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(9593) The Analysis of Creative Thinking Abilities, Personality Traits, and Values in Terms of Career Development Content of University Students Who Have Different Vocational Choices

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Problem Statement/ Problem durumu

Career counseling, which is one of the important sub-specialty areas of psychological counseling, is important in terms of concepts such as individual happiness and life satisfaction, as well as the right employment of the human resource at the country level. On a corporate level, it creates positive effects such as prevention of turnover in the organization, low number of personnel in orientation, and increase of specialization. This research is based on the Systems Theory Framework. The Systems Theory Framework, developed by Patton and McMahon (2014), focues on the individual and emphasizes the unique nature of each individual. It is assumed that three basic systems are effective in career development (McMahon, 2011):

The individual system: gender, health, disability, beliefs, personality, self-concept, ethnicity, talent, physical characteristics, age, skills, interests, sexual orientation, values, ability, etc.

The social system: includes peers, family, educational institutions, labor market, groups in society, and the media.

The environmental/social system: includes the geographical position, political decisions, globalization, socio-economic situation, and historical trends (Patton & McMahon, 2014).

Within the scope of this research, the values, personality traits and creative thinking skills of the students from different departments of Istanbul University, which are effective in their career development process, were examined. In the Systems Theory Framework, the values, personality traits and skills are considered in the context of "*individual systems*" (Korkut- Owen and Niles, 2011). Although factors such as interest, value and talent were examined in many researches (Savran, 1993; Ekşi & Otrar, 2001; Burger, 2006), it is seen that the creative thinking skill is ignored in the career process. The base problem of this research is the examination of the effects of

individual system elements such as values, personality traits, and creative thinking skills on career development, which are effective in guiding the careers of university students who constitute a group that has determined their fields of profession. In this context, the sub-problems have been defined as follows:

1. How are the terminal and instrumental values of university students studying at different programs scaled based on their ranking judgments?
2. Is there any differentiation between the creative thinking skills, personality traits and values of the university students studying at different programs?
1. Do the creative thinking skills of the students studying at different programs differ according to the undergraduate program?
2. Do the personality traits of the students studying at different programs differ according to the undergraduate program?

Metodology / Araştırma Yöntemi

The target population of the research is composed of students who are studying in the academic year of 2015-2016 in different departments of Istanbul University with different admission score types (TM, FM, TS, Foreign Language). The sample is composed of total 385 students in the second year of the undergraduate programs in Guidance and Psychological Counseling, Turkish Language Teaching, Social Studies Teaching, Elementary Mathematics Teaching, Business Administration, Arabic Language and Literature, French Language and Literature and Mechanical Engineering departments.

Torance Creative Thinking Test (Aslan 2001; 2004; 2006), Rokeach Value Inventory (Çalışkur & Aslan, 2013), Adjective Check List (Savran, 1993), and demographic information form were used as data collection tools.

As a data analysis method, we used a scaling method based on ranking judgments in analyzing the values of the students. For this purpose, first, a frequency table that expresses the order of the value expressions ranked by each participant was prepared. With the help of the values in the frequency table, the ratio matrix and the normal deviation matrix were obtained by using Microsoft Office Excel program, and the orders of preference of the terminal and instrumental values were determined with the calculated scale values (Turgut & Baykul, 1992).

Mann Whitney-U test was used for two-category variables and Kruskal Wallis-H test for the variables with more than two categories to determine the differentiation between the creative thinking skills, personality traits and values, which was the second problem of the research (Büyüköztürk, Çokluk & Köklü, 2014).

Expected Results/ Beklenen(Geçici) Sonuçlar

As a result of the analysis of the values of students based on their ranking judgments, the most important terminal values were found to be the family security, afterlife salvation and inner peace; and the most important instrumental values were found to be honesty, independence and rationality.

As a result of examining the differentiation of value preferences in terms of undergraduate programs, in French Language and Literature, differing from other programs, freedom value was ranked among the top three.

The most prominent personality traits of the students in the sample were found to be self-blame, conformity and creative personality. Looking at these traits, the differentiation between the undergraduate programs was found to be significant in terms of creative personality scores.

A significant differentiation was found between the verbal fluency, flexibility and originality dimensions among the creative thinking skills of the students, and the formal norm-based and creative strengths list scores.

Key words/ Anahtar Kelimeler: creative thinking skills, personality traits, values, university students, career counseling

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