

PREDICTING STUDENT CREATIVITY: THE ROLE OF SELF-ASSESSMENT, CREATIVE THINKING PATTERNS, CLASSROOM ENVIRONMENT, AND MAJOR

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Abstract

This research examines the effect of several variables that could be considered as predictors of the creative output of business students. The sample consists of 281 business students enrolled in marketing classes at two AACSB-accredited business schools located in the western United States. About half (51%) of the students in the sample identified themselves as marketing majors. An online survey was used to collect data regarding students' own assessment of their creativity, their creative problem solving habits, perception of the instructors' support for creative problem solving, as well as other characteristics such as gender, major, year in college, average grades, and number of study hours per week. Analysis of the data demonstrated statistically significant differences in creative output by major and the ways of problem solving associated with the creative dimensions identified as "flow" and "incubation." Students' creative outputs were also associated with self-assessment of creative and artistic skills, as well as the amount of support they believed they received in their marketing classes.

References Available upon Request.