

ABSTRACT

This paper reports a study that investigated secondary school biology teachers' perceptions of classroom practices that inculcate scientific creativity among their learners. A sample of 205 teachers was selected from a population of 347 in Kericho and Kajiado Counties, Kenya using Stratified proportionate sampling technique. Data was collected using Biology teachers' questionnaire and an observation schedule. The findings show that most teachers felt they included classroom activities that would inculcate scientific creativity in learners. This, however, was inconsistent with observations made in their lessons. It is recommended that science teacher education programmes and policy makers put more emphasize on teachers' acquisition of knowledge and skills that would enhance learners' scientific creativity.