Extended Abstract

The Psychometric Characteristics of Persian Version of the Creativity Self-efficacy Scale for the School Teachers

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Introduction

Teachers can help every society develop and advance. It seems that one of the most important subjects that teachers must consider is that of self-efficacy. Teacher's self-efficacy is one of the under research topics in all educational systems and may affect many aspects in addition to classroom management. Creativity self-efficacy refers to people's ability in producing creative ideas. According to Bandura's, person's beliefs make him able to have creative behaviors in certain contexts. So creativity self-efficacy is one of the necessary abilities for developing people's creative skill's which results in potential development and progress in society. People with high creativity self-efficacy are expected to behave more creatively than those with low creativity self-efficacy. It is worth mentioning that focusing on students' creativity self-efficacy can be useful for teachers and researchers to increase the students' creativity. Thus measuring creativity self-efficacy can be considered as an important educational construct and consequently different instruments are developed. The present research aimed to study psychometrical characteristics of Persian version of creativity self-efficacy scale for the school teachers.

Research questions

This study tried to answer the following research questions:

1) How many saturated factors does creativity self-efficacy scale have for the Iranian teachers?

2) Does creativity self-efficacy scale have suitable fitness indexes?

3) Does creativity self-efficacy scale have an acceptable reliability?

4) Does creativity self-efficacy scale have an acceptable validity?

5) Does creativity self-efficacy scale have a suitable fitness based on item-response theory?

Method

The present study's design was descriptive. The statistical population was all of the teachers of Khaf province schools in the school year of 1393-94. For sampling, Khaf was divided into two regions i.e. north and south. Then four schools were selected among the schools of each region and finally 180 teachers of the mentioned schools including elementary, guidance and high school were selected as the sample group. Among them, 77 were female (42.8%) and 103 were male (57.2%). The data were analyzed in terms of two theories i.e. classical test theory and item-response theory. In order to study psychometrical characteristics of the scale, exploratory factor analysis, item total score correlation and validity analysis were performed. The samejima graded response model was also used for data fitness and analysis. All of the analyses were analyzed by spss-22, EQS-6.1 and multilog-7.03 software.

Results and conclusion

The results of factor analysis showed that the scale had suitable fitness indexes. There was a positive and significant relationship between creativity self-efficacy, general self-efficacy and discipline self-efficacy. Also reliability coefficient of instruments was good for total sample (women and men). There was a suitable fitness between the data of items response and samejima model and the scale's consciousness function was found to be in the sufficient range of the continuum. This scale was found to be a suitable instrument for measuring creativity self-efficacy among school teachers regarding the regarding administration ease, scoring ease, interpretation ease, practicability both for groups and individuals, feasibility and suitable validity and reliability. In other words, Persian version of creativity self-efficacy scale has acceptable characteristics in the Population of school teachers and can be used as a reliable instrument in psychological researches.

Key words: Validation, Creativity self-efficacy, School teachers, Psychometric characteristics

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