obtained value (0.86) is higher than the table value. So it is significant at 0.01 level.

There were 236 aided high school students and the value of co-efficient of correlation 'r' obtained (0.85) indicate that there is significant relationship between the habit of daydreaming and creative writing in English among the aided high school students. The obtained value (0.85) is higher than the table value. So it is significant at 0.01 level.

There were 214 unaided high school students and the value of co-efficient of correlation 'r' obtained (0.89) indicate that there is significant relationship between the habit of daydreaming and creative writing in English among the unaided high school students. The obtained value (0.89) is higher than the table value. So it is significant at 0.01 level.

There were 250 government high school students and the value of co-efficient of correlation 'r' obtained (0.77) indicate that there is significant relationship between the habit of daydreaming and creative writing in English among the government high school students. The obtained value (0.77) is higher than the table value. So it is significant at 0.01 level.

There were 338 urban high school students and the value of co-efficient of correlation 'r' obtained (0.82) indicate that there is significant relationship between the habit of daydreaming and creative writing in English among the urban high school students. The obtained value (0.82) is higher than the table value. So it is significant at 0.01 level.

There were 362 rural high school students and the value of co-efficient of correlation 'r' obtained (0.84) indicate that there is significant relationship between the habit of daydreaming and creative writing in English among the rural high school students. The obtained value (0.84) is higher than the table value. So it is significant at 0.01 level.

On observing the analysis of objective two, we can interpret that there is a high correlation between the habit of daydreaming and creative writing in English among the high school students in the seven sub samples such as male, female, aided, unaided, government, urban and rural.

Creative writing requires plenty of imagination, observation and the innate ability to paint word-pictures out of anything under the sun. Research says that the children who don't get enough down time to daydream or who fill in their down time with too much television produce works that are "tedious and unimaginative."

## 6. Educational Implications of the Study

Dreams are an excellent source of insight and ideas.

- In the dream world, anything is possible. Our deepest desires and greatest fears come to life. Whether they haunt or beguile, our dreams represent the far reaches of our imaginations.
- Capture the images in your dreams and turn them into poems and song lyrics.
- Transform the monsters from your nightmares into the creepy villain in your short story or novel.

In the English class it is very essential that the students should think creatively and imaginatively only then they can come out with the flying colours. This study has proved that the students who are in the habit of daydreaming have an increase in improvement in the creative writing skill. Students who have interest in reading and daydreaming will show greater interest in their creative writing skill and hence will be more successful in their creative writing ability.

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