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EFFECT OF MASTERY LEARNING STRATEGY ON PROBLEM SOLVING ABILITY IN PHYSICS OF SECONDARY SCHOOL STUDENTS

Name of the Student : MANOJ PRAVEEN .G

Name of the Supervising Teacher : Dr. SIVARAJAN .K

Year of the Study : 2006

OBJECTIVE

To find out the effect of mastery learning strategy on the problem solving ability in physics of secondary school students.

METHODOLOGY

Method used : Experimental method (pre-test post-test design)

Sample : 74 students from two divisions 9Q and 9G Feroke Govt. Ganapath Vocational Higher Secondary School.

Tool : Raven's Standard Progressive Matrices, Verbal Intelligence Test based on Triarchic Theory, Socio-Economic Status Scale, Standardized Achievement Test develoveped by the investigator, Problem Solving Ability Test in Physics Developed by the Investigator.

Statistical Techniques: ANOVA, ANCOVA three way ANOVA, two way ANOVA..

RESULT

The result revealed that mastery learning strategy does not significantly foster the mental process and skills associated with problem solving of students better than the conventional strategy. Mastery learning strategy however enhances the thought process and mental skills associated with clarifying the problem especially in girls.

KEY TERMS: Mastery Learning Strategy, Problem Solving Ability.