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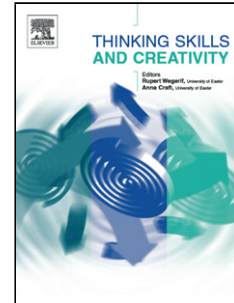
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Validating the Creative Self-Efficacy Student Scale with a Taiwanese Sample: An Item Response Theory-based investigation

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Highlights

- A three-dimensional structure of CSE-student scale is supported and stable.
- The CSE-student scale is appropriate for junior high to undergraduates.
- The measurement is gender DIF free and the result show gender differences on CSE.
- Lower educational level is associated with a higher perceived CSE.
- The criterion-related validity supported the scale is related to creative performance.

Abstract

The aim of this study was to provide multiple pieces of validation evidence to support the use of the Creative Self-Efficacy (CSE) Student Scale using item response theory. A total of 1416 Taiwanese students (759 university students, 235 high school students and 422 junior high school students) participated in the present study. An item response model was used to analyse the dimensionality and gender differential item functioning

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