

## **Unlocking the Relationship between Creative Self-Efficacy and Performance: The Roles of Motivation, Contextual Support, and their Interplay with Psychological Capital**

The PISA 2024 results revealed that Hong Kong scored an average of approximately 30 points in creative thinking, below the OECD average of 33 points, and trailing behind Taipei and Macao. This underscores an urgent and critical need to enhance creative competencies within Hong Kong's educational system to better prepare students for future challenges in a rapidly changing world. Creative self-efficacy, defined as the belief in one's creative abilities, is regarded a critical factor influencing creative performance. However, the pathways through which it exerts its influence remain complex and multifaceted. This study aims to explore: (a) how and why creative self-efficacy enhances creativity performance and (b) under what conditions and for which individuals this enhancement is most significant, especially when contextual factors in school settings such as perceived teacher support and perceived school climate support come into play. Guided by social cognitive theory and positive psychology, we propose a moderated mediation model, hypothesizing the following: (1) creative self-efficacy improves creativity performance through the mediating role of creativity motivation; (2) perceived teacher support and perceived school climate support contribute to creativity performance via the sequential mediating effects of creative self-efficacy and creativity motivation; and (3) psychological capital (PsyCap) moderates these mediation relationships by influencing the strength of impact regarding (i) the effect of creative self-efficacy on creativity motivation and (ii) the effects of perceived teacher support and perceived school climate support on creative self-efficacy. To test these hypotheses, we will recruit 600 secondary school students aged 12 to 17 from coeducational schools in Hong Kong. Participants will complete assessments via the Creative Self-Efficacy Scale, the Creativity Motivational Scale, the Perceived Teacher Support Questionnaire, the School-Level Environment Questionnaire, and the revised Compound Psychological Capital Scale. Creative performance will be evaluated via three standardised creativity tests: (1) the Torrance Test of Creative Thinking; (2) a creative problem-solving test; and (3) the Test for Creative Thinking–Drawing Production. Data analyses will be conducted using Hayes' (2018) PROCESS macro (Models 4, 5, and 7), which allows both the simple and serial mediation effects to be tested, as well as the moderation effect of PsyCap. This research is significant because it not only clarifies how and why creative self-efficacy influences creative performance but also identifies the specific conditions and individual differences that can amplify or diminish these effects, providing valuable insights into fostering creativity in educational settings and beyond.