

The Relationship of Teachers' Creativity Fostering Behaviour with 21st Century Classroom Management

ABSTRACT

This study was aimed at identifying the relationship of teachers' creativity fostering behaviour with 21st century classroom management among teachers in normal daily government-aided secondary schools in Sabah, Malaysia. The non-experimental study utilised the observation method by combining several variable sampling techniques to obtain samples. Data was collected through a set of adapted questionnaires administered to 439 teachers. The data were analysed using the IBM SPSS Statistical 21.0 software. Descriptive and inferential statistics such as percentage, mean, standard deviation, t-test, and Pearson correlation were used to analyse the data to answer the research questions. Descriptive analysis teachers' creativity fostering behaviour and 21st century classroom management being practised at a high level. Findings of the study also showed a significant difference in the min score of teachers' creativity fostering behaviour and 21st century classroom management according to gender. Pearson correlation test indicated a moderate positive linear relationship for teachers' creativity fostering behaviour with 21st century classroom management. The implications and suggestions for further study are also discussed.