

**Effectiveness Of Creative Teaching On The Achievement In Mathematics
Of Eighth Standard Students.**

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INTRODUCTION

In the modern age of science and Technology, emphasis is given on Science such as Physics, Chemistry, Biology, Medicine and Engineering. Mathematics, which is a science by any criterion, also is an efficient and necessary tool being employed by all these sciences. As a matter of fact, all these sciences progress only with the aid of mathematics. Hence "mathematics is a science of all sciences and art of all arts." It is said that Mathematics is the gate and key of the science. Neglect of Mathematics works injury to all knowledge. Creative teaching skills help to develop the interest and motivation in students of learning mathematics.

Mathematics is a creation of human mind concerned chiefly with ideas, processes and reasoning. The learning of mathematics concerns by the following important things. The manner in which the subject matter is arranged or the method the way in which it is presented to the pupils or mode of presentation. The essence of mathematics is not to make simple things to complicated, but to make complicated things simple.

NEED AND IMPORTANCE OF CREATIVE TEACHING IN MATHEMATICS.

In the previous years, educators and researchers have begun to look carefully at mathematics and science education and how students learn best. It is generally accepted that students learn best through creativity. When students are engaged in actively constructing knowledge from a combination of creative into experience, interpretation and structured interactions with peer and teachers, they are more likely to gain an expert understanding of mathematical concepts. Creative teaching is the one way to expose children to this type of

learning,indeed ,as researchers have begun to understand more about the situations in and which students learn best,they have found that “ The structure and resources of traditional classrooms are inadequate and that creative teaching when use effectively canenable always of teaching that are much better matched to children learn.current creative teaching allow students to interact with information in new creative ways,change content,and even create their own new visualizations.such interactivity enables a wide variety of users to access content.

OBJECTIVES OF THE STUDY

- 1 To find the comparison between the Total Achievement test scores control group and experimental group of eighth standard students.
- 2 To find the difference between pre-test and post test creativity scores of experimental group of Eighth standard students.
- 3 To find the comparision between Creativity and Total Achievement Scores of experimental group of Eighth standard students.

HYPOTHESES OF THE STUDY

- 1.There is no significance between the Total Achievement Test scores of control group and experimental group of eighth standard students.
- 2.There is no significant difference between the pre test and post test creativity scores of experimental group of eighth standard students.
- 3.There is no significance difference between Creativity and Total Achievement Test scores students of eighth standard students.

POPULATION AND SAMPLE OF THE STUDY

The population includes standard VIII students of Bagaluru,Yelahanka.the investigator has used Ravens progressive matrices Intelligence test to select 40 students in both control and experimental group of two different private schools in Yelahanka,as the sample for the study.

METHODOLOGY ADAPTED IN THE PRESENT STUDY

In the present study the Investigator has adapted Experimental method of research to find the effectiveness of creative teaching.

TOOLS

1. Total Achievement Test developed and validated.
2. Non verbal test of Creativity developed by baqermehdi.

STATISTICAL TECHNIQUES USED

Mean, Median, Standard deviation, 't' test and Correlation were used to analyze the data.

ANALYSIS OF DATA

Hypothesis 1: There is no significant difference between the total Achievement test scores of control group and experimental group of Eighth standard students.

Variables	N	Mean	Median	S.D.	t-value
Experimental Group	40	42.76	43	3.41	4.10
Control Group	40	33.38	33	4.57	

2. There is no significant difference between the pre test and post test creativity scores of experimental group of eighth standard students.

Variables Creativity	N	Mean	Median	S.D.	t-test
Pre-test	40	45	45.5	3.02	3.91
Post-test	40	39	40.5	4.45	

3. There is no significance difference between Creativity and Total Achievement Test scores students of eighth standard students.

Variables	N	Mean	Median	S.D.	t-test
Creativity test scores	40	44.3	44.5	3.38	1.40
Total Achievement Test scores	40	36.3	35.5	5.40	

RESULTS

There is a significant difference between control group and experimental group students of eighth standard students .creative teaching helps in Achievement in Mathematics. There is a difference between pre-test creativity and post test creativity also. but there is no difference between creativity and achievement test scores. this indicates Creativity helps to Achievement in Mathematics.

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