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The Effect of Environmental Inquiry Activities on the Achievement of Eighth Grade Female Students and Their Creative Thinking in Science

Mohammad. M. AL- Hileh Anfal Mubarak Shoaib Al-Fiddly

Abstract

This study aimed at finding out the effect of environmental inquiry activities on the achievement of eighth grade female students and their creative thinking in science. Two classes were chosen purposively and were distributed randomly into two groups: experimental (n=25) female students, taught by environmental inquiry activities, and control group (n=23) female students, taught by the regular method. Two valid and reliable tests were used: "Torrance Creative Thinking Test" which was adjusted for science course and an achievement test that was developed by the researchers. The findings of the study showed that there were significant differences at ($\alpha \le 0.05$) between the two means of achievement attributed to teaching method of environmental inquiry activities and regular method in favor of the environmental inquiry activities. Also there were significant differences at ($\alpha \le 0.05$) between the means of creative thinking skills and the total score, in favor of the experimental group that was taught by the environmental inquiry activities.

Keywords: Environmental Inquiry Activities, Acheivement, Creative Thinking, Science

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2.08	10.36	1.23	4.44	25	
1.04	8.44	1.19	4.60	25	
2.65	9.72	1.36	4.12	25	
1.94	6.88	1.39	4.44	25	
5.93	31.00	2.10	13.32	25	
2.90	24.60	2.42	13.44	25	

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0.439	0.609	3.321	1	3.321	
0.264	1.276	27.646	1	27.646	
*0.001	13.352	34.250	1	34.250	
*0.000	17.081	46.546	1	46.546	
*0.000	18.652	101.739	1	101.739	
*0.000	23.911	518.082	1	518.082	
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		2.565	47	120.563	
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0.32	10.93	25	
0.32	9.27	25	
0.33	10.37	25	
0.33	8.44	25	
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