

Effectiveness of Creativity and Environmental Impact Study on the Achievement in Physical Science among Ninth Standard Students

^[1] Veena P. N

^[1] Ph.D Scholar, CMR University, Bangalore.

Abstract— Science education occupies a very significant role in both teaching learning process and in curriculum at school level and university level of education in India. continuous advances of scientific creativity and Environmental impact study research has lead to growth and greater achievement in science education in the society. creative method of teaching and study of environmental impact on learning is overwhelming .A lot of basic knowledge of science should be acquired by students at the lower levels of education through appropriate creative skills and creative method of teaching.

Index Terms— Wireless sensor network, Information transmission, Routing protocols and Security aspects.

INTRODUCTION

The Teacher who is indeed wise does not bid you to enter the house of wisdom but rather leads you to the threshold of your mind.; Kali Gibran.

Creativity is the supreme Art of the teacher to awaken joy in creative expression and knowledge.-Albert Einstein.

It is a widely acknowledged notion that Science is a very essential subject. In teaching of physical science is need to follow the new way of thinking, develop a creative thinking and organizing the way of logical thinking, as a way of reasoning, it gives an insight into the power of human mind. so, this forms a valuable discipline of teaching learning programmes of school subjects everywhere in the world of curious children. so the creative teaching skills are important to learn physical science, so the Creative skills and positive environmental study in physical science should very carefully be built in different levels of education.

SIGNIFICANCE OF THE STUDY

The importance of science and creativity and environment impact study is important and it gives required learning ability and scientific skills to meet the challenges in the modernization world. these are very important in that teachers know how to evaluate in learning in physical science and determine what the best fit is for their students, their classroom, their curriculum, and their teaching style.

ROLE OF CREATIVITY AND ENVIRONMENT IMPACT STUDY ON ACHIEVEMENT

Studies have focused on creativity and achievement as correlated variables. our schools if adapt these creative skills in teaching learning processto prepare leaders in different way and walks of creative life.the school should screen creative children and provide them all possible facilities to express their talents and exhibit their knowledge. creativity is capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer.(Drevdahl 1956).

Environmental impact study helps to minimize the negative impact of human activities in environment before making the decision. learning environment directly affect the learners towards learning ability and it develops positive attitude to feel motivated in achievement.

SAMPLE OF THE STUDY

The sample includes standard IX students of Kogilu, Yelahanka.The investigator has used simple random sampling technique and selected 80 students standard IX students studying in two different schools in Kogilu, Yelahanka as the sample for the study.

OBJECTIVES OF THE STUDY

- 1.To find the Effectiveness of creativity on the Achievement in physical science among Ninth standard students.
- 2.To find the Effectiveness of Environment Impact study

on the Achievement in physical science among Ninth standard students.

3. To compare the relation between Environmental impact study(EIS) and the Creativity of Experimental group.

HYPOTHESES OF THE STUDY

Hypothesis 1: There is no significant difference between the means of Total Achievement Scores of control and experimental group.

Hypothesis 2: There is no significant difference between pre-test and Post-test Creativity of experimental group.

Hypothesis 3: There is no significant difference between Environmental impact study (EIS) and Creativity of Experimental group.

METHODOLOGY ADOPTED IN THE PRESENT STUDY

The present study follows experimental method of research as technique for the present study.

TOOLS FOR THE PRESENT STUDY

- i. Non verbal test of creativity (NVTCT), Developed by Dr. Baqer Mehdi.
- ii. Environment impact study (EIS) developed by Dr. Arun kumar singh, and Dr. Shruti Narain

STATISTICAL TECHNIQUES USED

Mean, Median, standard Deviation, t- test and correlation were used to analyze the data.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1: There is no significant difference between the means of Total Achievement test Scores of control and experimental group.

Table 1. Table showing Mean, Median, standard deviation, t-value and total achievement scores of control and experimental group.

Group	N	Expected Mean	Obtained Mean	Median	S.D	't' value
Experimental	40	23.37	33.15	33.00	6.94	2.95
Control	40	24.45	27.71	28.00	6.12	

Hypothesis 2: There is no significant difference between pre-test Creativity and Post-test Creativity of experimental group.

Creativity	N	Mean	Median	S.D.	't'-test
Pre-test	40	7.8	8.5	3.88	14.56
Post-test	40	36.5	38.0	8.74	

Hypothesis 3: There is no significant difference between Environmental impact study (EIS) and the creativity among Ninth standard students.

Variables	N	Mean	Median	S.D.	't'-test
EIS	40	27.50	29.38	10.63	2.36
Creativity	40	30.50	32.03	6.13	

DISCUSSION AND RESULTS

The current research investigated the relationship between creativity, total achievement, Environment impact study. the findings of the study were:

Hypothesis 1: The Achievement test scores of experimental group is greater than the control group. The 't' value greater than the table value. The null hypothesis is rejected. There is a significance difference between total Achievement test scores of control and experimental groups

Hypothesis 2: The post-test scores of creativity of experimental group is greater than the pre-test scores. The 't' value is greater than the table value. The null hypothesis is rejected. There is a significance difference between the pre-test scores and post-test scores of creativity of experimental group.

Hypothesis 3: The creativity post-test scores of experimental group is greater than the post- test scores of EIS. The 't' value greater than the table value. The null hypothesis is rejected. There is a significance difference between the creativity post test scores and post-test scores of EIS of experimental group.

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