

INFLUENCE OF SECONDARY SCHOOL BIOLOGY TEACHERS' PERCEPTIONS OF SCIENTIFIC CREATIVITY ON THEIR CLASSROOM PRACTICES IN KAJIADO AND KERICHO COUNTIES, KENYA

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ABSTRACT:

Science Education aims at improving scientific and technological skills of learners. These can be achieved through the teaching and learning of creativity in science. At the end of the secondary school cycle, learners are expected to have acquired both the scientific skills and knowledge to help them solve problems that they meet in modern life. It has been found that scientific creativity among secondary school learners in Kenya is low. Some of the reasons contributing to this could be that teachers are not providing learning experiences that could enhance creativity. Secondly, science teachers' perceptions of creativity could be at variance with the accepted meanings. Teachers' perceptions of creativity could influence their classroom practices and therefore either enhance or inhibit the development of scientific creativity in learners. The purpose of this study was to investigate the influence of secondary school biology teachers' perceptions of scientific creativity on their classroom practice in Kericho and Kajiado counties, Kenya. A cross-sectional survey research was employed. The population of the study comprised all biology teachers in public secondary schools in Kericho and Kajiado counties. A sample of 205 biology teachers' was selected from a population of 347 using proportionate random sampling technique. The biology teachers' questionnaire was used to collect data. Data analysis was done using quantitative methods. The findings show that biology teachers' perception of scientific creativity are positive. The statistical tests of significance show that there was a significant relationship between biology teachers' perceptions of scientific creativity and their classroom practices. The results from the study have yielded valuable information that may inform biology secondary school teachers, curriculum developers, teacher trainers and policy makers on appropriate measures to improve teacher-training programs and design appropriate in-service training programs for practicing biology teachers.

KEY WORDS: Perception, Biology, Scientific creativity.

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