SUMMARY

EFFECT OF BRAIN-BASED INSTRUCTIONAL STRATEGIES ON LIFE SKILLS AND ACHIEVEMENT IN SCIENCE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SCIENTIFIC CREATIVITY

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The study was conducted to find the effect of Brain-Based Instructional Strategies on Life Skills and Achievement in Science among secondary school students in relation to their Scientific Creativity. Non-equivalent pre-test and post-test control group design was used for the study. The study was conducted on a sample of 74 students of class IX. The intact sections of class IX were randomly allocated to control and experimental groups. The control group had 36 students and experimental group had 38 students. The experiment was conducted for two months during which the control group was taught through Conventional Instructional Strategies and experimental group was taught through Brain-Based Instructional Strategies. The data was collected using standardised test of Scientific Creativity and self-constructed tools on Achievement in Science, Cognitive Life Skills, Personal Life Skills and Interpersonal Life Skills. 2 x 2 factorial design was used and data was analysed using Analysis of Covariance. The results indicated that there was statistically significant effect of Brain-Based Instructional Strategies on Achievement in Science, Personal Life Skills and Interpersonal Life Skills. The control and experimental groups did not differ on Cognitive Life Skills. There was not statistically significant difference in Achievement in Science, Cognitive Life Skills, Personal Life Skills and Interpersonal Life Skills of students with low and high Scientific Creativity. Also, there was not statistically significant interaction effect of Brain-Based Instructional Strategies and Scientific Creativity on Achievement in Science, Cognitive Life Skills, Personal Life Skills and Interpersonal Life Skills of secondary school students.