

- (16) I encourage students to learn the basics of the topic.
 (17) I lay emphasis on the proficient learning of essential knowledge and skills.
 (18) Before sharing my viewpoint on the student's idea, I urge them to explore it further.
 (19) I don't react immediately to the suggestions of the students rather give them time.
 (20) I don't force students to strictly adhere to the directions.

Creativity
nurturing
behaviour
scale

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Notes: Extraction method: PCA. Rotation method: Varimax.

The 15 items and four factor structure that emerged was labelled – inquisitiveness, abstraction, critical thinking and motivation (Table II). In view of the satisfactory results of the EFA, CFA was undertaken for the four latent and 15 observed variables. The TCNB is a 15-item self-rating scale that contains three theoretically distinct subscales (Table III). Questions are scored using a six-point Likert scale, ranging from 1 (completely disagree) to 6 (agree completely). Higher scores indicate teachers' creativity nurturing behaviour.

Confirmatory factor analysis

The three factors with adequate loadings obtained through the PCA were assessed through a CFA, using AMOS 7.0, to test the goodness of model fit shown in Figure 1.

Factor	Factor label	Description
1.	Abstraction	Ability to provide opportunity to the student to explore his/her idea
2.	Inquisitiveness	Ability to encourage student to question to understand the concept and thoughts
3.	Motivation	Ability to boost the morale of the student and encourage learning from failures rather than to develop give-up attitude
4.	Critical Thinking	Ability to stimulate objective analysis and evaluation of an issue in order to form a judgement

Table II.
Description of the factors

Items	Means	SD	Estimate
<i>Factor 1: abstraction</i>			
I regularly give group assignments as part of the pedagogy	4.89	1.35	0.630
The students have opportunity to share their ideas and suggestions during the class	4.96	1.13	0.633
The students are expected to work cooperatively in group	4.78	1.18	0.778
I question the students' ideas, to ponder them to explore it further	4.88	1.136	0.769
I do not react immediately to the suggestions of the students rather give them time	4.72	1.154	0.597
<i>Factor 2: inquisitiveness</i>			
I keep track of the progress in the students' ideas	5.46	0.751	0.767
I give heed to every student's query	5.19	0.903	0.842
I give students the opportunity to share their ideas and thoughts	5.36	0.990	0.583
<i>Factor 3: motivation</i>			
I encourage students to learn the basics of the topic	5.10	0.990	0.753
I lay emphasis on the proficient learning of essential knowledge and skills	5.44	0.847	0.567
I am open to listening to the distressed students	5.38	0.971	0.743
<i>Factor 4: critical thinking</i>			
I motivate students to apply the teachings in different contexts	5.19	1.071	0.684
The students are motivated to apply their learning in different situations	5.31	0.971	0.670
To develop critical thinking, I enquire students about their idea	4.72	1.184	0.507
I provide opportunity to students to evaluate and judge themselves	4.39	1.256	0.663

Table III.
15-item scale, means, SD and estimate