4TH INTERNATIONAL MULTIDISCIPLINARY SCIENTIFIC CONFERENCE ON SOCIAL SCIENCES AND ARTS

PREDICTORS OF CREATIVE SELF-EFFICACY, CREATIVE ROLE IDENTITY AND SELF-PERCEIVED CREATIVE BEHAVIOR

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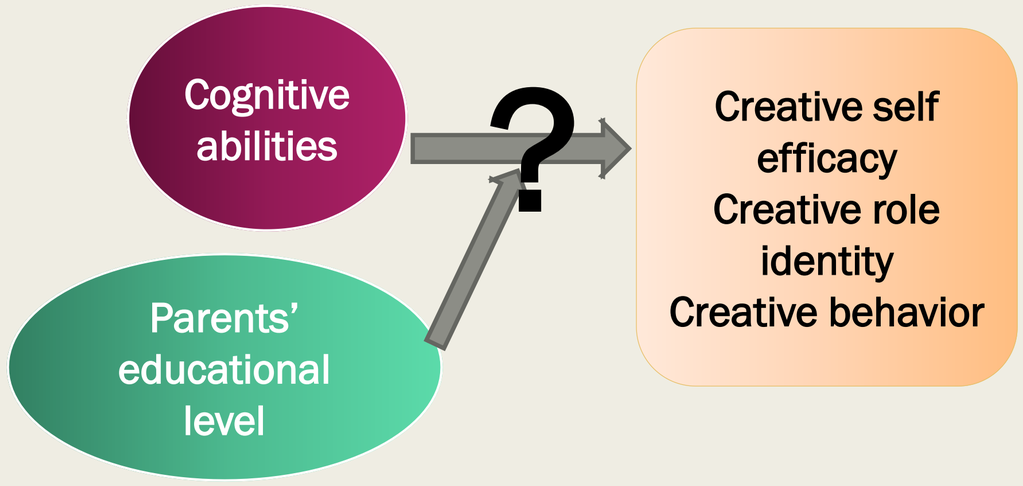
Introduction

- Self-estimated ***cognitive abilities*** influence the way people manage different situations and the amount of effort they will invest in their activities ([1]; [2]).
- In creative psychology literature one relevant construct is ***the self-perceived creativity***. This construct refers to creative self-efficacy, creative role identity and creative behavior.
- A positive correlation between ***education*** and creative self-efficacy has been shown [3], but this is not a strong relation.
- There is theoretical reason to expect a relation between parents' educational level and creative-self efficacy. For example Marincas and Dan (2013) identify several demographic factors that influence the children's baccalaureate performance. The strongest effect is the ***parents' educational level.*** [4]



Method

Sample

- study included *N*= 262 students
- ages ranged from 18 to 53
- mean age: 24 years (SD = 8.60)

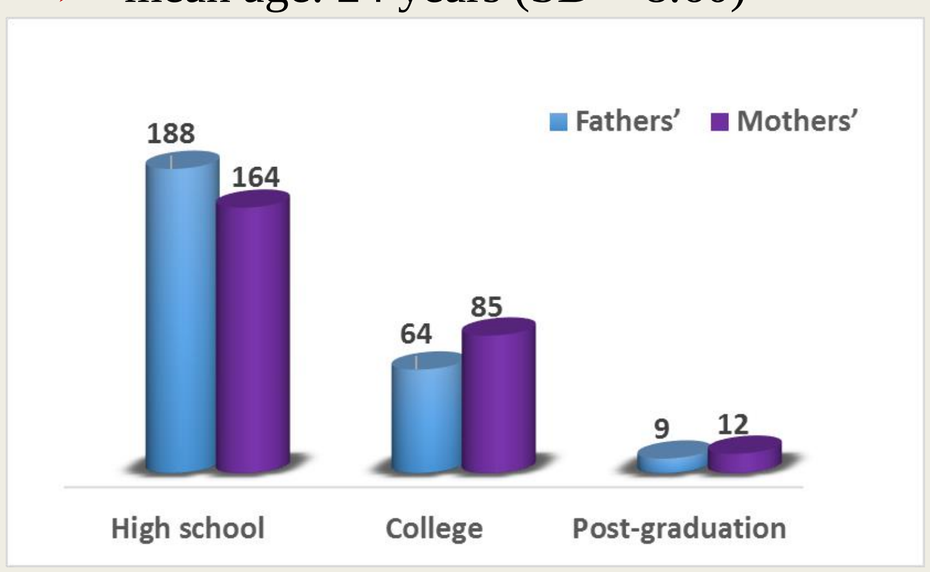


Figure 1 Frequencies of parents' education level

Instruments

- ***Raven Progressive Matrices Test*** → general cognitive ability
- ***Scrambled Adaptive Matrices*** → ability to find patterns and correlations in seemingly unrelated and new stimuli
- ***Spectrum Vocabulary Test*** → the vocabulary of the subject
- ***Self-Perceived Creative Scale*** → creative self-efficacy (CSE), creative role identity (CRI) and creative behavior (CB)

Results

Based on Raven intelligence level

- **High** *N*= 34 — **Vocabulary – CRI r(32) = -3.82, p< .05**
- **Medium** *N*= 201 — No significant associations
- **Low** *N*= 27 — Vocabulary – CB r(25) = .48, p< .50

Parents' educational level

Table 1
Correlations between cognitive abilities and creativity factors based on parental education level

	High school education			Post-graduation		
	CSE	CRI	CB	CSE	CRI	CB
Mothers' education						
Raven intelligence	-.01	.93	-.17*	.35	.15	.33
Adaptive intelligence	-.04	-.09	-.18*	.52	.49	.75**
Vocabulary performance	.05	-.03	-.01	.61	.40	.68*
Fathers' education						
Raven intelligence	.01	.06	-.20**	.53	.30	.34
Adaptive intelligence	-.07	-.12	-.23**	.52	.46	.67*
Vocabulary performance	.02	-.06	-.05	.26	.24	.30

Age effect on creative self-efficacy

Table 2
Differences between the two age groups in self-perceived creative factors

	Groups by age	M (SD)	t (df)	p	d
Creative self-efficacy	Under 22	3.70 (.48)	5.11 (260)	< .001	.69
	Above 22	4.05 (.53)			
Creative role identity	Under 22	3.81 (.64)	1.70 (260)	.090	.23
	Above 22	3.96 (.73)			
Creative behaviour	Under 22	3.53 (.62)	2.98 (260)	.003	.40
	Above 22	3.78 (.61)			

Conclusion

- ✓ relation between vocabulary performance and self-perceived creativity factors ***was depended on cognitive performance***
- ✓ support ***the effect of parental education level***
- ✓ **age affects** participants' beliefs about their creative behaviour and ability to be creative

References

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[2]. Haimovitz, K., Wormington, S. V., & Corpus, J. H., Dangerous mindsets: How beliefs about intelligence predict motivational change. *Learning and Individual Differences, 21*, 2011, pp. 747–752, doi: 10.1016/j.lindif.2011.09.002

[3]. Tierney, P., & Farmer, S. M., Creative self-efficacy: Its potential antecedents and relationship to creative performance. *Academy of Management Journal, 45*, 2002, pp. 1137–1148, doi: 10.2307/3069429

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