

COMPARATIVE STUDY OF EFFECTIVENESS OF INQUIRY TRAINING MODEL WITH TRADITIONAL TEACHING IN TERMS OF CREATIVITY OF MIDDLE SCHOOL STUDENTS

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ABSTRACT

This research on focused on the comparative study of the test of creativity to middle school students in condition of Inquiry Teaching Model. This research focused on teacher's view of creativity and their classroom practices, and on student's performances on Tests of Creative Thinking by Baqer Mehdi, their attitude towards science subject. Here we compare Traditional Teaching Method and Inquiry Teaching Model to analyze creativity in the middle school students. The finding shows that teachers valued Inquiry Teaching Model in terms of creativity. They believed that the development of creativity depended on Inquiry Teaching Model. The finding form the student's data contributed to the development of a model linking parental factor, the medium of teacher and instructor encouragement. On the basis of findings practical recommendations have been for the promotion of creativity among school students. Main goal of the model is to bring the change in behavior among learners especially in the observable or visible behavior. These models are based on the stimulus controls and reinforcement theories. This study shows that inquiry training model could significantly improve the creativity of the students. Inquiry teaching model does not helps in teaching new content. But create curiosity in solving problem with puzzling situation. Puzzling situation motivates students to think in convergent as well as divergent manner. It helps to increase solving fluency and flexibility of students. Inquiry training model has the potentially in improving the creativity of students significantly. Thus inquiry training model was found to be effective on the basis of creativity.

KEYWORDS: *Inquiry Teaching Model, Creativity, Traditional Teaching, Middle School Students, Effectiveness*

Article History

Received: 27 Mar 2019 | Revised: 08 Apr 2019 | Accepted: 30 Apr 2019
