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Creative Self Efficacy Beliefs And Ambition: A Correlation Study On A Sample Of Algerian University Students

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Abstract

University students' perceptions of their creative abilities are one of the few key features that predict creativity and play a pivotal role in explaining their actual creative performance.

This study aimed to assess the perception of the university students to their level of creative self efficacy.It also aimed to examine the relationship between university students' creative self-efficacy (CSE) beliefs and their ambition. Moreover, the current study aimed to investigate the mean differences in CSE as function of gender, discipline , and study level.

A total of 100 university students were randomly selected to participate in this study.

The findings of the descriptive analysis suggest that university students in this study held a high level of creative self efficacy. Moreover, the findings revealed a positive and significant correlation between creative self-efficacy (CSE) beliefs and their ambition. No statistically significant mean differences were noted among university students in Khemis Miliana as function of gender, discipline , and study level.

Keywords: Creative self-efficacy, creativity, ambition, university students.

Introduction

Fostering students' sense of creativity in higher education has undoubtedly become a central component of the learning process in the twenty-first century. Creativity as a complex and multifaceted concept entails, but not limited to, the generation of innovative ideas, practical solutions to different problems, and discoveries in the different fields. A good functioning of a creative behavior , however, is not concerned only with the number of skills individuals have , but it also requires a positive self belief to execute the creative task successfully .

SBs are deeply grounded in the Social cognitive perspective. SBs are deemed to be pivotal to subsequent creative behaviors and outcomes. According to Karwowski & Lebuda (2016), self beliefs encompass multiple lower order self-concept components including creative self-efficacy, self-rated creativity, creative personal identity, creative role identity, creative metacognition, as well as creative mindset.

Creative self-efficacy (CSE) is , then, one of those key self-beliefs on which researchers have intensely focused during the past few years (Beghetto & Karwowski,2017) . During the past decade creative self-efficacy has been broadly researched across various domains of behavior.

CSBs refer to people's convictions about their own creative abilities, but also their views on the nature of creativity (Karwowski & Lebuda, 2015).

Creative self efficacy is in line with self efficacy beliefs , in that it is a domain- specific and future oriented judgment about one's ability to successfully perform a particular creative task , a powerful predictor of different types of creative performance (Beghetto et al., 2011), positively correlate to mental well-being (Fino & Sun, 2022), and is influenced by the same self efficacy

sources that include mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states (Farmer & Tierney, 2017; Karwowski & Barbot, 2016).

Given the increasing interest in creativity in higher education, the Algerian university has been giving more importance to the emerging institutions within university context and has been planning to foster students creativity skills. Zhang et al. (2022) argue that higher education institutions can positively influence the creativity of students by encouraging innovation.Moreover,The Algerian university students are called to participate more that ever before in making creative achievements through generating creative and original ideas and then developing them into future personal projects. Moreover, project hoders are fully supported and guided by university experts to realize their own projects. To realize such projects, however, students do need only support and guidance ,but they need be aware of their creative capabilities, have high confidence in their abilities to attain their creative goals too. Bandura (1997) asserts that "perceived self-efficacy is not concerned with the number of skills you have, but with what you believe you can do with what you have in a variety of circumstances" (p. 37). Effective functioning, then, requires that both components (skills and efficacy beliefs) should be joined together to execute a task successfully . Pajares adds that efficacy beliefs are more important in predicting individuals' achievements than the knowledge and skills they have acquired (Pajares, 2002).

Although the focus on CSE studies has increased in the last three years, researchers have not adequately addressed issues specific to creative self efficacy among university students. Though a large body research regarding CBS was investigated , most of studies reviewed were conducted in the USA and other Asian countries (Unal & Tasar2021). Consequently, a lot of researchers suggest further investigation to the issue. Karwowski and Kaufman assert that there are still holes in our knowledge and understanding of creativity (2017).

Theoretical framework

Creativity :

Given the rise of interest in researching creativity in the different domains of behavior, the term**"** creativity**"** has witnessed a variety of definitions and has been viewed from different corners . Creativity is defined by Hennessey and Amabile (2015) as **"**the development of a novel product, idea,or problem solution that is of value to the individual and/or the larger social group**"** (p.572).

Creativity, according to Torrance's theory (1988), is a process in which the individual is sensitive to problems, aware of weaknesses, inconsistencies, or lack of information, searches for solutions that can be predicted, and reformulates hypotheses based on their choice, with the aim of generating new solutions by employing available data, then publishing and presenting the results to others.

Plucker et al. (2004) defined cxreativity as: **"**the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context**"**. (p. 90).

Though creativity is still a complex and blur concept and can not be fully captured in a one and single definition, There has been a concensus in literature that the concept encompasses a group of common characteristics such as :originality , novelty, resilience, and adaptability.

Creative Self-Efficacy

In the creativity literature special attention was devoted to creative self-efficacy (Karwowski et al.2018) . Tierney & Farmer assert that Creativity studies often include creative self-efficacy to help explain variability in creative achievement or ability among individuals (2002).

Interest in the concept of Creative Self Efficacy (CSE) is relatively new.It was coined by Tierney & Farmer, it emerged at the beginning of the twenty first century.

CSE beliefs, is deeply rooted in the self efficacy theory. Moreover, Creative self efficacy represents an important extension of the more general construct of self-efficacy. Based on Bandura's framework of general perceived self-efficacy nature ,many other domain-specific concepts, such as creative self-efficacy have been identified.Self-efficacy refers to a "context-specific assessment of competence to perform a specific task"(Pajares, 1997, p. 15).

Bandura (1997) defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). It was also defined as: 'People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1986, p. 391).

Literature reveals that self efficacy has been proved to have positive effects on students behavior.Students with high self-efficacy exert greater levels of effort, persistence, and resilience

when engaged in challenging tasks, experience lower levels of stress and anxiety.

Self-efficacy influences one's choice of activities, effort, persistence, achievement, and self-regulation (Bandura, 1997 ; Klassen & Usher, 2010). Individuals' beliefs about their efficacy have multiple effects. It affects the course of action that the individual chooses to follow, the amount of effort he makes when facing challenges and difficulties, the amount of time he takes to withstand obstacles and failure, the amount of stress he experiences when facing the requirements of the environment, and the level of achievements (Bandura, 1997).

Creative self-efficacy (CSE), firstly defined by Tierney and Farmer as "the belief one has the ability to produce creative outcomes" (Tierney & Farmer, 2002, p. 1138). CSE refers to a person's perceived confidence to creatively perform a given task, in a specific context, and at a particular level (Beghetto and Karwowski, 2017,p.5).

Similarly, Beghetto (2009) and Abbott (2010, p. 12) defined creative self-efficacy (CSE) as one's own judgment of one's competence in generating new and appropriate ideas,finding creative solutions, and exhibiting creative behaviors.

Abbott (2010) highlighted that creative self-efficacy consists of two dimensions, namely creative thinking self-efficacy (CTSE) and creative performance self-efficacy (CPSE). Confirming the strong influence of self efficacy creative behavior, Bandura (1997) claimed that : "Innovativeness requires an unshakable sense of efficacy to persist in creative endeavors when they demand prolonged investment of time and effort, progress is discouragingly slow, the outcome is highly uncertain, and creations are socially devalued when they are too incongruent with pre-existing ways." (Bandura, 1997, p. 239)

Similarly to self efficacy, individuals with high creative self efficacy are resilient in the face of problems, develop deeper interest in the activities in which they participate, and have a high level of commitment and persistence to their interests and activities. Individulals with low CSE, on the other hand, try to avoid challenging tasks, they underestimate the chances of success,and quickly lose interest in the task.

Developing an understanding of the nature of creative self efficacy among university students may potentially boost their personal beliefs to turn their novel ideas and knowledge into real personal projects. A number of university students, however, hold original ideas for their own future projects, but they doubt their skills and capabilities abilities to successfully implement and fulfill them. Research suggests that individuals are reluctant to turn their knowledge into action, if they believe that their chances of doing so successfully are slim (Siwatuet al.,2015).

Measuring Creative Self-Efficacy

As for how to measure self-efficacy, Bandura (1997) provided a set of guidelines: He recommended diversifying the levels of task requirements, allowing respondents to determine the strength of efficacy beliefs in light of a variety of obstacles and barriers, and providing them with a wide range of response options. . However, the biggest challenge is finding the appropriate level of specificity to measure (Tchannen-Moran et al. 1998). self-efficacy measures should reflect a particular context or domain of functioning, rather than global functioning (Bandura,1997). A general measure of self-efficacy might ask,"How confident are you in your ability?" whereas a domain-specific measure would inquire about individuals' confidence to accomplish particular tasks (Klassen & Chiu,2010).

However, there is a problem with developing measures that may be more specific such that they lose their predictive ability for anything outside the specific skills and contexts to be measured (Tchannen-Moran et al. 1998).

To accurately capture and measure the construct, CSE items should be future-oriented, task-specific,focus on perceived capability, accurately reflect the construct , portray different levels of task demands, and should be phrased in terms of can do rather than will do**.** Can is a judgment of capability; will is a statement of intention (Bandura,2006)**.**

Moreover,creative self-efficacy items should reflect beliefs in one's creative capability to do a particular task in a specific context . Bandura (2006) cautioned that, "Scales of perceived self-efficacy must be tailored to the particular domains of functioning that are the object of interest." (p.308)**.**This, in turn, results in a self-judgment about one's confidence to creatively perform an impending task at a particular level (Beghetto & Karwowski, 2017).

Finally, to avoid range restriction and offer more accurate self-ratings, Bandura (2006) suggested that the strength of efficacy should be rated through broader-ranging response scales (e.g., 0–100). Pajares et al. believed that a 0 to 100 rating scale would result in greater discrimination than narrower Likert type scales. The results of their study suggest that Bandura's assertions about the

use of a scale with many options are empirically grounded (Siwatu et al. 2015).

Ambition

Ambition as a personality trait, is defined as "the persistent and generalized striving for success, attainment, and accomplishment" (Judge & Kammeyer-Mueller, 2012, p. 759). The level of ambition is considered one of the basic factors that determine an individual's activity and behavior. Despite the variety of definitions regarding the level of ambition, they all agree that it is the standard that the individual uses to determine his goals and expresses the level of performance that he aspires to achieve. It is also seen as the goal that the individual aspires to and seeks to achieve in one aspect of life, provided that this goal is compatible with the psychological makeup of the individual, his experiences of success and failure, and his frame of reference.

The level of ambition is determined by the goal the individual seeks to achieve by having the ability to do, be resilient in the face of all situations that can affect him, such as anxiety and feelings of inferiority, and moves towards optimism (Abu Ghaith, 2018, p. 2019).

Research questions

This study was designed to answer the following research questions:

(1) What is the nature of the Algerian university students' CSE beliefs?

(2) Is there a significant mean difference between males and females in overall creative self efficacy ?

(3) Is there a significant mean difference in overall creative self efficacy as a function of graduation level ?

(4) Is there a significant mean difference in overall creative self efficacy as a function of discipline ?

(5)What is the relationship between the Algerian university students'creative self-efficacy beliefs and their level of ambition?

Materials and methods

Participants

Participants for this study were students (n = 100) . They were randomly selected from the university of Djilali Bounama, Khemis Miliana. The study sample consisted of 50 (50%) female and 50 (50%) males. For the purpose of the current study participants were also asked to indicate (1) their study level and (2) study stream. For the study level , the sample the included 57 undergraduate bachelor students (57%) , 43 undergraduate Master students (43%).As for the study stream, 50 (50%) were literary and 50 (50%) were scientific.

All participants completed anonymous surveys that included Creative self-efficacy questionnaire as well as the ambition level questionnaire in the academic year 2023-2024.

Creative self-efficacy measure:

Creative self efficacy was measured using Creative Self-Efficacy questionnaire which was developed by Abbott and translated to Arabic by Al-Zoghbi. It was used to assess the students' perceptions of their creative capabilities (creative thinking and creative performance). The measure consists of 18 items in which participants were asked to rate how confident they were in their ability to successfully accomplish specific tasks that reflect creative self efficacy.

Alotaib (2016) examined the psychometric properties of the Arabic version of Abbott's. CSE inventory among 320 distinguished undergraduate students in Saudi Arabia. The results showed that the internal consistency (α = .87) and the test–retest reliabilities (r =.73) were satisfactory.

The results supported the of exploratory factor analysis and confirmatory factor analysis hypothesis that creative self-efficacy was a two-dimensional construct consisting of "creative thinking self-efficacy" and "creative performance self-efficacy."

The current measure used in this research is assessed along a 5-point continuum indicating a degree of confidence that ranges from 5—Always to 1—never. All items are positive. Cronbach's alpha for this measure was : α = .71.

Level of ambition measure :

The level of ambition instrument was developed by Abdel Fattah(1984). The questionaire **was** used to rate the university of Djilali Bounama students'perceptions of their ambition level.The measure consists of 42 items devided into seven 6-item subscales: (1) the outlook on life, (2) the tendency to excel, (3) setting goals, (4) tendency to strive, (5) bearing responsibility, (6) perseverance,and (7) satisfaction with the current situation.

The measure is assessed along a 5-point continuum that ranges from 5—great deal to 1—never. Cronbach's alpha for this measure was : α = .83

Results

research data were statistically processed using SPSS version 24.All cases were included in the final analysis (n = 100).

Research Question 1: The level of CSE among participants

In order to determine the university students' levels of creative self efficacy,the researcher set Performance standards as presented in Table 2. The values with the mean interval score of 18.00 to 42.00 represents a low level, the mean value of 42.01 to 66.00 denotes a moderate level,while, the high level ranges from 66.01 to 90.00 .

Table 1. Performance standards of creative self efficacy

Perfomance level	Interpretation
18.00 – 42.00	Low
42.01 –66.00	Moderate
66.01 – 90.00	High

To compare the sample mean with the performance standards, an analysis of descriptive statistics was processed as displayed in table 2.

Table 2. Descriptive statistics of the study sample

Variable	N	Mean	SD
CSE	100	70,20	7,67

Based on descriptive statistics in table 2, it can be noted that the study sample has a mean of (70,20) and a standard deviation of (7,67).When the sample mean is compared to the performance level set for this study (table 1), we notice that participants reported a high level of creative self efficacy . High scores on the CSE scale indicate that the participants perceive themselves as highly confident to engage in and perform creative activities . Additionally, to test the significance of mean difference, a one sample t-test was conducted (table 3)**.**

Table 3. one sample t-test analysis of the creative self efficacy

Variable	N	Mean	SD	T	df	Sig**.**
CSE	100	70,20	7,67	21,107	99	,000

The statistical analysis (table 3) showed that the the study sample reported significantly higher creative self efficacy beliefs than the the presumed population ($t = 21{,}107$, $p < 0.01$). The result indicates that the participants judged themselves to have confidence in their cabilities to perfom creative tasks.

Research Question 2: Gender Differences in CSE

Independent samples t-tests were conducted to compare the score means in students'creative self-efficacy between males and females as shown in table 4.

Table 4: Results of t-tests and Descriptive Statistics for creative self efficacy by Gender

Variable				Male (n = 51)		Female (n = 51)	
	T	Df	Sig	M	SD	M	SD
CSE	0.28	98	0.78	70.41	8.13	69.97	7.24

Based on data in table 4 , descriptive analysis showed that males have slightly higher level of perceived creative self efficacy ($M = 70.41$, $SE = 8.13$) than females ($M = 69.97$, $SE = 7.24$). The independent samples t-tests analysis ,however, showed that gender had no effect on students' creative self efficacy ($t = 0.28$, $p > 0.05$).Hence, gender does not predict CSE among university students.

Research Question 3: Differences Creative Self-Efficacy as function of students disciplines (literary/scientific).

To answer the third research question, an independent sample t-test was conducted to examine the effect of the discipline on the level of creative self efficacy beliefs among university students (results are displayed in table 5).

Table 5: Results of t-tests and Descriptive Statistics for creative self efficacy across disciplines

Variable				Literary (n = 50)		Scientific (n = 50)	
	T	Df	Sig	M	SD	M	SD
CSE	.036	98	.071	70.48	7.15	69.92	8.22

The quantitative results (table 5) showed that there were no significant mean differences in the variable of CSE ($t = .036$, $p > 0.05$) among Djilali Bounama university students across disciplines.

this finding implies that university student's descipline can not predict his CSE.

Research Question 4: Differences Creative Self-Efficacy as function of graduation level **(bachelor/master).**

Independent samples t-tests were conducted to examine the effect of the graduation level on the creative self efficacy beliefs (results are displayed in table 6).

Table 6: Results of t-tests and Descriptive Statistics for creative self efficacy by graduation level.

Variables				Bachelor (n = 59)		Master (n = 41)	
	T	Df	Sig	M	SD	M	SD
CSE	.085	98	.039	.7074	.795	.6941	7..27

These quantitative results (table 6) showed that there were no score mean differences in the students'CSE ($t = .085$, $p > 0.05$) as a fuction of graduation level.

Research Question 5: Correlation between Creative Self-Efficacy ambition.

To answer this question, Pearson correlation coefficient was calculated between the sample members' scores on creative self-efficacy and their scores on ambitionThe results are shown in table 7 :

Table 7. Correlation analysis of the sample' creative self efficacy and ambition

Variables	R	N	Sig. (2-Tailed)
CSE	,608**	100	,000
Ambition			

As predicted based on diffrent studies, the participants' score on CSE was significantly and positively related to their their scores on ambition ($r = 0.608$, $p < 0.01$).Thus, it is concluded that for the study sample members, the higher their ratings of their perceived creative self efficacy, the higher the students tended to rate their ambition level.

Discussion

In light of the positive outcomes and findings of previous research associated with CSE, we wanted to investigate the issue of creative self efficacy among the Algerian university students and its relation to their ambition level.

The present study, aimed to provide a better understanding on how the Algerian university students perceive their capabilties to perform creative tasks. Moreover, the current study also aimed to examine the potential effect of some demographic variables (gender, discipline , and graduation level) on university students' creative self efficacy in Khemis Miliana in Algeria.

The results revealed that the participnats held high level of perceived creative self efficacy.That highly positive view of the sample members regarding their confidence in their capabilities to perform creative tasks can be positively associated to positive behaviors such as motivation, resilience, and achievement. Some previous studies,howere, warned that some individuals, mainly inexperienced ones, may overestimate their their beliefs in their capabilities to succeed in achieving the required tasks as a result of their unrealistic optimism, their incorrect understanding of the complexities of creative performance, and their lack of experience with failure.

In her analysis of self-efficacy among novice teachers, Weinstein (1988) concluded that this group of people is characterized by a strong sense of unrealistic optimism, as they tend to believe that the problems that others experience do not happen to them. In the context of creativity among university students, this may indicates that the unrealistic estimates of inexperienced students to the requirements of creativity may interfere with their actual ability to make accurate judgments about their level of confidence in their ability to achieve creative tasks. Consequently that such a perception tends to reduce the complexity of creatve tasks, which increases their belief in their abilities to succeed in performing those tasks . But when they discover a reality that contradicts their perceptions when facing challenging situations that require creative thinking and creative performance they find themselves compelled to re-evaluate these beliefs .

Moreover, their limited experience with failure and their enthusiasm and motivation prevent the students from providing an objective assessment of the expected problems that need creative solutions. In fact research findings have suggested that most students actually
overestimate their academic capabilities (Bandura, 1997; Pajares, 1996). Bandura argued that, "people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true" (1997, p. 2). And that

the most useful efficacy judgments are those that slightly exceed one's actual capabilities, as this overestimate can actually increase effort and persistence during difficult times (Bandua,1986). Moreover, high ratings of the students' perceived creative self efficacy may cause resistance to acquiring new knowledge and skills. The result of the current study is consistent with the findings of Gebeir (2018) where concludes that college education students owned a high level of creative self-efficacy , and the findings of Brockhus et al. (2014) which revealed a high level of creative self-efficacyamong university students. Similarly, Affaf (2020) also concluded that the majority of the students of Najran University (87 %) reported a high level of creative self efficacy.

Demographic variables such as gender,discipline, and study level were not found to be systematically related to the creative self-efficacy beliefs indicating that the demographic variables related to the study sample have typically not been predictors of the creative self efficacy beliefs of the university students.

A possible reason for the above results may be that creative tasks and abitities contained in the study scale are neutral and not a gender related tasks. Hackett & Betz (1995) indicated that estimates of self-efficacy beliefs seem to be associated with individuals' perceptions of the nature of tasks and activities. The more gender-stereotypical an activity is perceived, the more likely it is that gender differences in self-efficacy will appear. Although more research stressed the role of the environment in shaping perceived creative self efficacy, participants share similar academic environment.

This result is consistent with the findings of (Hachim et al. 2022 ; Shaw et al. 2021) where they revealed that the gender differences did not affect the self-efficacy and ability of students in creativity.The study result,on the other hand, is inconsistent with the findings of other studies (Karwowski,2011; He & Wong,2021 ;Beghetto, 2006) who concluded that male students had significantly higher levels of CSE than female students. And in their research regarding gender differences in creative thinking, He & Wong (2011) concluded that the results of the mean analyses generally support the Gender Similarities Hypothesis. Gajda & Gralewski assert that so far there are no unequivocal results confirming the advantage of either gender in creative potential (,2021).

The lack of significant differences in creative self-efficacy in be due to the fact that inexperienced university students are characterized by idealism and enthusiasm, that make perceive themselves confident to perform creatively in different situations regardless of their age, study level, and discipline. Thus, it is far possible that the demographic variables (gender,study level, and discipline) affect their confidence in their ability to organize and carry out the tasks that require creative thinking and performance and consequently predict their creative self efficacy.

The results are consistent with other research that found no correlation between the different disciplines with creative self-efficacy and the creative performance categories (Brockhus et al,2014) . Conversely, the results are inconsistent with the findings of Beghetto et al. (2011), students CSE beliefs tended to decline by grade level.

Additionally, a Pearson correlation analysis was conducted to examine the relationship between the students' level of ambition and their creative self efficacy. The findings indicated that ambition was positively signficantly associated with creative self-efficacy.

Research reported that self efficacy beliefs positively affect student's behavior . Researchers have also confirmed that students' self-efficacy beliefs are correlated with other motivation constructs and with students' academic performances and achievement (Pajares, 1996, 1997).Hirschi and Spurk (2021) asserts that several researchers argued that ambition should exert significant effects on a broad range of work and career behaviors and outcomes (e.g., Jones et al., 2017; Judge & Kammeyer-Mueller, 2012).Moreover, ambition does not contradict with self efficacy. According to Hogan and Hogan(1995), ambition is described as The degree to which a person seems socially self confident, leader-like, competitive, energetic (Hirschi and Spurk,2021,p.2).
Furthermore, ambition inspires individuals to exert much effort to successfully accomplish tasks. Bandura asserts that the stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them.

This result is consistent with the findings of Affaf (2020) that revealed a positive, statistically significant correlation between creative self-efficacy dimensions and the of academic ambition dimensions among the students of Najran University .The current study result is also consistent with the findings of Tawfiq (2002), where they revealed a strong correlation between the students' creative self efficacy and their level of ambition.

Conclusion

It is both theoretically and practically important to understand the nature of the perceived creative self efficacy in higher education to foster creativity among university students.

To that end, the purpose of the present investigation was to examine the nature of creative self-efficacy among university students in Khemis Miliana.

The results of the present descriptive study showed that university students in Khemis Miliana reported a high level of creative self efficacy which indicates that the studentsjudge themselve as highly confident in their capabilities to engage in creative activities. It is note worthing, however, that further researchis needed as self efficacy literature warned that inexperienced individuals may overestimate their ratings to their self efficay . Weinstein (1988) concluded in her her research with novice teachers that their ratings to their perceived sel efficacy was influenced by a strong sense of unrealistic optimism due to different factors related to their lack of experience in teaching.

Another finding that is worth noting in the present study is that none of the demographic and university setting variables tested: gender, discipline, and study level were significantly related to university students' creative self efficacy,which indicated that the demographic characteristics investigated in this research has no effect on CSE variability among university students.

Another interesting finding was the positive and significant correlation between creative self-efficacy (CSE) beliefs and their ambition.This result indicates that students level of ambition can predict his the sudent's perceived creative self efficacy.

Finally, This line of research has important implications for university students mainly those intending to develop their own projects, given that findings have provided insights into the nature, characteristics of students' creative self-efficacy beliefs. This research has presented the possibility of a new line of research that invite further exploration into the antecedents and consequences of students' creative self-efficacy beliefs.

Limitations and Suggestions

Two noteworthy limitations were identified in the present study. First, data generated are limited the measures of CSE used in this research. Second, the present study was conducted with a sample selected from the university of Khemis Miliana. As such, the sample did not contain participants from other disciplines that exist in other universities and which are lacked in the university of Khemis Miliana . Thus future research should be conducted to further assess CSE with broader more diverse sample from other National universities.

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اعتقادات فاعلية الذات الإبداعية والطموح: دراسة ارتباطيه على عينة من طلبة الجامعة الجزائرية

الملخص:

تعتبر إدراك طلبة الجامعة لقدراتهم الإبداعية إحدى السمات الأساسية القليلة التي تتنبأ بالإبداع وتلعب دوراً محورياً في تفسير أدائهم الإبداعي الفعلي.هدفت هذه الدراسة إلى تقييم إدراك طلبة الجامعة لمستوى فاعليتهم الذاتية الإبداعية ، كما هدفت أيضا إلى فحص العلاقة بين اعتقادات فاعلية الذات الإبداعية لطلبة الجامعة ومستوى طموحهم. علاوة على ذلك، هدفت الدراسة الحالية إلى التعرف على متوسط الفروق في درجات الطلبة على مقياس فاعلية الذات الإبداعية تبعا النوع ،التخصص ومستوى الدراسة. تم اختيار 100 طالب جامعي بجامعة الجيلالي بونعامة بخميس مليانة

باستخدام الطريقة العشوائية للمشاركة في هذه الدراسة. وتشير نتائج التحليل الوصفي إلى أن طلاب الجامعة في هذه الدراسة يتمتعون بمستوى عالٍ من فاعلية الذات الإبداعية. علاوة على ذلك، كشفت النتائج عن وجود علاقة إيجابية ومعنوية بين معتقدات فاعلية الذات الإبداعية مستوى وطموحهم. كما كشفت الدراسة عن عدم وجود فروق ذات دلالة إحصائية بين متوسطي درجات الطلبة في مقياس فاعلية الذات الإبداعية تبعا للمتغيرات الديموغرافية (النوع، التخصص، والمستوى الدراسي).

الكلمات المفتاحية: فاعلية الذات الإبداعية ، الإبداع، الطموح، الطلبة، الجامعة.