

ABSTRACT

The goal of the study was to ascertain how successfully a brain habits-based math learning programme promoted academic success and original thought in secondary level students. The researchers used the academic achievement encouragement scale and the creativity in mathematics test to collect the data (Prepared by the Researcher). Utilizing a study technique based on a semi-experimental approach and the statistical programme SPSS, the collected data were analysed. The sample was chosen at random from the mathematics department. The results show that there are statistically significant differences between the post-application scores for creativity and academic achievement encouragement at the (0.01) level, indicating that the programme has aided secondary students in improving their mathematical creativity and academic achievement encouragement.