

Developing and Assessing a Tool to Measure the Creativity of University Students

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ABSTRACT Creativity plays the key role in invention, innovation and problem solving that improve human life. The objective of this article was to develop and assess a tool to measure the creativity of university students. In doing so, a literature study of creativity was embarked upon to identify the underlying variables used to measure creativity. The identified variables were then subjected to a factor analysis process and the reliability of the data tested. Empirical data was collected from 500 full-time students randomly selected (with a response of 322). The results showed that at least twelve factors need to be considered in measuring creativity, namely: Challenging the status quo, Detachment, Synthesis, Cognition, Associate and Communicate, Awareness, Similarity, External motivation, Sensitivity, Experiment and Combine, Dimensional Thinking and Problem-solving. These factors show inherent communal properties (correlating positively with existing theory), and could be grouped into three main categories, namely: cognitive psychology, external influences and personality characteristics. Regarding reliability, acceptable Cronbach Alpha coefficients were calculated, exceeding the minimum coefficient of 0.70. The article highlights the value of creative graduates and the factors that could be utilised to measure their creativity in a South African tertiary education context.