

Appraising Teacher Creativity and Collaborative Skills in Public Primary Schools in Mumias East Sub-County, Kenya

Genevieve Wanjala and Lolly Patrick Osendo

Abstract

The current research was necessitated by teachers' job dissatisfaction and the consequent decline of pupils' performance in National examinations especially in Mumias East Sub County, Kenya. The focus has been on finding out whether there is any significant relationship between Creativity in teaching and learning and academic achievement. The research had two objectives and two research questions. Using descriptive survey research design the target population consisted of 53 primary schools with 53 Head teachers, 53 Deputy Head teachers and 512 teachers, all employed by the Teachers' Service Commission. Stratified sampling was used to select 30% of schools that participated in the study yielding a total sample size of 17 deputy head-teachers and 154 teachers as actual respondents. Data were collected using questionnaires and observation. The findings show that a majority of deputy head teachers viewed creativity in teaching as an opportunity for teachers to prepare and use teaching and learning aids in schools as they positively influence teacher's job performance. Whereas creativity may be enhanced by ICT teachers viewed integration of ICT in teaching as an expensive exercise and not quite helpful especially in an environment that lacks the necessary resources to support digitization. Creativity in teaching involves use of innovative approaches, strategies and pedagogical methods in classroom and collaborative skills. A significant number of teachers viewed participations in community based activities as a waste of time which may lead to poor performance by learners and the schools at large.

Keywords: Public Primary Schools, Creativity in Teaching, Collaborative Learning, Teacher Performance Appraisal

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