

Testing and Operationalizing a Model to Measure Creativity at Tertiary Educational Level

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ABSTRACT Measuring creativity scientifically seems to be a challenging undertaking at the tertiary educational level. The purpose of the research reported in this paper was to test and operationalize a model to measure creativity at the tertiary educational level using SPSS and AMOS. These software packages were used to run causal path analysis and cause-effect relationships using the Pearson's product correlation coefficient (PPMC), a multiple regression analysis and structural equation modelling (SEM) which included a confirmatory factor analysis (CFA). The Fields Educational Creativity Model (FECM) was the result of the test and operationalization and showed a mediating influence of cognitive psychology on the interplay between motivation and creativity. Creativity can be measured at tertiary educational level and this can positively influence the globalized knowledge economy because graduates will be critical, creative and imaginative thinkers and leaders who can work through complex problems and make creative and purposeful changes and adaptations.