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EFFECT OF ENVIRONMENTAL FACTORS FOR TEACHING OF SCIENCE ON ACADEMIC ACHIEVEMENT AND INTEREST OF STUDENTS AND ON THEIR TEACHERS' JOB STATISFACTION

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ABSTRACT

Natural materials and objects of environments and devices for explore them are the necessity for early learning activities in school. The raw materials are shaped by the role of the teacher that plays in students learning. This research is to investigate effect of the use of environmental materials as active educational media for elementary school science courses. This study has been a quasi-experimental research. Six classes of third grade and other six classes from fifth grade were the research sample. The research instruments were an academic achievement test, a measure of academic interest and a job satisfaction inventory. T-Test was used for statistic analyses.

The results show that the use of existing facilities in the environment for teaching of concepts in science textbooks has a significant and positive impact on the students' academic achievement and academic interest. The teachers' job satisfaction also was improved in the two grades of subjects.

Key Words: Active learning, educational media, natural materials, academic achievement, Interest, Job Satisfaction.

INTRODUCTION

Comparative study of education systems in various countries shows that the function of education in presented formal reports are different what the teacher and student perform in real everyday activities. The differences are in many factors such as educational facilities, skills and professional competence of teachers, facilities,

student achievement, student learning or the learning environment and the socio-economic and political factors ... Depends. However, the idea of widespread use of educational media in the classroom teaching, education has been regarded by scholars.

These ideas can be divided into two general categories. The first category are those who powered the use of educational media for learning as well and that the use of educational media in teaching, learning is enhanced. Reinforcement learning, the effect of education increases, sometimes a thousand words, a picture does not take place (Sminahady, 2004).

The second group believes that the use of teaching aids in the learning appears to be sweet. However, further studies should be displayed side and the supply of information and knowledge is superficial. Using educational materials and visual media - listening in the classroom can be an effective agent for the subject is directly related to the students, and a variety of useful experience for the audience to provide objective and subjective, making possible the use of multiple senses, learners' interest and motivation in learning more can cause (Zoufan and Lotfi Pour, 2000). These materials are suitable for any age group or audience and Conditions teacher-centered to student-centered classroom making (Sahebzadeh, 2012). Use appropriate tools and resources for learning, effective learning environment of contacts (Kiamanesh, et al, 1998).

Mental stages of mental development of children in schools are trained. They are fascinated by the environment, animals, rocks, plants, bodies, and the sky behind it and the types of phenomena that may be fascinating for them, they are. Teaching science in this way not only helps children learn science, but also helps in achieving the school's goals(Amani Tehran, 1997). Intended to provide training in the use of objects and substances in the environment and the means to curiosity about their basic necessities activities of teaching - learning in the school (Sminahady,2004), Use natural objects and the environment to teach and provide training intended, Because of its importance in creating a first-hand experience students need to be in the educational environment of the school and the coach. Even many so-called experts in education and training assistance to numerous false and knowingly false, The term originated in the times when they do it at the time, but books and lectures, teacher training, there was no other species (Amani Tehran, 1997). Use of equipment, materials and environmental features are planned for the training content, so that instead of using the word in effective learning aids, including educational media, the application is said (Zoufan and Lotfi Pour, 2000).

Today in the world of progressive education of citizens, family duties, responsibilities in teaching - learning process learning of citizens participating in school activities, situations, conditions, and various facilities, according to several first hand experiences and personal contacts through intuition by manipulating and working with real objects and phenomena in the environment as the media and the means of learning (Sahebzadeh, 2012). On the development and upliftment of education in different countries, with the evolution of teaching methods, learning tools, and educational technology use in education is intended to provide an active, Become increasingly important, Children fascinated environment, lightning, light, sound, electricity, magnets, red, sky blue, and sometimes around the various phenomena that occur are. The best place to start teaching school and most attractive starting point for informal learning activities in the classroom is the students(Sadeqe pour, 1994). Training Media Revolution, Including the widespread use of the materials in the environment to provide conditions suitable for direct involvement of students with teaching activities – learning And exploration and production and thus learning (Faghihi, and Rauf, 1996), Certainly the years that progressive education in developing countries occurred in education in our country (Iran) is also happening. This is the affected citizens not only knowledge and skills but also on the ability of science and scientific attitudes - their moral influence, Even the role of the teacher and the book will revolutionize the teaching process. With the widespread use of educational media to educate citizens, Scripture verses to choose the content of the training patterns and the role of teacher education and training provider in the direct speaker and ... In class, Provides a convenient location to a variety of learning opportunities for students to work with real materials and phenomena in the natural environment, For curiosity, the exploration, production and .... To

manage their own learning and knowledge-based activities in the teaching - learning process in the classroom and outside of it becomes (Harlan, 1998).

Summarizing the results of the TIMSS International Study Shows Iranian students utilizing basic skills, such as problem solving tools and measurement applications Related to the practical use of equipment and materials are in school learning activities, Students have a lot of lag compared to other countries (Kiamanesh, et al, 1998). Summarizes the results of several international field study shows that teachers use a variety of educational materials for teaching Not only diverse and engaging learning environment for teachers and students to be, But with the development of problem solving skills in students, and the depth of their learning improves. Citizens' needs are changing and developing every day. From another direction, citizens participated in today's training activities Teaching - Learning school may be a way for him to ensure that the needs of tomorrow. It should be training today and should be designed to generate interest in learning while the learner, Learners learn ways to learn new ways of learning that are constantly being produced and so on and use their abilities to learn, Themselves, learning new ways to learn and be able to use the knowledge they have obtained a simple and basic sciences, Science and technology, and to produce a new generation of science and technology, to the benefit.

In this case, one of the ultimate goals of education is the education system in the new world: learning to learn, learning how to learn, learning to learn (Faghihi, and Rauf, 1996) In other words, the goal is that students learn How to learn to be realized. And it will not happen except through the various processes of teaching - active learning. Concept of active learning, the type of learning activity and the learner's own scholarly efforts to explore scientific concepts and new knowledge in order to be involved (Sahebzadeh, 2012), If Einstein's definition of science, is said to have a glance: Science is nothing but a refinement of everyday thinking (Harlan, 1998), in the case of scientific contacts with the efforts of the education system, manipulating and working with real objects and phenomena. In their natural environment, to understand the facts and the law, and giving them scientific words is education. In these systems, instead of the heavy and science, such as friction and torque students are forced to take the action. They want to work - that your lab experience doing science for science to discover and produce their own activities, learn. Students use educational materials fulfilling the experiments, the activation of different senses of the students, students are encouraged to gain experience in scientific observation and scientific knowledge is discovered (Sminahady, 2004). It can be concluded from what has been said that what the student hears, remembers, and learns to read and repeat. What he remembers, and forgets his own efforts, but it does not enjoy, learn, and as a result it enjoys.

In 1957 AD, scientists in Russia could be the first spacecraft to its launch should follow this happened academic, government in America, a major conference attended by scholars and theorists ranking the field of education in order to investigate the reasons for the backwardness of America the progress of science held. The final result, changes in the science curriculum the following four features were proposed (Nasirnia, 1990): The first feature is the need to redefine the structure of educational content and learning objectives according to disciplines and processes of science education is concerned. The second feature is the role of the learner in the learning process returns. The third feature is the emphasis on the role of research and discovery in science curriculum and teaching methods. The fourth feature, It is important that the proposal for the role of educational technology and use of materials and tools as easy and expansion plans represent learning and curriculum and methods of teaching science to students in schools, Be allowed.

Today, the information explosion through increasingly rapid development of digital technology and the virtual world has been created in the field of information and communication, Nature of knowledge (education) and a change in what the students are called, Fundamental change is created. Instead, they learn and retain information, You must learn how to produce information or how to get information, and how the information obtained can be used and how the data are combined (Nasirnia, 1990).

Hence educational theorists, instructional method in which students actively participate in classroom activities, identify the most appropriate training method, The use of educational materials for teaching materials, in addition to interest and activity in teaching activities - learning, the class of steady-state and out-build the usual hush traditional classroom, nurturing the talents of the students, teachers opportunities Professional expands, so must education with whatever we have, let's (Sminahady, 2004). What makes the citizens who attend school and attend the lessons are fun and interesting class of scientific activity, Participate in educational activities and pursue the learning process, providing training for teaching - learning is active. The teaching - learning process actively discuss the important and fundamental issue is the educational technology (Zoufan and Lotfi Pour, 2000). Educational institutions - UNESCO World at the International Conference on Science and Technology curriculum links, Measures such as education, science and technology based upon the age and experience of school learners, Science and technology education through experiential activities in connection with the world outside the classroom, participating countries should be advised, And addressing environment, students have a good point to start a successful and effective educational programs in science and technology have been introduced (Nasirnia, 1990).

In progressive education, Using a variety of tools and media education as an integral part of an active and effective education and panache, Students learn through active participation in processes to higher levels of academic ability in three scientific attitude, scientific skills and scientific knowledge are achieved (Sahebzadeh, 2012). The reason is that students work on individual and group participation, the result of the work they do. Thus, in practice, the result of work done efficiencies of individual and group collaboration is important and valuable to know. This makes students feel a stronger motivation to participate in learning activities. When active learning strategies for teachers to use the opportunity to teach more effectively, and encourage students to get help. Meta-analysis of field studies show that the use of educational media for the purpose of teaching by teachers and instructional goals in the classroom has important effects on the rate, depth, diversity, and student learning is fun.

Meena (2000) investigated the effectiveness of a training kit school math in the city of Arak (central Iran) that use educational kit for teaching math, students are learning in the classroom increases, keeping in mind students this course increases, acquisition and retention of school-based sex and relationship is not significant, but the effect is more of the first application in the base (Mina, 1998). So the question of the research is to use the equipment, materials and natural resources in the environment for the teaching of science content is intended to be used in the classroom and the teaching processes - active learning (student-centered) what effects the rate of learning sustained student interest and job satisfaction of teachers is to educate students.

The main purpose of this study is to determine the environmental impact of facilities for active learning in science achievement and increase student interest in education and job satisfaction of elementary teachers. This purpose includes some particular objective:

- The use of environmental resources as a medium of teaching process, teaching - learning activity books, science educational content to students in their educational achievement.
- The use of environmental resources as a medium of teaching process, teaching - learning activity books, science educational content to students interested in studying them.
- The use of environmental resources as a medium of teaching process, teaching - learning activity books, science educational content to students in the teachers' job satisfaction.

METHODOLOGY

A quasi-experimental research method was used. In this study, the experimental group used the academic content of science courses, with natural material of the environment as educational media for teaching the concepts and subjects as active. this activities Includes making students suites, student grouping and practical

training activities - group of students in the laboratory over a period of three months (second quarter of the year, January, February and March).

Statistic population was comprised of all the teachers and students in primary school of in Zabol, Iran. The subjects were from six classes of third grade and six classes of fifth grade (four classes of boys and two classes of girls). The classes were selected by random method from teachers who were volunteer for cooperate in the study. the control group was comprised of one class from girls of third grade, and one class from girls of fifth grade and four classes from boys of third-base and fifth grade. The experimental group also includes the similar sample.

RESULTS

To determine the impact of using natural materials found in the environment as a medium of instruction lasting learning, students, Test tools (questionnaires achievement) and questionnaires measuring academic researcher interested in the pre-test and post-test stage was used. Achievement test contains questions written responses depending on different levels of cognitive domains in two stages (pre-test and post-test) in the three-month interval between students in two groups (a witness and a experience) held.

Validity of the academic progress of students according to academic experts and specialists in education research and evaluation and was confirmed experimentally. To determine the amount of interest to students in the control and experimental groups, The researcher made questionnaire was used to study the gauge interest. Validity of the questionnaire Comments education specialists and psychologists and counselors were surveyed confirmation.

To determine the reliability of the questionnaire, Cronbach's Alpha calculation gauge interest in a two-stage pre-test and Post-test the table below (Table 1) were used.

Table 1: Results validated attitude questionnaire students

Test	Number of students	Number of Questions	Cronbach's alpha coefficient
Pretest	27	25	0.81
Post-test	25	25	0.79

In order to analyze the analytic findings, the classification scores and descriptive statistics including frequency, percentage of the mean, median and range of scores, drawing tables and inferential statistics, including correlation and Cronbach's alpha to determine the reliability of the questionnaire was used to gauge interest. To review the academic progress of students in the control groups and the experience with pre-test and post-test were used for T-TEST.

Data in this study, to eliminate the effect of pre-test and post-test, pre-test score of student achievement related to the academic achievement of students in the post-test score, was low. Level of statistical significance in all tests, 05/0, and all the calculations and statistical analysis of the performance obtained using the SPSS statistical software was used.

Analysis of three months after the implementation of research findings in the experimental group students by teachers in every classroom, teachers and students about body control (with its usual way, any way to have the teaching - learning science more have.) based on the three research questions were as follows. Describe the inferential statistics for students in grades. pre- scientific test third grade classes (control group) in the table below is pertaining.

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Table 2: Descriptive statistics characterized the pre-test and post-basic course in group III base

Statistical characteristic / Achievement scores	Average	Mediocrity	Middle	Scores range
Pretest	7.0	11.0	19.0	17.0
Post-test	9.3	10.0	10.0	14.0

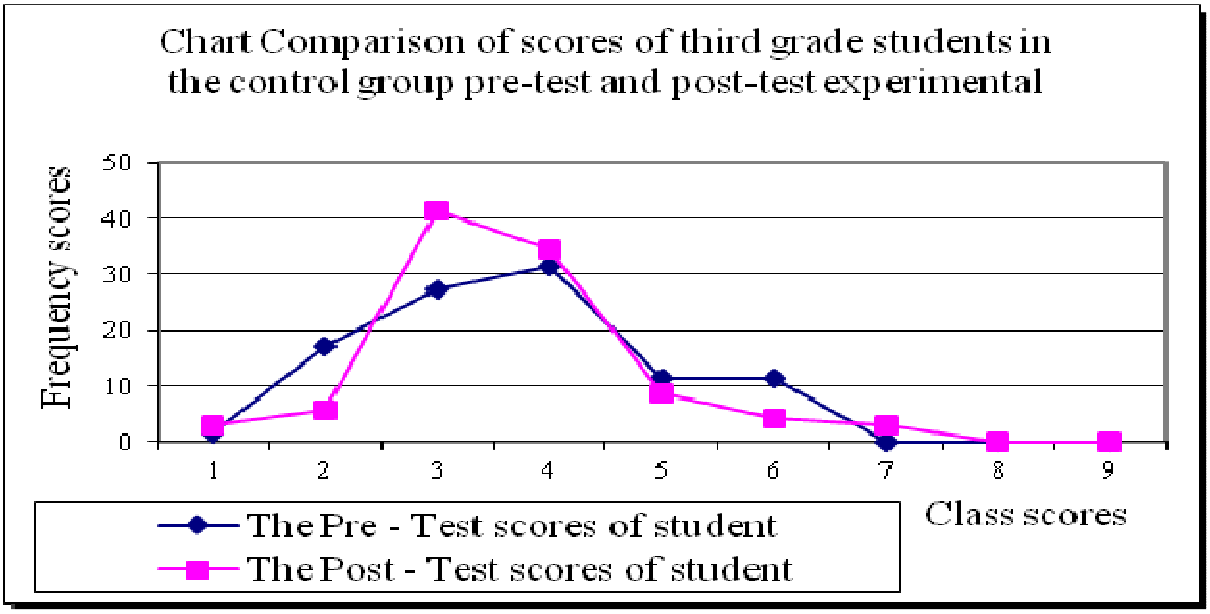

Figure 1: Comparison of scores of third grade students in the control group pre-test and post-test experimental science

The diagram (Figure 1) shows that the average score of the three basic classes of pre-test and post-test control group, there is not much difference. Compare the achievement scores of students in the group pre-test and post-test shows that the calculated value of 0.05 T of T indicates the degree of freedom of 69, at this level, is smaller. This result means that the statistical difference in the performance of third-grade students in the control group classes, the pre-test and post-test is not significant with 95% confidence.

Descriptive statistics characterized the pre-test academic achievement for students in classrooms at the base of the third group are described in the following table.

Table 3: Descriptive characteristics of the pretest and post-test statistic based on a group of third grade

Statistical characteristic achievement scores	Average	mediocrity	Middle	Scores range
Pretest	7.8	8.0	8.0	14.0
Post-test	10.4	12.0	12.0	13.0

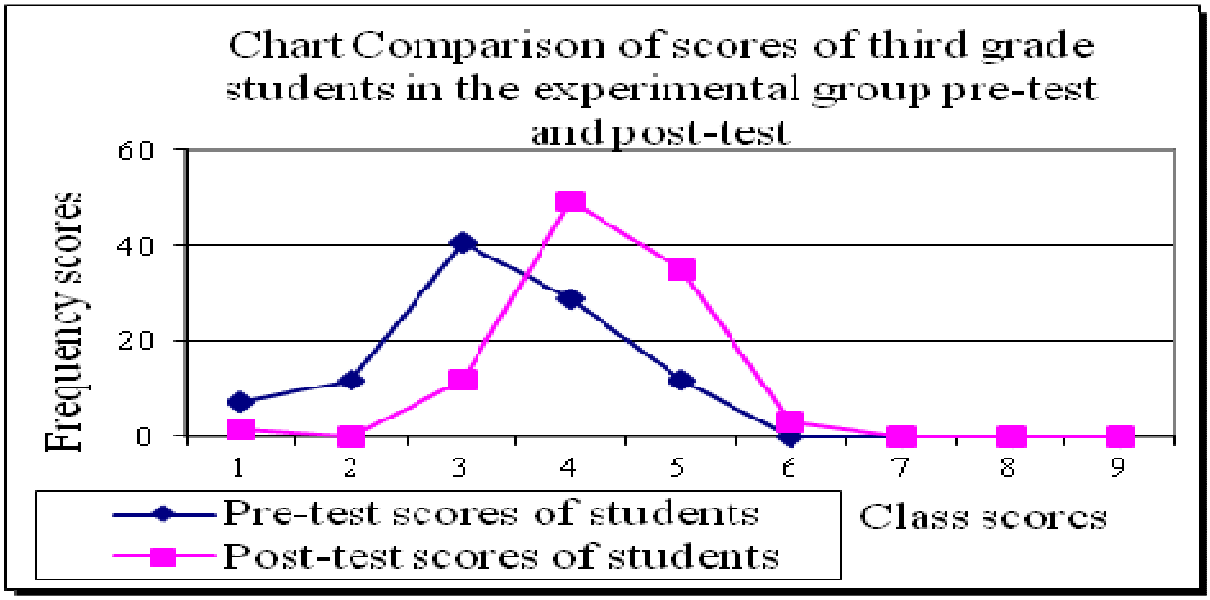

Figure 2: Comparison of scores of third grade students in the experimental group pre-test and post-test

The diagram (Figure 2) shows that the performance of score-based third-grade students in the experimental group pre-test and post-test, the difference is made visible. Compare the achievement scores of students in the group pre-test and post-test shows that the calculated value of 0.05 T of T indicates the degree of freedom of 69, at this level, is larger. This result is statistically significant difference in the academic performance of students in grades three groups based on experience, After three months of training using natural features in the environment, the pre-test and post-test with 95% confidence, is significant.

Descriptive statistics characterized the pre-achievement test for fifth grade students in the control group in the table below are based.

Table 4: Descriptive characteristics of the pretest and post-test statistic based on fifth grade control

Statistical characteristic achievement scores	Average	mediocrity	Middle	Scores range
Pretest	14.4	15.0	14.0	15.0
Post-test	14.3	15.0	14.0	14.0

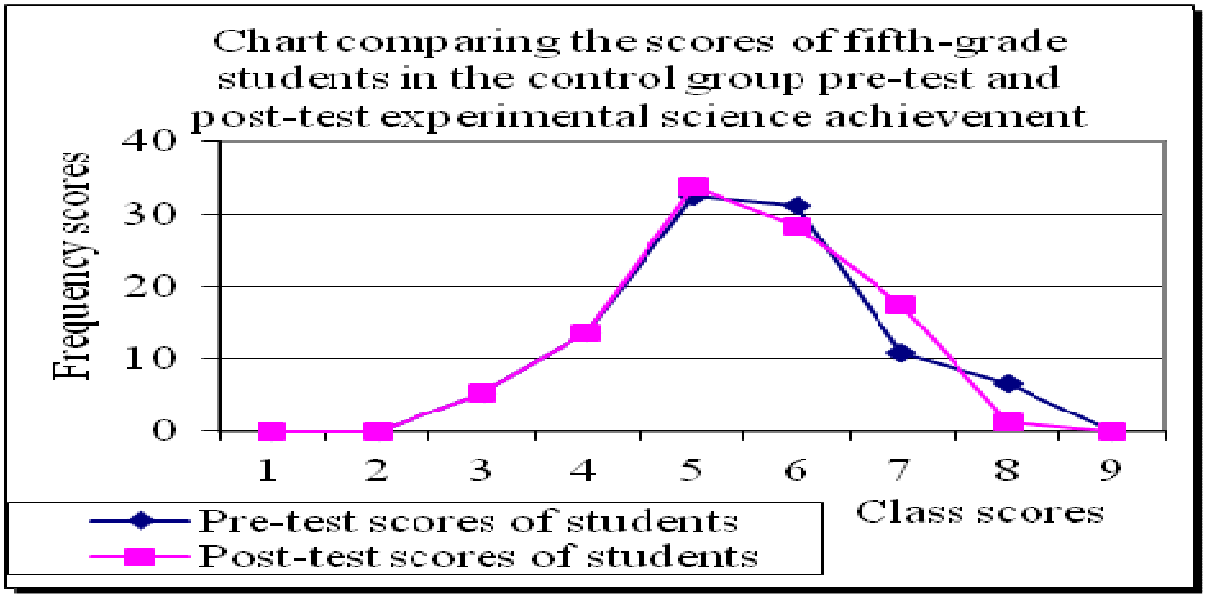

Figure 3: Comparison of achievement scores of fifth grade students in the experimental group

The diagram (Figure 3) shows that the average score of the fifth basic classes of pre-test and post-test control group, there is not much difference. Compare the achievement scores of students in the group pre-test and post-test shows that the calculated value of 0.05 T of T indicates the degree of freedom of 73, at this level, is smaller. This result means that the statistical difference in the performance of fifth - grade students in the control group classes, the pre-test and post-test is not significant with 95% confidence.

Descriptive statistics characterized the pre-test academic achievement for students in classes based on five experimental groups are summarized in the following table.

Table 5: descriptive statistic characteristics of the pretest and post-test achievement scores of fifth-grade students in the experimental group

Statistical characteristic Achievement scores	Average	mediocrity	Middle	Scores range
Pretest	10.2	11.0	10.0	13.0
Post-test	15.6	13.0	15.0	17.0

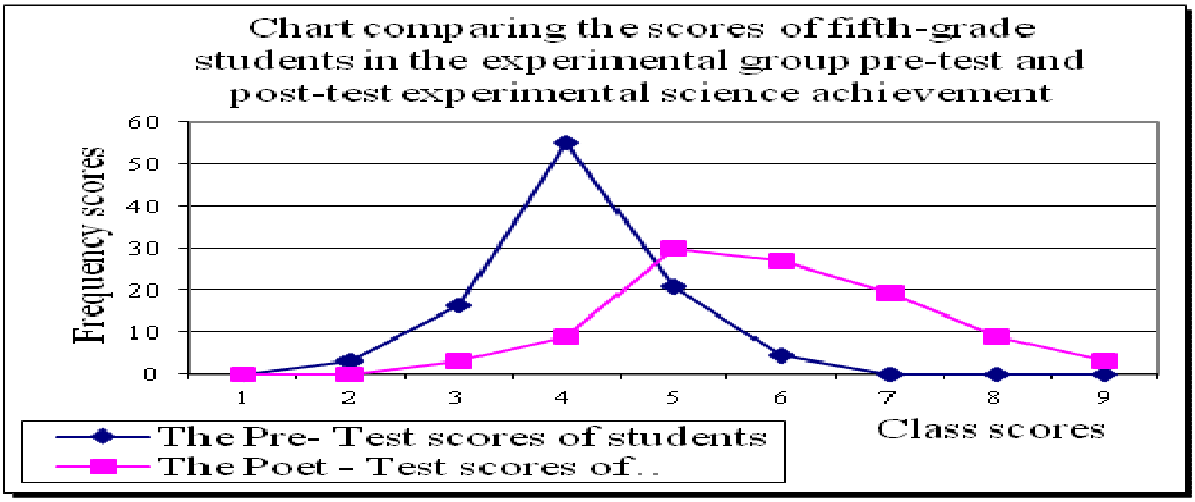

Figure 4: Comparison of scores of fifth grade students in the experimental group pre-test and post-test experimental science

The diagram (Figure 4) shows that the performance of fifth-grade students in the experimental group pre-test and post-test, the difference is made visible. Compare the achievement scores of students in the group pre-test and post-test shows that the calculated value of 0.05 T of T indicates the degree of freedom of 66, at this level, is larger. This result is statistically significant difference in the academic performance of students in grades fifth groups based on experience, After three months of training using natural features in the environment, the pre-test and post-test with 95% confidence, is significant.

Analysis of the impact of research findings on the use and application of materials, devices, and natural features in the environment in a class taught by the teachers, the students are learning, Studies over a period of three months to plan quasi-experimental and calculated values of T show that the teachers of tools equipment normally found in the environment as a medium of instruction in teaching a class, the achievement of Learn the basic education of both groups of students had experienced a significant impact.

This finding results Rafiee (2009) The use of educational media in teaching elementary school students in science class experiment, Showed that the use of tools and educational media in teaching, learning and learning to be more permanent, Experiences that are not easily understood by the theory, the tools are better understood, This led to the development of a variety of teaching and learning is deeper ,And students in the regular education science equipment and teaching tools (educational media) is used, Over the course students are trained to develop common methods are consistent with (Sadeqe pour, 1994). Findings with results Chehrazi (1995) showed that students who study biology lab activity students will have learned to do better than students taught by teachers without testing has show. And the results of Mina (1998) and the results Qadir (2010) show that 95% of teachers use instructional materials in teaching high school students in learning, as effective (Mina, 1998), And by virtue of research (1998) shows that teachers use and educational tools are very effective in teaching students that are consistent with (Taghave, 1994).

The following tables, Comparison of attitudes toward distance education students in the experimental and control groups 3 months experience with the implementation of projects in the education of students in the group pre-test and post-test shows.

Table6: Comparison of attitudes toward elementary school third -grade students in the experimental group and control groups within the project

Group	df	T Calculation	Relationship T with a calculated T	Result
Controls	69	6.99	Smaller	Not significant
Experience	69	62.8	Larger	Is significant

The table above shows The difference between the mean scores of the attitude questionnaire based study of third-grade students in the control group, the pre-test and post-test within three months of regular training in the classroom by teachers, there is a significant difference. However, this table shows the average difference between the interest rates earned in a questionnaire-based study of third-grade students in the experimental group at pre-test and post-test during the project, Teachers and students in the use of materials, equipment and facilities available in the natural environment and learn to teach educational content planning in science textbooks, the difference created a renewed interest in the education of students in this category is significant.

Table 7: Comparison of attitudes toward elementary school fifth-grade students in the experimental group and control groups within the project

Group	df	T Calculation	Relationship T with a calculated T	Result
Controls	73	3.33	Smaller	Not significant
Experience	66	52.5	Larger	Is significant

The above table shows the average fifth grade student feedback questionnaires in the control group during the pre-test and post-test attitudes to education, there is a significant difference. But a group of fifth grade students between comments, during the pre-test and post-test, a significant difference in the implementation of the project has been positive. This finding results Rafiee (1992) titled the use of educational media in learning and academic achievement in elementary school science class experiment, Which shows students learning the science, Use of teaching aids than with conventional students are trained to become interested in this subject (Sadeqe pour, 1994) are consistent.

Table 8: Evaluation of job satisfaction of teachers in the peer group, the use of natural resources in the environment for active learning in the science classroom

The frequency response / If questions	Very much	High	Low
Interested in new projects for students	16.7	83.3	0
Student learning activities in new projects	33.3	66.7	0
Student satisfaction rate of new projects	16.7	66.7	16.7
Overall satisfaction with the teaching of the tools available	16.7	66.7	16.7

The table (Table 8) which views teachers project the group is displayed, indicating that about 83% of the teachers, the use of equipment and natural materials, the students themselves, the environment providing and bring to the classroom have and training to enable the teamwork and practice - students are given laboratory, have been interested in this way of learning. 100% of the teachers have their students developing practical tools for activity - learning in the classroom, Much too large to have been active.

Approximately 83% of the teachers have their students' learning activities (learning) using equipment and substances in the natural environment too much to have a lot of satisfaction.

This finding results Abbasi (1992) entitled Application of the method of teaching aids in Isfahan high school teachers, most of which show very high rates, the effectiveness and efficiency of teaching aids that during learning (Sadeqe pour, 1994)are consistent.

The results indicated the possibility that occurs naturally in the environment can be found by going to offer educational content, Academic achievement and interest in education has a large impact on students, Therefore recommended to provide appropriate in-service training for teachers and managers, Orientation to the field of education, many of whom use natural materials and devices And evaluation of student learning activities provided in lessons, Substances produced naturally in the environment as devices and their use in teaching and learning activities by teachers, students, Widely used in all schools and all grades in all courses of study to be conducted. The results showed that students in the classes, Their means and ... Follow the advice of teachers and classes are created and taught by teachers using the materials and ... That their students bring to the classroom are, There have been a positive influence on the willingness to study and learn more effective and sustainable has been the students.

Experience in this class, students interested, motivated, and the more work than other students in the experimental group, Equipment and materials in the natural environment for the teaching - learning to enable them to prepare for the classroom teacher has his own show.

The reason for the increased academic motivation and increase student interest in science and science students will be offered to the fields, Opportunity for practical, Equipment and materials needed to provide the environment in the classroom learning process by students be provided. The findings suggest, By providing in-service training of teachers, Changes in the volume of books, and a change in the type of activities and changes in teacher teaching learning activities of students, Opportunities, situations and opportunities for the use of equipment and materials for teachers to teach in the classroom can be provided naturally in the environment, To students willing to study and learn.

Experience in classroom observation research group, shows teachers classrooms, though early, appropriate teaching materials and devices using natural materials found in the environment, especially when their students, they produced have , had problems. While continuing to work and earn enough practical experience and mastery of the grade you teach, The more widespread use of this method aims at providing training to the audience, More job satisfaction than teachers in the control group were given instruction. Therefore, to increase the job satisfaction of teachers, providing good conditions for teaching and practical field - in vitro studies, in particular issues of interest in the science classroom is recommended.

DISCUSSION

In the Millennium, the development and improvement and development capabilities, audiences around the world, has changed the expectations of the education system, Today the major duties and responsibilities of education in schools, Learning styles and teach students the skills and attitudes of the citizens can make, Themselves, and discovering the unknown to find ways of solving the problem. The content of education is going through practical activities - particularly science laboratory sciences, Can schools and teachers, as the last and most important link in providing education services to the audience, the closer to this goal. Active in the education, discussion and preparation of educational materials and media, this study sought to investigate the active use of equipment, materials and other natural features in the environment, That students bring to the classroom and in their preparation and classroom activities, he use, Sustained learning (academic achievement) and student attitudes and job satisfaction as well as what is the impact? Because of this, This semi-experimental study and control groups on the basis of academic experience both the third and fifth grade students in the education system of Iran, In a period of three months, teachers groups, using natural materials found in the environment, intended to offer educational content to their audiences, statistical analysis and

analysis findings, using questionnaires Pre-and post-tests measuring educational achievement and academic interest has acceptable reliability and validity data using descriptive and inferential statistics were performed. The results show that the use of the equipment and facilities available in the natural environment is intended to provide educational content in a teaching - learning process actively, Lead to deeper learning at higher levels of cognitive domains (positive achievement) and renewed interest in the study of this class of students, teachers also can increase job satisfaction.

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