

A Longitudinal Study on the Development of Creativity in Children

Gunes Sali

*Bozok University, Faculty of Education, Department of Educational Science,
Yozgat, Turkey*

E-mail: gunes.sali@gmail.com

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ABSTRACT This paper aims to examine the creativity of children from nursery school to 5th grade with the relational screening model. The research population was comprised of children attending 47 nursery schools during the 2011-2012 and 2012-2013 school years. The General Information Form and Torrance Creative Thinking Test (Figural Form A and B) were used as data collection tools in the study. The data was analyzed by SPSS 16, using *t*-test and paired *t*-test in uncorrelated measurements. The study results showed that the nursery class and 1st grade creative thinking scores of children differed only in the elaboration sub-domain, and that the difference was in favor of the 1st grade score ($p < .01$). The nursery class fluency scores, and the 1st grade fluency and elaboration scores, differed in favor of the girl children ($p < .01$).