BELIEFS OF THE SCIENCE EDUCATORS ABOUT CREATIVITY

M. YÜKSEL, F. DİNGİL, T. DOĞAN* and T. KAYGISIZ**

Cukurova University, Adana, Turkey, mehmetyuksel1980@gmail.com, firaatdingil@gmail.com
*Adiyaman University, Adiyaman, Turkey, tdogan@adiyaman.edu.tr
**Pendik Industrial High School, İstanbul, Turkey, tahsinkaygisiz@hotmail.com

Creativity can be defined as an ability to innovate or to be able to see the things the others can not see or to be able to find different solutions to the problems. It can be said that producing new information and processing them are directly relational to the individual creativity. Turkish educational system and educators have importance for forming and developing creativity of the individuals. This study aims to determine the belief related for the students’ creativity by educators and the role of Turkish educational system to form and develop creativity in students. The sample of this study is composed of 150 science educators who have been working at the Cukurova University, Adiyaman University, Tarsus Technical Educating Faculty, Tarsus Anatolia High School, Mehmet Akif Yılmaz and Şehit Fehmi Koç Primary Schools. In this study, ‘Creativity Belief Survey’ developed by Diakidoy and Kanari (1999) translated by İsler and Bilgin (2002) to the Turkish was used. Results supported that educators sometimes faced with creative students, students could show their creativity with different ways, but present education system is not enough for forming creativity students and academic success is not an indicator of creativity.

Key words: Creativity belief, Intelligence, Success, Science educators, Turkish education system