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Title: Fostering Creativity through Self-Regulation: Insights from Primary School Students Abstract:

In a world that is growing more complex, where creativity is increasingly crucial, the importance of understanding how to foster creativity in future generations has become more significant. This study explores the links between self-regulation and creativity among 102 primary school students. Through thematic analysis of responses to two open-ended questions regarding times of peak creativity and factors that could enhance creativity in school, key themes that elucidate the role of self-regulatory behaviours in creative processes were identified. The findings suggest that students' creativity is significantly influenced by their ability to manage resources, such as time and materials, and to optimize their learning environments by seeking quiet and nature-filled spaces. Furthermore, the data indicates that social engagement, including collaboration and peer learning, is a critical component of the creative experience, requiring effective social regulation. Structured activities that allow for creative freedom were also highlighted, demonstrating the need for a balance between guidance and autonomy. Intrinsic motivation, driven by personal interests and passions, was found to be an important facilitator of creative activity, underlining the importance of aligning educational activities with students' natural curiosities. This study contributes to the understanding of how educational settings can better support the development of self-regulation skills to promote creativity, offering insights for curriculum design and teaching strategies.

Keywords: creativity, self-regulation, primary education, motivation.