

Hypothesis:

- There is no significant difference in the means scores of experimental group & control group on pre-test.
- There is no significant difference in the means scores of high achievers of the experimental group & the control group on pre-test.
- There is no significant difference in the means scores of low achievers of the experimental group & the control group on pre-test.
- There is no significant difference in the means scores of the experimental group & the control group on post-test.
- There is no significant difference in the means scores of high achievers of the experimental group & the control group on post -test.
- There is no significant difference in the means scores of low achievers of the experimental group & the control group on post -test.

Student Achievement and Attitudes Maria Tinio (2009) conducted a study measuring academic achievement by administering a test called the Academic Engagement Scale for Grade School Students (AES-GS) to 250 sixth and seventh graders in the Philippines. The test was made up of 102 questions, with three categories: behavioral engagement, emotional engagement, and cognitive engagement. In all cases, their predictions were correct finding that, 9. The study of the total effects revealed the important influences of academic time, attitude, and motivation on achievement. Of primary importance is the evidence of the strong effects of motivation, positive attitude, and engagement in academic work for success in mathematics and science (Singh, Granville, & Dika, 2002). The present study aimed to study the effect of Vedic Mathematics on achievement in algebra among adolescents with respect to different levels of intelligence. The study revealed that the mean score of experimental group is greater than the controlled group, which proves that Vedic mathematics is more effective than conventional method. This technique can be more useful for high intelligence group and average intelligence group. This study also indicates that there was no significant difference in the gain scores on achievement in Mathematics due to interactional effect of instructional strateg... Teaching of Mathematics. New Delhi: APH Publishing Corporation. Stone, M. (2008). In M. Ram Sharan. Teaching of Mathematics. Proficiency in teaching is related to effectiveness: consistently helping students learn worthwhile mathematical content. Although studies of teachers' mathematical knowledge have not demonstrated a strong relationship between teachers' mathematical knowledge and their students' achievement, teachers' knowledge is still likely a significant factor in students' achievement. A recent study indicates that teachers' performance on mathematical tasks that have been set in the context of teaching practice is positively related to student achievement. In the study, teachers' ability to interpret four student responses to a ratio problem and to determine which were correct was strongly related to their students' mathematics achievement.