



EXPLORING THE RELATIONSHIP BETWEEN MALADAPTIVE DAYDREAMING AND CREATIVE WRITING PRODUCTIVITY

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ABSTRACT

This study explores the relationship between maladaptive daydreaming and creative writing performance among students in the English Language Education Program at Misi Charitas Catholic University. Using a quantitative correlational method with total sampling, data were gathered through two questionnaires distributed to all students. The findings reveal a significant positive correlation between daydreaming and creative writing, indicating that while daydreaming can inspire creativity and ideas, it may also hinder focus and academic performance. Students acknowledged daydreaming as a source of relaxation and creative thought, yet emphasized the need to manage it during lessons to remain productive. The study highlights the dual role of daydreaming both beneficial and disruptive—in academic settings. It suggests that educators can harness its creative potential by incorporating structured writing tasks that align with students' imaginative thinking. A balanced approach, combining creativity with focus, is essential for maximizing student engagement and well-being. This research offers unique insight into how maladaptive daydreaming influences English education students' writing skills and provides practical considerations for integrating this phenomenon into classroom practice.

Keywords: *Maladaptive day dreaming, creative writing, writing productivity, psychological and pedagogical approach*

1. INTRODUCTION

The creative process, particularly within the domain of writing, has long intrigued scholars and practitioners, delving into the depths of human imagination and expression. Creative writing serves as a conduit for exploring the complexities of the human psyche, transcending the boundaries of reality to craft narratives that resonate deeply with readers. However, behind this seemingly effortless act of creation lies a myriad of psychological processes, one of which has garnered increasing attention in recent years: maladaptive daydreaming (Dickinson, 2023; Kammad et al., 2021; Kaufman, 2019).

Maladaptive daydreaming, which involves deep and vivid fantasies that frequently interfere with everyday activities, has been widely studied in psychological research (Bigelsen et al., (2019; Kye et al., 2021; Sujiati et al., 2023; Jaya et al., 2025). Initially conceptualized as a coping mechanism for

individuals experiencing distress or dissatisfaction, maladaptive daydreaming has sparked interest for its potential implications on mental health and well-being. However, emerging research suggests a possible linkage between maladaptive daydreaming tendencies and creative endeavors, particularly in the realm of writing.

This article seeks to explore the nuanced relationship between maladaptive daydreaming and creative writing output. By examining the cognitive, emotional, and behavioral dimensions of both phenomena, we aim to shed light on how maladaptive daydreaming tendencies may influence the creative process inherent in writing (American Academy of Pediatrics, 2019). Furthermore, we endeavor to elucidate potential mechanisms through which maladaptive daydreaming may either facilitate or hinder creative expression in writing (Mariani et al.,

Vol 8, No 2 (2025): ESTEEM

2022; Fiialka et al., 2024; Clark et al., 2018; Bailey & Bizzaro, 2019).

Understanding the relationship between maladaptive daydreaming and creative writing output holds significant implications for both academic research and practical applications. Insights gleaned from this exploration may inform therapeutic interventions for individuals grappling with maladaptive daydreaming tendencies, as well as enhance creative writing pedagogy and practice. By bridging the realms of psychology and creative arts, this research aims to contribute to a deeper understanding of the human psyche and its manifestations in creative expression.

We aim to provide a comprehensive overview of the current state of knowledge in this field and identify avenues for future research. Through a multidisciplinary approach, this article endeavors to advance understanding at the intersection of psychology, creativity, and mental health.

2. LITERATURE REVIEW

The relationship between maladaptive daydreaming and creative writing productivity is a burgeoning area of research that intersects psychology, creativity studies, and writing pedagogy. Maladaptive daydreaming, characterized by extensive fantasy activity that can interfere with daily life, has been linked to various cognitive and emotional outcomes.

Maladaptive Daydreaming and Its Cognitive Effects

Recent studies have begun to explore the cognitive dimensions of maladaptive daydreaming, particularly in relation to divergent thinking—a critical component of creativity. For instance, a study focusing on adults with Autism Spectrum Disorders (ASD) found that immersive daydreaming experiences were prevalent among participants and were associated with unique forms of creative thinking. However, the

study also noted that these experiences could negatively correlate with the originality of divergent thinking tasks (West, Somer, & Eigsti, 2023; (Nielsen et al., 2020; Zhang et al., 2021; Bressane et al., 2024). This suggests that while maladaptive daydreaming may serve as a source of imaginative thought, it can also hinder productive creativity in certain contexts.

Creative Writing Productivity: Values and Motivation

The role of individual values and motivation in creative writing productivity has been extensively examined. A study analyzing the differences between poets and prose writers revealed that distinct motivational factors influenced their creative outputs. Poets were found to prioritize social focus values, whereas prose writers leaned towards personal focus values (Bultseva & Lebedeva, 2018; Lukita et al., 2023; Thankavel, 2023; Jones & Flint, 2022). This differentiation underscores the importance of understanding how personal motivations interact with creative processes, potentially offering insights into how maladaptive daydreaming might affect writers differently based on their individual values.

Contextual Influences on Writing Productivity

The context in which writing occurs significantly impacts productivity levels. Research has shown that specific environments can either enhance or inhibit creative writing efforts. For example, a study examining various writing contexts found that participants reported differing rates of productivity based on their surroundings and perceived success (Long, 2017; Royani, I., & Sihombing, 2023; Alharbi, 2023; Andina et al., 2020). This highlights the necessity for writers to cultivate environments conducive to creativity, potentially mitigating the adverse effects of maladaptive daydreaming.

Faculty Writing Groups: A Supportive Framework

The establishment of faculty writing groups has emerged as a beneficial strategy for enhancing writing productivity among academics. A study indicated that participation in creative writing groups could yield similar benefits to those experienced in scholarly writing groups, such as increased productivity and improved teaching effectiveness (Piller, 2021; Alharbi, 2023; Dhananjaya et al., 2024). These findings suggest that collaborative environments may help writers manage maladaptive daydreaming by providing structure and community support.

Writing Perceptions and Burnout Among Researchers

Understanding how perceptions of writing influence productivity is crucial in addressing issues related to maladaptive daydreaming. A study examining post-PhD researchers found that adaptive perceptions of writing correlated with higher engagement levels and lower burnout rates (Castelló, McAlpine, & Pyhältö, 2017). Conversely, maladaptive perceptions led to increased burnout experiences. This relationship emphasizes the need for educational interventions that shift perceptions toward viewing writing as a developmental process rather than a burdensome task.

Promoting Creative Expression in Underserved Youths

Research focusing on underserved youth highlights the potential for creative writing to serve as a transformative outlet. Various user interface designs aimed at promoting creative writing revealed that tools fostering a calm environment significantly increased productivity among participants (Gonçalves, Campos, Hanna, & Ashby, 2015; Lara-Aparicio et al., 2024; Fitria, 2024). Such findings suggest that creating supportive frameworks can help mitigate the

distractions associated with maladaptive daydreaming.

3. METHODS

This research aimed to explore the relationship between maladaptive daydreaming and creative writing output among students of the English Language Education Program (PBI) at Musi Charitas Catholic University. The study utilized a quantitative approach, employing two distinct questionnaires to collect data on daydreaming (that has the characteristics of maladaptive daydreaming) and creative writing (Neuman, 2019; Sugiyono, 2021).

Participants Recruitment

The participants were the students enrolled in the English Language Education Program at Musi Charitas Catholic University who were taking Academic Essay Writing course. A total of eight students participated in this research by completing the two questionnaires. The participants were diverse in terms of their academic year and grade levels.

Research Instruments

Two questionnaires were developed for this study. The first questionnaire, the Daydreaming Survey, was designed to measure the frequency, intensity, and impact of daydreaming on participants' daily lives. Participants were required to choose a rating from 1 to 5 based on their agreement with statements about daydreaming.

The second questionnaire focused on creative writing output. This Creative Writing Survey assessed the quantity and perceived quality of the participants' creative writing activities. Similar to the previous questionnaire, participants were required to choose a rating from 1 to 5 based on their agreement with statements about creative writing.

Ethical Considerations

Informed consent was obtained from all participants prior to their involvement in the study. Participants were assured of the confidentiality and anonymity of their responses. The study protocol was reviewed and approved by the ethics committee of Musi Charitas Catholic University.

4. RESULTS AND DISCUSSION

Daydreaming Survey

The survey results provide valuable insights into the participants' states of mind, particularly regarding the frequency and impact of their daydreaming as well as their perspectives on creative writing. The Daydreaming Survey revealed that participants experience daydreaming with varying frequency and intensity. Some reported frequent and immersive daydreams that significantly impact their daily lives, affecting academic performance and social interactions. These findings suggest that daydreaming can have both positive and negative effects, with some participants potentially using it as a coping mechanism, while others may find it disruptive.

1. Daydreaming in class helps me relax and recharge.
8 responses

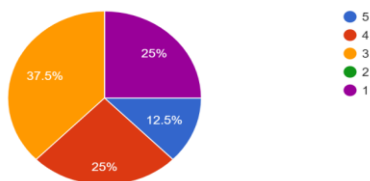


Table III.1. Daydreaming in class help with relaxing and recharging

The results revealed that the majority of participants felt neutral about the impact of daydreaming on relaxing and recharging aspect. While many acknowledged that daydreaming in class helped them relax and recharge, they also indicated that other

factors contributed more significantly to their well-being and productivity.

2. Daydreaming often leads to creative ideas for me.
8 responses

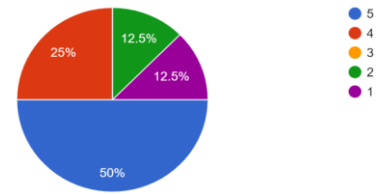


Table III.1. Daydreaming often leads to creative ideas

The results shows that the majority of participants agreed that daydreaming often led to many creative ideas. These findings highlight that while daydreaming can be a valuable source of inspiration and relaxation, a diverse approach incorporating various activities is crucial for maximizing creativity and productivity.

3. I find it hard to concentrate in class without occasionally drifting off into daydreams.
8 responses

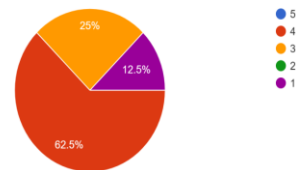


Table III.1. Hard concentrate in class.

On the other hand, the results showed that the majority of participants found it challenging to concentrate in class without occasionally drifting off into daydreams. This finding underscores the prevalence of daydreaming as a natural and often involuntary cognitive process, especially in environments requiring sustained attention, such as classroom settings. It suggests that while daydreaming may offer benefits in terms of creativity and mental relaxation, it can also pose challenges for individuals striving to remain attentive and engaged in academic tasks.

4. Daydreaming helps me escape from boredom during lectures.
8 responses

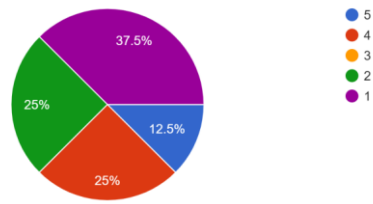


Table III.1. Daydreaming to escape boredom

The results revealed that the majority of participants disagreed with the statement that daydreaming aids in escaping boredom during lectures. This consensus highlights a significant divergence from the commonly held belief that daydreaming provides a respite from the tedium of prolonged academic sessions. This prevalent dissent emphasizes the need for a nuanced understanding of cognitive engagement in educational environments and calls for further research into more effective methods for maintaining student attention and interest during lectures.

student engagement to ensure the retention of essential educational material.

6. I believe daydreaming can be a valuable source of inspiration for learning.
8 responses

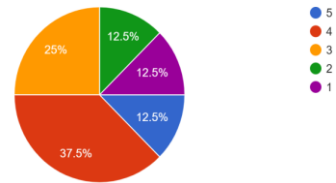


Table III.1. Daydreaming often leads to creative ideas

The results show how majority of participants believe that daydreaming can be a valuable source of inspiration for learning. They contend that allowing the mind to wander can lead to creative insights and innovative ideas, potentially enriching their understanding and approach to academic subjects. This perspective suggests that daydreaming, when channeled effectively, can be an asset to the learning process, fostering a more imaginative and holistic engagement with the material.

5. Daydreaming distracts me from important information being taught in class.
8 responses

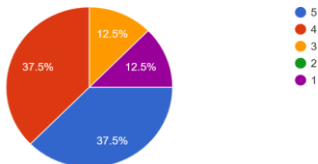


Table III.1. Daydreaming as distraction

The results indicate that the majority of participants concur that daydreaming distracts them from important information being taught in class. This collective agreement underscores the detrimental impact of daydreaming on academic performance, as it diverts attention away from critical instructional content. Consequently, the participants' perspectives suggest that rather than serving as a beneficial escape from boredom, daydreaming poses a significant barrier to effective learning. This insight calls for the implementation of strategies aimed at minimizing distractions and enhancing

7. I try to limit my daydreaming in class to stay focused on the lesson.
8 responses

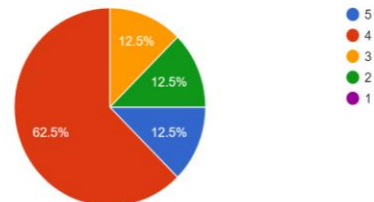


Table III.1. Limiting Daydreaming

The majority of participants agree on the importance of trying to limit daydreaming during class. They recognize that excessive daydreaming can impede their ability to stay focused and absorb the material being taught. This collective resolution to reduce daydreaming reflects a proactive approach to enhancing their academic engagement and optimizing their learning outcomes.

8. Daydreaming is a natural part of my learning process.
8 responses

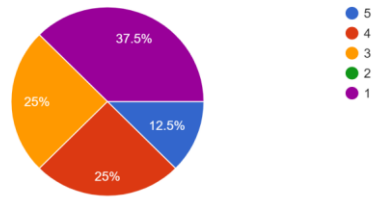


Table III.1. Daydreaming natural part of learning process.

Conversely, the majority disagree with the notion that daydreaming is a natural part of the learning process. They argue that learning requires focused attention and that daydreaming disrupts this essential concentration. This disagreement indicates a preference for structured and disciplined cognitive engagement, viewing daydreaming as an extraneous activity that detracts from effective learning rather than complementing it.

9. Daydreaming in class is disrespectful to the teacher and other students.
8 responses

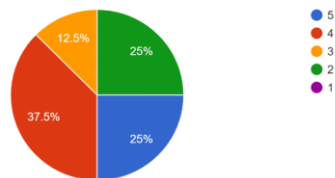


Table III.1. Daydreaming as an act of disrespect.

Most participants agree that daydreaming in class is disrespectful to the lecturer and other students. They believe that it demonstrates a lack of consideration for the effort the lecturer puts into teaching and for the learning environment that benefits all students. However, a larger subset disagrees, perceiving daydreaming as a personal coping mechanism that doesn't necessarily indicate disrespect. This division reflects differing attitudes towards classroom etiquette and the interpretation of attentiveness.

10. I feel guilty when I catch myself daydreaming instead of paying attention.
8 responses

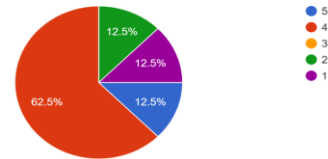


Table III.1. Guilt of daydreaming.

A majority of participants report feeling guilt when they find themselves daydreaming in class instead of paying attention. This guilt likely stems from an awareness of the negative impact daydreaming can have on their academic performance and a sense of responsibility towards maximizing their educational opportunities. This feeling underscores the internal conflict between the desire for mental respite and the obligation to remain engaged with the class material.

11. Daydreaming helps me process information in a deeper way.
8 responses

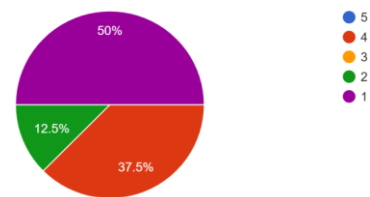


Table III.1. Daydreaming help with processing information.

Additionally, the majority disagree that daydreaming helps them process information in a deeper way. They argue that rather than enhancing their understanding, daydreaming often leads to missed information and superficial engagement with the content. This perspective highlights a critical view of daydreaming as a hindrance rather than a facilitator of deeper cognitive processing.

12. I often find myself daydreaming about topics unrelated to the class material.
8 responses

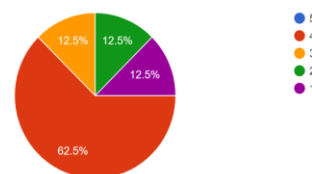


Table III.1. Topics of daydreaming

Moreover, the majority agree that they often daydream about topics unrelated to the class materials. This tendency to mentally wander away from the subject at hand suggests that daydreaming can significantly detract from focused learning and retention of course content. It emphasizes the challenge of maintaining sustained attention in an academic setting.

13. Daydreaming helps me cope with stress or anxiety during class. 8 responses

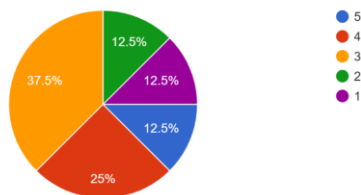


Table III.1. Coping with stress and anxiety through daydreaming

In this result, the majority agree that daydreaming helps them cope with anxiety and stress during class. They find that allowing their minds to drift provides a temporary escape from the pressures of academic life, offering a mental break that can alleviate stress and anxiety. This coping mechanism indicates that while daydreaming may have drawbacks in terms of attentiveness, it serves a beneficial role in managing the emotional demands of the learning environment.

14. I wish I could control my daydreaming better during class. 8 responses

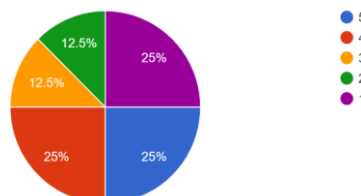


Table III.1. Controlling daydreaming.

Furthermore, the results show that most express a desire to better control their daydreaming during class. They

acknowledge that while it is natural for the mind to wander occasionally, being able to manage and redirect their attention more effectively would significantly benefit their academic performance. This aspiration underscores a commitment to developing stronger self-regulation skills and improving their overall attentiveness in an educational setting.

15. Daydreaming in class can be detrimental to my academic performance. 8 responses

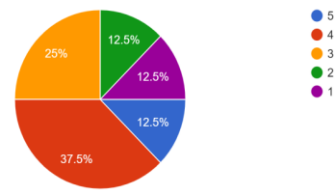


Table III.1. Daydreaming as detrimental to academic performance

Additionally, the majority concur that daydreaming in class can be detrimental to their academic performance. They understand that frequent mental distractions can lead to missed information, incomplete understanding, and lower grades. This awareness of the negative impact of daydreaming highlights the importance they place on maintaining concentration and fully engaging with the class material to achieve their academic goals.

Creative Writing Survey

The Creative Writing Survey shed light on the participants' engagement with and attitudes toward creative writing. The quantity and perceived quality of their creative writing outputs varied widely. While some participants reported producing extensive and high-quality writing regularly, others indicated that they wrote less frequently and were less confident in their work. This variability highlights differing levels of engagement and self-assessment in creative writing, with some participants viewing it as a productive and fulfilling activity, while others see room for improvement.

1. I believe creative writing classes are essential for developing writing skills.
8 responses

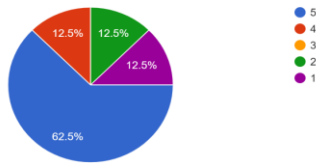


Table III.1. Developing writing skills.

The majority of participants believe that creative writing is essential for developing writing skills. They recognize that the practice of crafting stories and poems hones their ability to write effectively and persuasively. This highlights the value placed on creative writing as a foundational component of broader writing proficiency.

2. Creative writing classes help me express myself more effectively.
8 responses

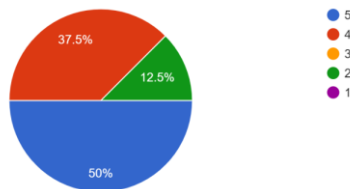


Table III.1. Creative writing to express more effectively.

Most participants agree that creative writing helps them express themselves more effectively. Engaging in creative writing allows them to articulate their thoughts and emotions with greater clarity and nuance. This ability to convey personal expression underscores the therapeutic and communicative benefits of creative writing.

3. I enjoy exploring different writing styles and genres in creative writing class.
8 responses

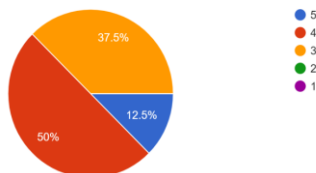


Table III.1. Exploring different writing styles and genres.

The majority enjoy exploring different writing styles and genres in creative writing classes. This enjoyment reflects their

curiosity and eagerness to experiment with various literary forms, which enriches their understanding and appreciation of the diverse possibilities within writing. It also indicates that variety in coursework keeps them engaged and motivated.

4. Creative writing classes inspire me to think more creatively in other aspects of my life.
8 responses

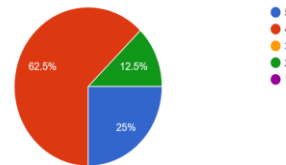


Table III.1. Creative writing to inspire

Furthermore, the majority agree that creative writing classes inspire them to think more creatively in other aspects of their lives. The skills and mindset developed through creative writing transcend the classroom, fostering innovative thinking and problem-solving abilities in a range of contexts. This cross-disciplinary impact underscores the holistic benefits of creative writing education.

5. I find the feedback from peers in creative writing classes valuable for improving my work.
8 responses

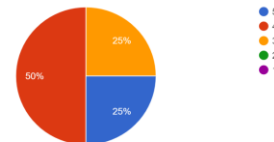


Table III.1. Daydreaming often leads to creative ideas

Additionally, the majority find feedback from peers in creative writing classes valuable for improving their work. Constructive criticism and insights from classmates provide them with different perspectives and help refine their writing. This peer interaction is crucial for personal and academic growth, promoting a collaborative learning environment.

6. Creative writing classes have helped me discover new ways to approach storytelling.
8 responses

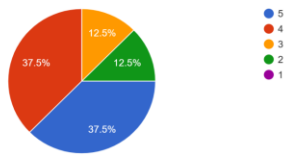


Table III.1. Discover new ways to approach storytelling.

Moreover, the majority agree that creative writing classes have helped them discover new ways to approach storytelling. Exposure to various techniques and narrative structures broadens their storytelling toolkit, enhancing their ability to craft compelling and original narratives. This discovery process is integral to their development as writers.

7. I think creative writing classes should focus more on structure and technique rather than free expression.
8 responses

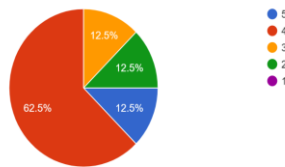


Table III.1. Structure and technique rather than free expression.

However, the majority think that creative writing classes should focus more on structure and technique rather than free expression. They believe that a stronger emphasis on the fundamentals of writing will provide a more solid foundation upon which they can build their creative endeavors. This perspective highlights a desire for balance between creativity and technical proficiency.

8. Creative writing classes should prioritize teaching the basics of grammar and punctuation.
8 responses

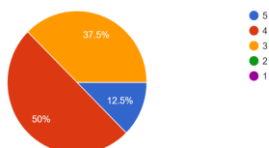


Table III.1. Prioritize basic grammar and punctuation.

In line with this, the majority agree that creative writing classes should prioritize

teaching the basics of grammar and punctuation. Mastery of these basics is seen as essential for producing polished and professional writing. This focus on technical accuracy is viewed as a critical component of their writing education.

9. I feel more confident in my writing abilities after taking creative writing classes.
8 responses

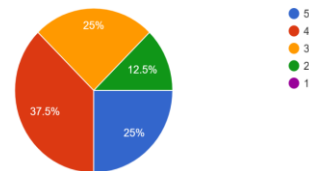


Table III.1. Confidence in writing abilities.

Furthermore, the majority feel more confident in their writing abilities after taking creative writing classes. The skills and experiences gained through these classes bolster their self-assurance, enabling them to approach writing tasks with greater confidence and competence. This boost in confidence is a testament to the effectiveness of creative writing instruction.

10. Creative writing classes should include more opportunities for real-world publishing and sharing of work.
8 responses

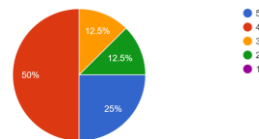


Table III.1. Real-world publishing opportunities.

The majority also agree that creative writing classes should include more opportunities for real-world publishing and sharing of work. They see the value in experiencing the process of publishing, which can provide motivation and practical insights into the professional writing world. This real-world application is viewed as an important extension of their classroom learning.

11. I prefer creative writing classes that encourage experimentation over those with rigid rules.
8 responses

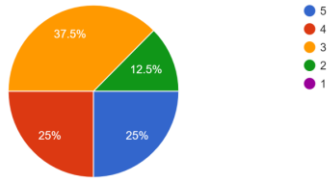


Table III.1. Experiments over rigid rules.

However, the majority feel neutral about balancing rigid rules with encouragement for experimentation in writing classes. While they appreciate the value of experimentation, they also recognize the importance of having some structure and guidelines to follow. This neutrality reflects a nuanced understanding of the need for both freedom and discipline in creative writing.

12. I believe creative writing classes are a waste of time and resources.
8 responses

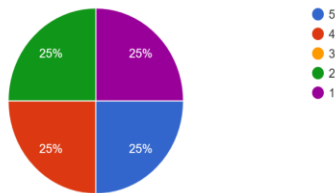


Table III.1. Waste of time and resources.

Interestingly, opinions are divided on whether creative writing classes are a waste of time and resources, with half of the participants believing they are and the other half disagreeing. This division highlights varying perceptions of the value and impact of creative writing education, suggesting that its benefits may be more apparent to some students than others.

13. I find it difficult to come up with original ideas in creative writing classes.
8 responses

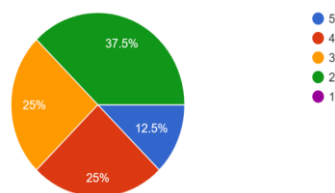


Table III.1. Difficult to come up with original ideas.

The majority find it difficult to come up with original ideas in creative writing classes. They often struggle with generating fresh and unique concepts, which can be a significant challenge in their creative process. This difficulty points to the need for more guidance and strategies for idea generation.

14. I wish creative writing classes offered more guidance on how to overcome writer's block.
8 responses

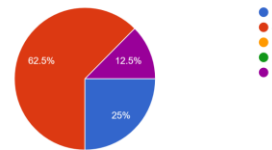


Table III.1. Overcome writer's block.

The majority wish that creative writing classes offered more guidance on overcoming writer's block. They seek tools and techniques to help them navigate periods of creative stagnation and maintain their productivity. This desire for additional support highlights a common obstacle faced by writers.

15. Creative writing classes should place more emphasis on exploring diverse perspectives and voices in literature.
8 responses

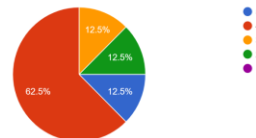


Table III.1. Exploring diverse perspectives and voices in literature.

Lastly, the majority agree that creative writing classes should place more emphasis on exploring diverse perspectives and voices in literature. They value exposure to a wide range of cultural and social viewpoints, which enriches their understanding and empathy, and enhances the depth and relevance of their own writing. This emphasis on diversity is seen as crucial for a comprehensive and inclusive creative writing education.

NORMALITY TEST

Shapiro-Wilk

	Statistic	df	Sig.
DW	0.871	8	0.153
CW	0.941	8	0.618

Table III.2. Normality Test.

To analyze the survey data, a normality test was conducted to determine whether the distribution of responses adhered to a normal distribution. Given the small sample size of eight participants, the Shapiro-Wilk test was selected due to its efficacy and reliability in assessing normality for small sample sizes.

For the daydreaming survey, the Shapiro-Wilk test yielded a test statistic of 0.871 with a p-value (significance) of 0.153. The test statistic (W) ranges from 0 to 1, with values closer to 1 indicating that the data distribution is more consistent with a normal distribution. The p-value indicates the probability that the data deviates from a normal distribution purely by chance. In this case, a p-value of 0.153 exceeds the common alpha level of 0.05, suggesting that there is insufficient evidence to reject the null hypothesis that the data follows a normal distribution. Therefore, the responses in the daydreaming survey do not significantly deviate from normality.

For the creative writing survey, the Shapiro-Wilk test resulted in a test statistic of 0.941 with a p-value of 0.618. Again, the test statistic is close to 1, indicating that the data is likely normally distributed. The p-value of 0.618 is substantially higher than the 0.05 threshold, further supporting the null hypothesis that the data follows a normal distribution. Consequently, the responses in the creative writing survey exhibit a normal distribution pattern.

The Shapiro-Wilk test for both surveys indicates that there is no significant deviation from normality in the distributions of the responses. For the daydreaming survey, a W statistic of 0.871 and p-value of 0.153 suggests a normal distribution, and similarly, the creative writing survey's W statistic of 0.941 and p-value of 0.618 confirm normality. This normality assumption validates the use of parametric tests for further analysis, as the data conforms to the essential assumption of normal distribution inherent in many statistical techniques.

Correlations

		DW	CW
DW	Pearson Correlation	1	.732*
	Sig. (2-tailed)		.039
	N	8	8
CW	Pearson Correlation	.732*	1
	Sig. (2-tailed)	.039	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

Graphic III.3. Correlations

The correlation table displays the Pearson correlation coefficients along with their respective significance levels (Sig. 2-tailed) between two variables: Daydreaming (DW) and Creative Writing (CW).

The Pearson correlation coefficient quantifies the degree of linear relationship between two variables, ranging from -1 to 1. A value closer to 1 indicates a strong positive correlation, while a value closer to -1 indicates a strong negative correlation. A value around 0 suggests no linear relationship.

The Pearson correlation coefficient between DW and CW is $r=0.732$. This value indicates a strong positive correlation between daydreaming and creative writing. As the level of daydreaming increases, the engagement or performance in creative writing tends to increase as well.

The significance level for the correlation between DW and CW is $p=0.039$. Since $p<0.05$, we reject the null hypothesis and conclude that there is a statistically significant correlation between daydreaming and creative writing at the 0.05 level.

The correlation analysis reveals that there is a significant positive correlation between daydreaming (DW) and creative writing (CW) with a Pearson correlation coefficient of 0.732 and a p-value of 0.039. This result indicates that as daydreaming increases, engagement or performance in creative writing tends to increase, and this relationship is statistically significant.

5. CONCLUSION

The correlational study on daydreaming and creative writing reveal interesting parallels and intersections between these two cognitive activities,

Vol 8, No 2 (2025): ESTEEM

shedding light on their respective impacts on learning, creativity, and academic performance. The majority of participants acknowledge that daydreaming can lead to creative ideas and serve as a valuable source of inspiration. This suggests that the spontaneous and often involuntary nature of daydreaming can stimulate creativity in ways that structured thinking may not. Similarly, participants in the creative writing survey recognize that engaging in creative writing helps them express themselves more effectively and think more creatively in other aspects of their lives. Both activities, therefore, are seen as instrumental in fostering creativity and self-expression.

However, significant differences exist in how these two activities are perceived within educational settings. Daydreaming is commonly seen as a hindrance to concentration and a barrier to academic success, often labeled as a distraction during learning. In contrast, creative writing is widely recognized as a valuable tool for building writing skills and encouraging active participation in academic tasks. Most students agree that daydreaming should be minimized during class to help maintain attention and support effective learning, while creative writing is viewed as a constructive outlet for expressing creativity and enhancing writing ability through a more guided and purposeful process.

The correlation analysis also indicates a significant positive relationship between daydreaming and creative writing, with a Pearson correlation coefficient of 0.732 and a p-value of 0.039. This suggests that as daydreaming increases, engagement or performance in creative writing also tends to increase, supporting the hypothesis that there is a meaningful association between these two variables.

Although daydreaming and creative writing are different activities, both contribute to stimulating creativity and supporting mental well-being. The main distinction between them is how they are viewed in relation to academic achievement and the extent to which they require structured direction. By combining the free-

flowing imaginative nature of daydreaming with the organized process of writing, educators can create a more balanced learning approach that maximizes the strengths of both. This integration has the potential to boost student participation, foster creative expression, and promote a healthier, more engaging educational experience.

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