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ඇසුරෙන් කෙරෙන අධ්‍යයනයක්)**

THE PROBLEMS ENCOUNTERED BY TEACHERS IN PROMOTING
CREATIVITY AMONG STUDENTS IN THE JUNIOR SECONDARY
GRADES OF SCHOOLS IN SRI LANKA (A STUDY BASED ON THE
TEACHING OF THE SUBJECT SCIENCE)

පේරාදෙණිය විශ්වවිද්‍යාලයේ අධ්‍යාපන විද්‍යා දෙපාර්තමේන්තුවේ
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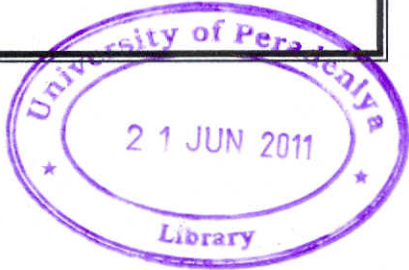
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ABSTRACT

This research project investigates about the problems faced by the teachers in generating creativity through teaching Science among to the students of Junior Secondary classes in Sri Lankan schools. The sample used for collecting data consisted of 80 teachers who teach Science in Grade 7, 8 and 9 at seventeen schools in the Kandy District. They belong to the school types 1AB, 1C and 2. In addition, the sample consisted of 30 principals, 20 educationists and specialists. The research method adopted in this research is descriptive and the research project consists of five chapters.

Introduction of research the analysis of concepts, the need to carryout the research are presented in the first chapter and the foreign and local literature review relevant to creativity is presented in the second chapter. In addition research methodology is presented in the third chapter and the data analysis is described in the fourth chapter. Finally the discussion of findings, conclusions and suggestions are presented in the last chapter.

Based on the data collected from the teacher questionnaire, and interviews carried out with principals and teacher educators. It was able to reveal major problems faced by teachers when improving student creativity.

According to them, it was able to confirm that the present teacher training and time were not sufficient to student creativity. They also confirmed that the teachers face a lot of difficulties in holding exhibitions of scientific creations and participating in field trips with other institutions. The data analysis also revealed that the support given by the resource persons was minimum and the teaching methods, learning methods and practical

activities used for creativity were not suitable. In addition according to the responses it was able to show that the Science teacher's English language competency, watching television, reference work and use of computer were not sufficient and the Science classroom atmosphere was not appropriate to the student creativity.

Suggestions have been made for the problems revealed by the research to reorganize Science teacher training relevant to student creativity. According to them, in teacher training, it is necessary to provide relevant Psychological knowledge to identify creative students, engage teachers in creative practical activities and gaining the service of foreign experts. Also the necessary time can be arranged by preparing school time table methodically, engaging students in group activities using school vacation, week ends, after school time for student creativity. At the same time, to develop student creativity, planning Science syllabus, integrate other subjects and different subject areas with the Science subject, use co-curricular activities in the teaching learning process can be done. In addition suggestions have been made to plan field trips, visits to other institutions, to get the assistance of resource persons and plan exhibitions properly, use brain storming, problem solving role plays to develop student creativity, to prepare creative assessment tools for teachers and to provide facilities to watch suitable programmes for students. Finally suggestions have been made to provide facilities to use computers, develop English language skills, refer books and to create class room environment properly by matching light, sound, colour well for developing student creativity.

According to the findings of the study, the implementation of the above suggestions may be helpful in generating a creative student generation in future.