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Abstract

Improving creativity of pupils is not an easy task, the biggest accusation to educational institutions is that they restrict the stimulus for exploration and creativity. Some critics, thinkers and professionals indicted schools of teaching pupils yielding and submission rather than the principles of thinking and creativity. Sociology scholars stated that the method of rewarding increases purity, repetition spontaneity or memorization but not encouraging fertility, productivity or creativity (Tartori&Qadhat, 2007: 56). Moreover, Johns stated that creativity is not a singular gift enjoyed by a small group, but a collective ability in most of the people, it can be improved or suppressed prone to their individual abilities (Jabir, 1997: 19).

The study, which is entitled "The Effectivity of Scamper Training Program", aims at improving the creative abilities of elementary school female pupils via delineating the Scamper program. The method is verified through the following hypotheses:

1. There are no statistically significant differences on the level of (0.05) between the controlling group pupils' scores in the pre and post tests on Torrance's scale of creative abilities.
2. There are no statistically significant differences on the level of (0.05) between the experimental group pupils' scores before and after applying the training program on Torrance's scale of creative abilities
3. There are no statistically significant differences on the level of (0.05) between the controlling and experimental group pupils' scores in the post test according to Torrance's scale of creative abilities

Furthermore, so as to achieve the aim of the study and its hypotheses, the researcher chose two tools that are; Torrance scale of creative abilities

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and Scamper educational program that are both adapted by the researcher. Torrance's scale, in its final form, comprised of 3 different activities. The first score is considered according to the additions set by a pupil to the activity and the suitability of the title test to the form she sketched.

In addition, the training program is adopted to assure the study hypotheses. Sample of the study composed of (20) fourth elementary female pupils who are randomly distributed into two groups; experimental and controlling, with (10) pupils each. The experimental group is exposed to Scamper program for (8) sessions in (5) weeks, while the controlling group is left unexposed to a program. For the sake of data processing, a variety of statistic tools are applied as; Chi square, arithmetic mean, Pearson correlation coefficient, the T-test for two independent samples, Mann Whitney Test and Wilcoxon Test.

With regard to the achievements of the study, the following results are stated:

1. There are no statistically significant differences on the level of (0.05) between the controlling group pupils' scores in the pre and post tests on Torrance's scale of creative abilities.
2. There are statistically significant differences on the level of (0.05) between the experimental group pupils' scores in the pre-test after applying the training program and the post-test.
3. There are statistically significant differences on the level of (0.05) between the controlling and experimental group pupils' scores after applying the program in favor of the experimental group.

Results of the study show that Scamper educational training program is effective in improving the creative abilities of elementary school female pupils. In light of the study results and conclusions, the researcher proposed a number of recommendations and suggestions.