

TEACHERS' PERCEPTION AND USE OF CREATIVITY FOSTERING BEHAVIOUR IN TEACHING SECONDARY SCHOOL BIOLOGY: A STUDY OF GENDER DIFFERENCES

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ABSTRACT

This study examined perception and use of creativity Fostering behaviour among biology teachers with respect to gender in Obollo Afor Education zone of Enugu state. The design of the study was causal comparative (ex-post – facto) design because the variables being investigated are pre-existing and so could not be manipulated to determine the effect of independent variable on dependent variable. Teacher Creativity Fostering Behaviour Index (TCFBI) was used to specifically measure levels of perception and use of teacher creativity fostering behaviour in biology classrooms. Three research questions and three hypotheses guided the study. Twenty-four (24) biology teachers selected through proportionate random sampling technique from 30 public secondary schools in Obollo-Afor Education Zone of Enugu state, participated in the study. Mean and standard deviations were used to answer the three research questions while ANOVA was used to test the hypotheses at 0.05 level of significance. The result of the study revealed that (1), few Biology teachers (16.6%) adopted creativity fostering behaviour in teaching Biology; (2), male biology teachers had higher levels of perception and use of creativity fostering behaviour than their female counterparts. (3), there is a significant difference between male and female biology teachers with regard to perception and use of different component of creativity. It was recommended that favourable climate and favourable working atmosphere should be put in place to ensure effective process of teaching and learning Biology using TCFB especially as it concerns female students.

KEYWORDS: Creativity, Fostering Behaviour, Levels, Biology Teacher, Gender

Received: May 21, 2021; **Accepted:** Jun 11, 2021; **Published:** Jun 28, 2021; **Paper Id.:** IJMPERDAUG202116