

ABSTRACT

Purpose of the Study

The purpose of this study was to determine if there were significant differences in the creative thinking abilities of female students attending certain rural elementary schools as compared to those attending certain urban elementary school in the West Bank of Jordan.

Procedure

Six rural and four urban schools participated in the study. The subjects were from rural and urban schools operated by UNRWA (United Nations Relief and Works Agency for Palestinian Refugees). The students were matched in six factors: grade level, sex, chronological age, academic ability (Math grade was used as indicator of academic ability), occupation of the family head, and formal education of the family head. The total number of the subject population was 200, or 100 matched pairs.

The subject completed three instruments. The first was a "Student Information Sheet", which was used to determine the occupational classification of the family head. The second was a "Student Information Sheet", which was used to determine the formal education of the family head. The third was the Minnesota Tests of Creative Thinking Abilities, which was used to measure the creative thinking abilities of the subjects.

Scores on the creative measures were divided into nine categories for analysis. The statistical measure used was the

t-test for testing the difference between means in two samples of equal size.

Findings

The results of the t-test in respect of Grand Total Score, Verbal Fluency, Verbal Flexibility, Verbal Originality, and Non-Verbal Fluency were significant at the .05 level of significance. Therefore, the null hypothesis for these parts was rejected. At the same time, results for Verbal Elaboration, Non-Verbal Flexibility, Non-Verbal Originality, and Non-Verbal Elaboration were insignificant at the .05 level. Therefore, the null hypothesis for these parts was accepted.

Conclusions:

It should be emphasized that conclusions stated herein may be limited to the particular sample utilized.

1. Because of significantly higher overall scores demonstrated by urban students, the conclusion was made that within the scope of this study, creative thinking abilities were influenced by the urban-rural factor.
2. Based upon the data received from this sample, it was concluded that urban students had a significantly greater facility to supply a larger number of ideas, whether the task required writing or sketching.
3. A greater talent for verbal expression appeared to be associated with urban students. Urban students had the ability to produce a greater number of ideas, a greater variation of ideas, and more original ideas than did students in rural schools.
4. Based upon the data received from this sample, it was concluded that the capability of expressing non-verbal ideas in variety, originality, or elaboration was independent of the urban-rural factor.
5. Elaboration of ideas in detail also appeared to be independent of the environmental factor.