

ASSESSMENT OF CONVERGENT THINKING AMONG SECONDARY SCHOOL STUDENTS IN TANZANIA

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ABSTRACT

The purpose of this study was to assess convergent thinking among secondary school students in Tanzania. A total number of 444 students of whom 217 were males and 227 were females from twelve secondary schools in Tanzania were exposed to the adopted insight tasks (Dow and Mayer (2004). Assessment was made around three variables which are school ownership, geographical location and sex. It was found that students from urban schools scored higher than students from rural schools regardless of sex and school ownership in all components of convergent thinking. It was further found that while there was no significant difference between male and female students in the performance of mathematical insight tasks, male scored significantly higher than female students in spatial insight tasks. Discussion is made in terms of both creativity research and practical implications in the context of school learning.

Keywords: Spatial insight tasks, creativity research in Tanzania, Mathematical insight tasks, Verbal insight tasks, Convergent thinking research in Tanzania.