

# **Influence of Creativity Teaching Strategy on Students' Performance and Motivation in the Topic "Energy" In Secondary School Physics in Nakuru District, Kenya**

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## **Abstract**

Physics education in Kenyan secondary schools has been re-emphasized due to the realization of the role it can play in the industrial and technological development of the country. Currently, few candidates take Physics examination at Kenya Certificate of Secondary Education (K.C.S.E) level, partly due to low motivation and persistent poor performance associated with it. At the same time research conducted in Kenyan secondary schools indicates low levels of creativity, motivation and poor performance in science subjects leading to many stakeholders questioning the preparedness of the K.C.S.E graduates' to meet challenges in their scientific world, and also the Education System's ability to meet its initial objectives of training man power required for the country to be industrialized by the year 2010. The purpose of this study was to develop a creativity teaching module for the topic "Energy" and find its influence on both learner motivation and scientific creative skills of sensitivity and planning among form three secondary schools physics students in Nakuru District. Solomon three – quasi experimental group design was used to obtain a sample through random assignment. Control group (C1) and the experimental group (E) sat for a pre-test, but the second control group (C2) did not. After a three weeks treatment on groups E and C2, all the groups then sat for a post-test. Data collected from the tests were analyzed using the t-test (at 5% significance level) and ANOVA, while chi square test was used to analyze the data from the P-SAQ questionnaires. Results obtained showed that Creativity Teaching Strategy influenced learners' motivation and creative skills of planning and sensitivity significantly. The results would be useful to curriculum planners, educational officers and physics teachers.

**Key words:** Creativity teaching strategy, Students' performance

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