Creative Self-Efficiency Among Special Education Department Students " High Achiever and the normal " at Alqaseem University

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Abstract :

This study aimed to investigate the creative self-efficiency among special education department students " the, High Achiever students and the normal students " at Alqaseem University, in the light of the educational level, the sample of the study consisted of special education department students of ALQASEEM University. in the kingdom of Saudi Arabia, who were randomly selected, (204) students, (62) of High Achiever students, and(142) of normal students. The results of study indicated that the creative self-efficiency was high, where the creative self-efficacy of creative thinking domain placed the first class, whereas the self-efficacy of creative performance placed the second class- There were statistically significant differences at (α=0.05) due to the achievement of (High Achiever/normal) in all domains and on the total degree, in favour of High Achiever students-.There were statistically significant differences at (α=0.05) from second to forth year, in favour of the fourth year in self-efficacy of creative thinking area and in tool as whole.

Keywords: Creative Self-Efficiency, Special Education Department Students, High Achiever, normal.

Introduction:

The self-efficiency concept is one of the important psychological concepts, concerning the explanation of human behaviour, where it got a great significant, due to its clear influence in the human personality, steering individuals' behaviour and business, enhancing their motivation, and improving their abilities.

(AL-Yousef, 2010) mentioned that creative self-efficiency, that Bandoura talked about in his theory which related to social and cognitive learning, so he believes the individual thoughts and beliefs of his self-efficacy, appears through the cognitive

awareness of personal abilities and multiple experiences, whether it was direct or indirect, so the self-efficacy, can determine the way will be followed by the individual as behavioural procedures, either in creative or routine image, also this way indicates the individual's convince extent of his self-efficacy and the confidence of his ability in the required position.

Chen (2013) illustrates that self-efficiency theory may be general or specific. As it makes a sense to define self-efficiency as a personal thought or to transform the individual's new idea into action with the potential situation. Consequently, the efficiency of creative self is very necessary for creativity.

Bandura (2007), believes that the self-efficiency is the perceived procedural ability, that is not related to what the individual has, but related to what he can do whatever the surrounding circumstances. So the individual has not asked about his abilities level, but about his belief of the confidence to do the required activities in light of position requirements. So, the individuals' evaluation to their self-efficiency reflects the difficulty level that they think, they will face.

The perceived self-efficiency impact, as Pajares (2005) indicates, appears through the help to determine the individual's effort to do a particular activity, the amount of perseverance to face difficulties, the callousness in front of the stressful positions, so whenever the sense of efficiency increases, effort, perseverance and callousness increases. So the individuals with high self-efficiency deal with problems and difficulties easily and with more sense of calm and sobriety.

(Bandura, 2007) believes that the individuals with high self-efficiency, are the most resoluteness, the more likely to face difficulties, they feel less anxiety during performing the task. On the other hand, individuals with low self-efficiency are more likely to refrain from activities, give the task quickly, and experience more anxiety and stress (Erdogan,2015). As well as to determine whether the learner is characterized by high efficiency, working on doing more efforts, for a long time to

complete the mission. As a result, self-efficiency is the main motivation, to achieve bidirectional relationship to reach the effectiveness of creativity (Boakye, 2015).

Abbott (2010), indicates that there are two main domains of creative self-efficacy; The first domain is self-efficacy in creative thinking, where it represents the extent of thinking-efficacy in the internal mental case, and expresses the creative thinking skills, that including: Fluency, flexibility, detail, and originality. Where individual could produce new ideas suitable for the position. The second domain is self-efficacy in creative performance, which represents in the external social case, such as: expressing creativity through individual's internal and external features, that interact together through creative performance such as: motivation, personal features, mood, social context, and etc...

(Tan, Li & Rotgans, 2011), believe that there are five elements of creative self-efficacy including: (generate ideas, concentrating, and dependency, afford mystery, and work style). These five components reflect on individual's awareness, thoughts, and his confidence of in the contained creative ability, which increases the individual's creative ability and creative behavioural activities.

Moreover, students, who characterized with a high level of creative self-efficiency, trend - as(Beghetto, 2006) indicates- to believe in academic abilities and participating in the different extracurricular activities, or participating in the collective activities after school, as they trend to continue their education with university.

On the other side, we find that self-efficiency, self-organization of learning and motivation all together effected on students' academic achievement (Semmar, 2006), where the self-efficiency mediates ,the impact of previous skills and experiences and the mental ability on achievement, also effects on self-organization processes such as: setting goals, monitoring and evaluating the self and using strategies, and the relationship

between self-efficiency and achievement described as a mutual, dialectic relationship (Pajaretrs& Schunck, 2001).

(schunk, 2003), asserts that individual with high self-efficiency think that they have the ability to complete the presented missions successfully, while individuals with low self-efficiency trend, when facing particular tasks, to give up easily and being lazy subsequently, they complete these tasks weakly or sometimes leave it.

As (Shiu and Lin, 2012) illustrate that there is a positive relationship of learning strategies, creative self-efficiency, creative behaviour and creative learning efficacy, according to the impact of learning strategies on creative self-efficacy through the medium partly influence of creative behaviour.

There are many studies conducted which concerning creative self-efficiency among students in different educational levels.

(Shiu and Lin, 2012) study aimed to recognize self-efficiency and self-organization affects on students' achievement in a particular educational environment. The study sample consisted of (41) university students, and this study results indicated that both of self-organization and self-efficiency have a great effect in the academic achievement.

(Setiawan, 2015) conducted a study aimed to recognize entrepreneurial self-efficiency among university students subjected to study business management curriculum. The study sample consisted of (199) student from the fourth semester students, who participated in leading businesses course of the four educational semesters. Also, a leading self-efficiency questionnaire was selected as data collecting tool. The results of this study indicated that the overall level of leading self-efficiency among university students was high.

(Al-Zu'bi,2014) conducted a study aimed to investigate the creative self-efficacy among talented students and their teachers in Jordan, the sample of the study consisted of (190) male and female, talented students of the basic seventh and tenth grade

students, (44) of the talented students' teachers, in king Abdullah II for scientific excellence. On the other hand, (Abbot,2010) used and developed scale-of creative self-efficacy. The results indicated that creative self-efficacy level of the talented students and their teachers was high, also the study found that there are no statistically significant differences in creative self-efficacy among students and their teachers- due to gender-, while there are statistically significant differences in creative self-efficacy among students, due to classroom, and the differences were in favour of seventh grade, and for teachers, the differences due to their academic specialization, in favour of scientific specialization. Also, there are statistically significant differences between talented students and their teachers in creative self-efficacy, in favour of the students.

Chin study (2013), aimed to determine creative self-efficacy's correlation (such as: judging on creative ability) among secondary middle educational level students, the study sample consisted of (1322) male and female students. The results indicated that students with high creative self-efficiency and students with higher levels of creative self-efficiency, are more likely to participate in the academic collective activities in the period of study and after studying.

On the other hand, (Chin ,2013) studied the relationship between creative self-efficacy, creative ability, and vocational self-management, the study sample consisted of (158) university students in China. The study revealed that there are two factors of creative self-efficacy, which are: presence of creative goal, also creative behaviour, and the vocational self-management can be predicted, through creative self-efficacy, and there is a positive correlation relationship between creative self-efficacy and creative ability.

Shiu and Lin (2012), investigated the relationship between learning motivation and innovation behaviours, through the mediate role of creative self-efficiency. The study sample consisted of (179) students who studied the creative courses at three universities of Taiwan. The results of the study showed

that learning motivation is related positively with innovation behaviour, and the creative self-efficiency mediates this relationship.

Moreover, Alwan study (2012), aimed to recognize the perceived self-efficiency among university students, the research sample consisted of (300) male and female students, and an instrument was used to measure the perceived self-efficiency, which was designed by the researcher. The study results indicated that the research sample characterized with a high perceived self-efficiency, also it indicated that there are statistically significant differences due to gender variable, while there are statistically significant differences due to specialization, and the differences were in favour of scientific specialization.

Finally, (Al-Nasasrah,2009) conducted a study, aimed to recognize the perceived self-efficiency and its relationship with exam anxiety in light of demographic variables among secondary level students, also to recognize the differences of each variable: gender and educational level. The sample consisted of (678) male and female students. The perceived self-efficiency scale and the exam anxiety scale were used. The results indicated that there is an inverse statistically significant relationship between the perceived self-efficiency and the exam anxiety among secondary level students, in addition, it is indicated that there are no statistically differences between the averages of the sample individuals' performance on self-efficiency scale, due to gender role, academic track, and educational level.

It is illustrated that this study like what have been shown of previous studies in terms of addressing the creative self-efficiency among universities students as Sun; chang and chen study (2015), (Setiawan,2015), (Shiu and Lin ,2012), and (Alwan,2012). Also there is studies addressed creative self-efficiency among schools students, such as: (Al-Zu'bi,2014), (chen,2013), and (Al-Nasasrah,2009), and there are advantages of these studies, whether in Arabic or English in theoretical framework preparation, using the study materials, and explaining the results, but this study differs from the previous

studies in the place of study, its variables, and the applied materials on the study sample, and all of these from the researcher' preparation.

Statement of the problem:

creative self-efficiency is one of the important topics according to its deep correlation with human character , so the study of it is very important required to improve learners, and to face the psychological pressures, in addition to improve the creative thinking skills, academic achievement, and to increase motivation among students. Specifically, the study problem confined in answering the following questions:

- What is the creative self-efficiency level among High Achiever and the normal students in special education department at Alqaseem University?
- Is the creative self-efficiency level varies according to achievement level (among High Achiever and the normal) among special education students at Alqaseem University?
- Is the creative self-efficiency level varies according to the level (sophomore, junior, and senior) among special education students at Alqaseem University?

Importance of the study:

The importance of this study is stemmed from the following:

- This study one of the important psychological and social studies that address a slice of students, who is among High Achiever universities, so that grants the study a special importance that carries cultural and social value.
- This study highlights creative self-efficiency importance, because of its deep relationship with the individual's success in his scientific and social life.
- This study results help who are interested in the educational process, and who looking for varied designing and training programs that aim to improve creative self-efficiency among students.

- This study may contribute in improving the necessities of life quality, and increasing the academic achievement among learners of schools and universities, also to success the proper educational plans.
- It draws attention to the study the creative self-efficiency, in particular, and to identify its nature components and tools that prepared to measure it.

Definitions of Operational Terms:

Creative self-efficiency:

Bandoura defined self-efficiency as: ''the belief of individual's abilities and capabilities to organize and execute the required activities to produce specific goals'', (Boakye, 2015). But creative self-efficiency: is individual's beliefs, to the extent which they have abilities and creative self-efficiency (Abbott, 2010).

High Achiever students:

is the student, whose academic achievement increases significantly above the majority or the middle of his peers (Al-Qamsh, 2011). And it procedurally known as: students who got an average ranging (4 or 5 out of 5) in the university exams.

Design and Methodology:

Study Design:

The descriptive analysis method was used in this study, because it is one of the appropriate methods of these study goals, and this method one of research methodology, that depend on studying phenomena as it is in the real.

Sample of the Study:

This study sample consisted of(204) students, (62) of High Achiever students, (142) of normal students in the special education department of Alqaseem University in Saudi Arabia, who were randomly selected, and who numbered

The study tool:

The researcher used creative self-efficiency scale of Abbott (2010), the English version was adopted, after it has been

translated into Arabic, which contains (21) paragraphs, measure creative self-efficacy concept through two domains, first domain: self-efficacy in creative thinking, which includes four levels for creative thinking which are: self-efficacy in each of (fluency, flexibility, details, and originality), second domain: self-efficacy of creative performance, which includes three levels which are: self-efficacy in learning creativity, connection, promotion for creativity, and preserving the creative personality), where each dimension includes three items, and this on fivefold scale (totally agree, agree, neutral, disagree, totally disagree) (Al-Zu'bi, 2014).

Validity of the tool:

For the purpose of checking tool honesty which was translated and localized, and checking its translation, it was submitted to a group of (9) experts in educational, psychological sciences, and English language, also all paragraphs were more than 80% of experts agreement, in this way, the tool was suitable for measuring, without any amendment in of measuring scale.

Reliability of the tool:

To extract the reliability, correlation coefficients of the scale points with the total degree in external exploratory sample, consisted of (45) students, and the following table illustrates results.

Table (1): (correlation coefficients between items and total degree of measuring).

NO.	Correlation coefficient with the total degree	NO.	Correlation coefficient with the total degree	NO.	Correlation coefficient with the total degree
1.	65**	8	56**	15	50**
2.	39**	9	47**	16	21**
3.	58**	10	43**	17	58**
4.	60**	11	51**	18	69**
5	75**	12	75**	19	63**
6	56**	13	21**	20	78**
7	50**	14	36**	21	44**

**Statistically significant at (0.05). ** Statistically significant at(0.01).

It is noted that all correlation coefficients were acceptable and statistically significant.

Study tool validity:

To check the scale validity, it has been verified by testing and test-reset, where the test was applied, and was reapplied after two weeks on a group out of the study sample, that consisted of (55) students, where the correlation coefficient reaches (0.84), but Berson correlation coefficient between their estimates in the two tests reach (0.79), and these values were appropriate for the study.

Results of the study:

Question 1: what is the creative self-efficiency level among High Achiever /Normal students in special education department at Alqaseem University?

To answer this question, averages and standard deviations of creative self-efficiency among Alqaseem University students were extracted, and the table below illustrates this:

Table (2): averages and standard deviation of creative thinking level among Alqaseem University, in descending order according to the averages:

Rank	NO.	Domain	Average	Standard deviation	level
1	2	Self-efficacy of creative thinking	3.87	.594	High
2	1	Self-efficacy of creative performance	3.83	.440	High
		Total	3.85	.482	High

Table (2), shows that the averages ranged from (3.83-3.87), where the second domain, Self-efficacy of creative performance placed the first class with the highest average (3.87), whereas the first domain, Self-efficacy of creative thinking placed the second class, with the average (3.83), and the tool as a whole average reach (3.85), where the creative self-efficacy level was high.

The results might be due to the integration between educational courses, teaching staff members, and providing a suitable educational environment, working on developing the

different thinking skills; as: creative thinking, also the university level students have great capabilities of creativity, according to educational requirements through the courses they had studied specially thinking skills and learning methods courses, that require from the: searching for creativity and self developing, specially they are going to participate teaching profession.

These study results agree with (Setiawan,2015). Which indicated that the total level of entrepreneurial self-efficiency was high, also agree with (Chen,2013), which indicated that students characterized with high creative self-efficiency level.

Question 2: Is the creative self-efficiency level differs according to academic achievement (High Achiever /Normal) among special education students at Alqaseem University?

To answer this question, the averages and the standard deviations of creative self-efficiency level according to achievement variable (High Achiever /Normal), and to illustrate the statistically differences between averages; T-test was used, and the tables below illustrate this:

Table(3): Averages, standard deviation, and T-test of achievement impact(High Achiever /Normal) on creative thinking level.

	Achievement	Number	average	Standard deviation	T value	Free degrees	Statistically significant
Self-efficacy in creative thinking	Normal	61	3.55	.350	-8.762	118	.000
	High Achiever	59	4.10	.337			
Self-efficacy in creative performance	Normal	61	3.46	.348	-11.098	118	.000
	High Achiever	59	4.30	.449			

From table (3), illustrated that there are statistically significant differences (0.05), due to achievement impact (High Achiever /Normal) in all areas and in the total degree and the differences were in favour of High Achiever students.

The direct reason refers to that the creative thinking associated significantly with mental aspect; such side is significantly characterized by academically High Achiever students, and generally, the students of university level and

specifically, the High Achiever students have the ability to distinguish between their plans, needs, and hopes, so they work on improving the circumstances and superiority, which makes them working to find appropriate ways to overcome the difficulties they face and hinder them from achieving their goals, through using the creative solving problems method, that contributes in excitability their creative skills and enhance in their desire to deal with the abnormal cases and activities. In addition, the academically High Achiever students have an ability to recognize the most accurate details and hints, information processing accuracy, and arrange the creative ideas.

The study results agree with(Sun; chang; Chen,2015), which indicated that both of self-organization and self-efficiency have a great impact on the educational achievement. As well, (Al-Zu'bi,2014), which indicated that creative self-efficacy level of High Achiever students was high, also (Chen,2013)which indicated that students with high levels of creative

self-efficiency are more likely to join academic activities. Moreover, the study results agree with (Shiu and Lin,2012) which indicated that the learning motivation associated positively with innovational behaviors, and creative self-efficiency mediates this relationship. As well as (Alwan,2012), while there are statistically significant differences in the perceived self-efficiency due to specialization, and differences were in favor of scientific specialization.

Question 3: Is the creative self-efficiency level differs according to year level (sophomore, junior,senior) among special education students at Alqaseem University?

To answer this question, averages and standard deviation of creative self-efficiency level according to educational year variable –was extracted-, and the table below illustrate this:

Table (4): Averages and standard deviations of creative thinking level according to educational year variable.

	Categories	NO.	Average	Standard deviation
Self-efficacy of creative thinking	Second year	40	3.67	.465
	Third year	40	3.79	.410
	Forth year	40	4.01	.378
	Total	120	3.83	.440
Self-efficacy of creative performance	Second year	40	3.73	.659
	Third year	40	3.92	.588
	Forth year	40	3.97	.515
	Total	120	3.83	.594
Scale as whole	Second year	40	3.69	.527
	Third year	40	3.85	.464
	Forth year	40	4.00	.411
	Total	120	3.85	.482

Table (4) illustrates the contrast in the averages and standard deviations of creative self-efficacy, because the difference of educational year variable categories, and to illustrate statistically significant differences between the averages; monocular contrast analysis, according to table (5).

Table (5) statistically significant differences between the averages; monocular contrast analysis

Domains	Source	The sum of squares	Free degrees	Squares averages	F value	Statistically significant
Self-efficiency in creative thinking	Between groups	2.480	2	1.240	7.067	.001
	Inside groups	20.526	117	.175		
	Total	23.006	119			
Self-efficiency in creative performance	Between groups	1.270	2	.635	1.823	.166
	Inside groups	40.762	117	.348		
	Total	42.032	119			
Total	Between groups	1.815	2	.907	4,112	.019
	Inside groups	25.814	117	.221		
	total	27.628	119			

Table (5) shows that there are statistically significant differences at (0.05), due to educational year in the first domain

''self-efficacy in creative area, and tool as a whole. To show the marital statistically significant differences between averages; dimensionally comparisons as the method of Hevah has been used, as it is in table (6).

Table (6): dimensionally comparisons according to the method of Hevah of the educational year impact in creative self-efficacy level

		The average	2	3	4
Self-efficiency of creative thinking	Second year	3.67			
	Third year	3.79	.13		
	Forth year	4.01	.35*	.22	
Total	Second year	3.69			
	Third year	3.85	.15	.15	
	Forth year	4.00	.30	.15	

**Significant at the significance level (α = 0.05)

Table (6) shows that there are statistically significant differences (α = 0.05) between second- forth level, and the differences were in favour of forth level in the first domain and in the tool as whole.

This result can be explained due to the difference between scientific and practical experiences, studying nature, and the role variance between second year, forth year and higher studies, whereas the second year student characterized with limited field experiences, in addition it is still concentrating on receiving information, while the majority of forth year students- with the experience in the academic, practical, and field domain- depend significantly in their study on self abilities and follow the scientific methodology of their thinking, this result can be attributed to that whenever the college student advanced in the educational level, his thoughts and experiences will grow up. Subsequently, he will be more open to reality, so he realized that the knowledge is cumulative, which make the student seeks to improve and develop his thinking skills, in order to improve his academic achievement. These study results are differ from Al-Zu'bi study (2014) results which indicated that there are statistically significant differences in creative self-efficacy among students due to classroom in favour of seventh grade, as well as

Al-Nasasrah study(2009) results, which indicated that there are no statistically significant differences between the averages of study sample students' performance on creative self-efficiency due to educational level.

Recommendations:

In light of these study results, some recommendations were proposed:

- Universities ought to work on improving the creative self-efficacy among Normal students, through training programs , within university activities programs.
- Practising the higher thinking skills among college level students.
- Conducting some more studies about other creative skills.
- Conducting training programs to improve the creative self-efficacy in different university faculties and to different educational levels.
- Applying other study on a larger sample by the participation of female students of the same faculty and specialization.

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