



LITERARY CREATIVITY AND DIGITAL READINESS AMONG HIGH SCHOOL STUDENTS

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Abstract

Literary creativity is the ability of an individual which reflects the uniqueness of thought and expression as well as creative writing by using the power of imagination. Digital readiness of an individual refers to the readiness of that person to acquire the key digital skills such as skills in communication, handling information, transaction of ideas, problem solving etc. Digital skills are considered as one of the urgent needs of the era. In the present study the investigator studied the relationship between Literary Creativity and Digital Readiness among High School Students. Normative survey method was adopted for the study. The investigator conducted the study on high school students as both these variables are crucial at high school level. Literary creativity test and digital readiness scale are used as tools of the study. Analyse the data statistical measures like Karl Pearson's coefficient of correlation and t test were used. The major result of the investigation was that there is a significant positive correlation between literary creativity and digital Readiness among High School Students. The study concluded as uniqueness of thought and expression are correlated to the curiosity and readiness to develop novel digital skills.

Key words: *Literary Creativity and Digital Readiness*

Introduction

Language is the core of all learning. It is essential for both language learners and subject learners. Mastery in language learning means mastery in the language skills such as listening, speaking, reading and writing. Proficiency in LSRW enables the learner to collect information

from the lectures they hear, to express fluently and appropriately, to read, collect, and comprehend information from written form of language and to write effectively and meaningfully. English is an international language and it is spread all over the globe. English Language proficiency is inevitable for academic achievements, higher education and social well-being. In addition to this, high scores in English proficiency tests are considered as a criteria for studying abroad or getting jobs in other developed countries. Uniqueness and divergent thinking is always more profitable for students than common stream of thinking. Literary creativity ensures creativity in writing by exhibiting fluency, flexibility and originality in ideas and thoughts. Student who is able to perform Literary Creativity can produce high scores in learning outcomes.

Educational requirements and demands are changing day by day with the changes in the world of innovations and knowledge explosion. Teachers, students and every learning experience should be updated with these changes to make teaching effective and meaningful. Digital innovations accelerate the rate of learning by providing fast-accessing ways to gather, store and retrieve information.

Need and Significance of the study

Creativity in language modalities is always expecting from language and non language students. Because language profession c is essential to excel in academic performance. Most of the achievement tests are in written form and creativity in writing surely promising good impression of the evaluators and high scores in evaluation. 200 performed literary creativity are different from the ordinary students as they equip with divergent thinking, ability to find out alternatives, decision making and problems solving.

Digital readiness and literacy are much needed competencies for today's learner. Majority of students practised digital possibilities and equipped themselves with digital skills in the pandemic situation as it demands learning through online platforms. Their preparedness and willingness in using digital tools are required for updating themselves in all learning experiences. There is a shift from face to face interaction to screen to screen interaction and textbook oriented learning to digital learning.

Creative students always have a tendency to search for new ideas and strategies. The question aroused is whether they are ready to accept innovations which came as a result of digital

advancements. Another area to explore is whether literary creative students are eager to learn digital possibilities. Both Literary Creativity and Digital Readiness are very crucial in the High School classes as the evaluation is favourable for originality and uniqueness. The present study focused on the relationship between Literary Creativity and Digital Readiness among High School Students.

Theoretical Background

Guilford's Theory of Creativity (1950) states that creativity includes fluency, flexibility and originality of ideas and thoughts. Anderson and Krathwohl's (2000) taxonomy was developed directly from Benjamin Bloom's taxonomy. Here Anderson uses verbs and their places creativity as the highest form of learning. Remembering, understanding, applying, analysing, evaluating and creating are the hierarchy of cognitive development identified by him. The degree of eagerness and readiness to learn something new will always increase the rate of learning. Edward Thorndike's law of readiness states that the students learn in an effective way when they have a good attitude and readiness to learn. Being open to new information, skills and experiences is favourable for the induction of input.

Review of Related Literature

Troester, (2015) conducted a study entitled 'The Writing Process: using toPeer Review to Develop Student Writing'. The researcher suggested an online writing exchange to peer review and assured that they get a better perception of the writing process and enriches their confidence in exploring the wrong writing and changing them as writers. In the context of covid-19 pandemic so many studies came out on the problems related to digital and literacy.

Kim, Hong and Song (2019) conducted a study on the roles of Academic Engagement and Digital Readiness in students' achievements in University e-learning environment. They identified an effective adoption of an e-Learning environment by the college students, educators and administrators.

Karthiyayani (1995) identified varied degrees of performance among the students in reading comprehension by her study entitled as Reading Comprehension of Higher Secondary Students on Applied Linguistic Study. The male and female students are equal in their comprehension ability. But urban areas students have better reading comprehension skills than

the rural areas students. At the same time high achievers in the achievement test scored more than the low achievers in the reading comprehension tests.

Many investigators focused on the psychological and emotional effects of online classes and digital learning. The requirements and possibilities of digital learning and its role in language acquisition should be explored more.

The review of related literature shows that Literary Creativity and Digital Readiness are needed for students to become outstanding in their academic performance. If a student is equipped with both these skills can excel in information gathering, storing, updating and retrieving.

Research Questions

1. What is the status of Literary Creativity among High School Students?
2. What is the level of Digital Readiness among High School Students?
3. Is there a significant correlation between Literary Creativity and Digital Readiness among High School Students?

Statement of the Problem

The title of the study is entitled as Literary Creativity and Digital Readiness among High School Students.

Definition of Key Terms

Literary Creativity: It is the skill of writing creatively or producing creative literature by using the power of imagination. According to Kundley (1977) literary creativity is a potential or an aptitude for creation of new works of beauty of any size and form through the medium of language.

Digital Readiness: it stands for the attitude and behaviours that underpin students' preparedness and comfort in using digital tools for learning.

High School Students: This is the group of students who belong to 8th, 9th and 10th classes of State, CBSE and ICSE schools. The present study considered 50 9th standard students belonging to state syllabus.

Objectives of the Study

1. To analyse the level of Literary Creativity among High School Students.
2. To analyse the level of Digital Readiness among High School Students.
3. To find out the relationship between Literary Creativity and Digital Readiness among High School Students.

Hypothesis of the Study

1. There will be a significant relationship between Literary Creativity and Digital Readiness among high school students.

Methodology

Normative survey method was adopted for the study.

Sample

As sample the investigator considered 50 ninth standard high school students belonging to state syllabus in Ernakulam district.

Variables of the Study

Literary Creativity and Digital Readiness are the variables of the study.

Tools used for the study

1. Literary Creativity Test constructed by the investigator.
2. Digital Readiness Scale constructed by the investigator.

Statistical Techniques adopted

1. Karl Pearson's coefficient of correlation
2. t test

Analysis and Interpretation

The investigator measured the level of Literary Creativity and Digital Readiness among High School Students by administering self-constructed tools. The analysis of the data has been endeavored as per the objectives stated earlier. The collected data were classified, tabulated and analysed.

Analysing the Scores of Literary Creativity among High School Students

The first objective of the study was to analyse the level of Literary Creativity among High School Students. The data were collected from 50 ninth standard high School Students. Mean and standard deviation were calculated from the data.

Table 1

Descriptive Analysis of Literary Creativity among High School Students

Variable	N	Mean	SD
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Literary Creativity	50	215.78.	22.5
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Table 1 gives the descriptive analysis of the level of Literary Creativity among High School Students. The mean score is 215.78 and the standard deviation is 22.5.

Analysing the Scores of digital readiness among high school students

The second variable of the study is Digital Readiness and the second objective is to find out the level of Digital Readiness among High School Students. Data was collected from 50 ninth standard students in of State syllabus Ernakulam district.

Table 2

Descriptive Analysis of Digital Readiness among High School Students

Variable	N	Mean	SD
Digital Readiness	50	97.04	17.98

Table 2 shows the level of digital redeeness among High School Students. The mean score of Digital Readiness is 97.04 and standard deviation is 17.98.

Analysing the Relationship between Literary Creativity and Digital Readiness among High School Students

The third objective of the study is to find out the relationship between Literary Creativity and Digital Readiness among High School Students. To find out the relationship between Literary Creativity and Digital Readiness the investigator make use of the statistical technique, Karl Pearson's coefficient of correlation.

Table 3

Relationship between Literary Creativity and Digital Readiness among High School Students

Variables	N	Correlation	p-value
Literary Creativity	50	0.55	0.00001

Digital Readiness

Table 3 shows that the correlational coefficient is 0.5 and p value is 0.00001. This indicates a significant positive correlation between Literary Creativity and Digital Readiness at a 0.05 level of significance.

Major Finding of the Study

The present study focused on the relationship between Literary Creativity and digital Readiness among High School Students and found that there exists a significant positive correlation between the variables. This shows that the students who belongs to higher Literary Creativity level exhibits high range of Digital Readiness.

Tenability of Hypothesis

The hypothesis of the study is 'there will be a significant relationship between Literary Creativity and Digital Readiness among High School Students.

The analysis of the study reveals that the coefficient of correlation is 0.55 and p value is 0.00001. this indicates a significant positive correlation between Literary Creativity and Digital Readiness among High School Students. And the hypothesis substantiated.

Educational Implications

Creativity is considered as one of the conspicuous facets of language learning and the willingness to practise digital skills is the crucial requirements of the era. In classrooms teachers can make use of the digital possibilities to enhance the creative writing skills of the students. The fundamental facilities such as dictionaries, grammar checking tools and the best practice platforms such as Google docs, Edublogs etc will embrace forward thinking technology while instilling in students an appreciation for writing in all its forms. Teachers can provide an informal and stress free environment for the students to encourage their creative imagination. By making use of their eagerness and preparedness to practise digital possibilities teachers can equip the students with the skills for a better creative production of language. Teachers should encourage the students to write assignments, magazines, brochures, notices, reports, minutes etc in online platforms and do digital submission. These practices undoubtedly promote literary creativity and academic writing skills of the students. This will be helpful for both the language students and non-language students as writing skill are inevitable for academic excellence.

Conclusion

The study examined the strength of Literary Creativity and Digital Readiness among High School Students and focused on the relationship between these two variables. The results showed a significant positive relationship between both variables. This highlights the idea that the uniqueness in thought and expression in writing among the high school students probably enhance the curiosity and readiness to learn novel skills such as Digital Readiness. Creative thinkers and performers welcome other productive skills too. They will exhibit positive attitude and enthusiasm to experiment with the possibilities of sophisticated technical skills such as digital efficacy. Furthermore these enquiry practices will enhance their academic and social achievements.

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