

# Evaluation of the Impact of the Inquiry-Based Approach on Students' Learning Regarding Major Water-Related Issues in Secondary Education

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## Abstract

Sustainable water management represents a major global challenge, especially in the face of pollution, drought, and overexploitation. This study, which aims to assess the impact of the inquiry-based approach on awareness and learning among secondary school students regarding these issues, presents findings that are of significant importance. Two groups of students participated in the study: a control group, which received traditional classroom instruction, and an experimental group, which was exposed to an inquiry-based approach. The experimental group engaged in an outdoor activity centered around an exhibit illustrating water-related challenges, promoting an active approach through their questions. The same questionnaire was administered to all students to compare the results between the two groups and evaluate the effect of the inquiry-based approach. The results show differences between the two groups, suggesting that the inquiry-based approach may impact students' understanding of water-related issues and their environmental awareness compared to traditional teaching methods. These findings are crucial for educators, researchers, and policymakers interested in teaching methods and environmental education, as they encourage reflection on the potential effectiveness of active learning methods in teaching environmental topics.

## Keywords

Inquiry-Based Approach, Issues, Water, Secondary School, Learning