Teachers' practices for the purpose of developing creativity among children in primary learning stage and its relation to a number of variables

Kholoud Dababneh

The purpose of this study is to examine teachers' practices performed to develop creativity among children in primary learning stage in Jordan. It also aimed to determine the differences between teachers' creative practices according to class grade level, teachers' specification, and type of school. To achieve the research objective, a questionnaire was developed and distributed among 200 primary grade teachers. The findings indicated that the ratings of teachers' practices that develop creativity were related to creative climate classroom and to students' awareness of their creative potentials. Practices that were most perceived as least contributing to developing creativity were related to educational material, family support, instructional creative practices, and lesson planning. Furthermore, the findings indicated that there was a statistically significant difference due to the class grade level, except for the variable of teachers' awareness of their creative potential and creativity in lesson planning, which was in favor of preschool grade level, and due to the type of school in favor of private schools. Whereas no statistically significant differences were found due to teacher specification except for students awareness of their creative potentials and creativity in lesson planning. In light of the findings, the researcher put a number of suggestions and recommendation.