

THE RELATIONSHIP BETWEEN SCHOOL CREATIVE CLIMATE AND PUPILS' CREATIVE THINKING

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Abstract

Findings of numerous studies point to the significance of the role of the environment and the surrounding circumstances in the development of creative ability. Even some of these findings went further to state that hereditary plays lesser role than the environment in this respect. The current study shows the relationship between the creative school environment and creative thinking. In addition to the sub-relationship between the various aspects of the school creative environment and the creative thinking, where it has attached these conditions to the creative school environment: developing of creative abilities and skills, developing personal traits of the creative individual and teachers' trends towards developing the creative abilities. This study was conducted in a sample population of 252 public and private intermediate school Pupils in Riyadh, KSA, whose age category was (12-16) years. Torrance Test for creative thinking (B) was used in addition to the creative school environment scale. Findings of this study showed a significance level at 0.05 between the creative school environment and the pupils' creative thinking. In regard to the aspects of the creative thinking (namely developing the traits of the creative individual and teachers' trends towards developing creative thinking), no significant differences were shown regarding the aspect of developing creative abilities.

Keywords: Creative Thinking, Originality, Flexibility, School Climate