

Correlation between Students Perceived Creativity and Academic Achievement in International High Schools in Thailand

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Abstract

This study was designed to investigate the relationship between student's perceived creativity and academic achievement. Researchers have argued that student's creative potential are to be achieved academically in the classroom. This quantitative study surveyed 311 students aged 15 to 19 years old from three international parochial high schools in Thailand. Students' perception of their creativity was measured using Dr. Kumar & Dr. Holman's questionnaire. The cumulative grade point average (CGPA) was the standard used to evaluate their academic achievement. The findings showed that all schools are *moderate* in relevant skills and process but rather *low* in the remaining creativity dimensions. The multiple regression analysis showed that the relationship between creativity dimensions and academic achievement is essentially zero, except for self-regulation which suggested that self-regulation could be the most important creativity construct that explains academic achievement. Based on these findings, it is recommended that self-regulation be examined further to see the extent to which it contributes to academic achievement.

Keywords: *perceived creativity, academic achievement, self-regulation, motivation.*