

Investigating the Beliefs about Scientific Creativity Held by In-Service Middle School Science Teachers

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Abstract

The main purpose of this study is to investigate the beliefs that in-service science teachers hold regarding scientific creativity in Bago Region. The research design adopted in the study was descriptive survey design. Three townships were randomly selected from Taungoo District in Bago Region. For this study, 140 middle school science teachers were selected from three townships by using simple random sampling method. As the research instrument, teachers' beliefs about scientific creativity questionnaire (BSCQ) was used. It consists of 48 items five-point Likert-scale. Descriptive statistics was used to analyze the quantitative data. Pearson's product moment correlation coefficient was used to examine the relationship among science teachers' years of teaching experience and the beliefs about scientific creativity. The findings pointed out that the majority of middle school science teachers hold incomplete beliefs about scientific creativity in science classrooms. Moreover, the middle school science teachers' beliefs about scientific creativity are highly correlated with years of teaching experience.

Key words: Beliefs, Teachers' Beliefs, Creativity, Scientific Creativity, Implicit Creative Theory

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