

EFFECTIVENESS OF METACOGNITIVE LEARNING STRATEGIES ON THE  
ACHIEVEMENT IN PHYSICS OF STANDARD IX PUPILS

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**OBJECTIVES**

- To compare the mean gain scores of experimental and control groups for total sample and the subsample based on gender.
- To study the effectiveness of metacognitive learning strategies over the existing method of teaching on the achievement in physics of standard IX pupils.

**METHODOLGOY**

**Method used** : Experimental method

**Sample** : 54 pupils in the experimental group 49 in the control group (2 divisions of Standard IX students)

**Tool** : Lesson transcript based on metacognitive learning strategies, Lesson transcript based on metacognitive learning strategies, Lesson transcript based existing method (constructivist method) of Teaching, Achievement test in physics.

**Statistical Techniques** : Test of significance of difference between means.

**RESULT**

It generally concluded that metacognitive learning strategies have helped the students to improve their performance in studies to a great extent. In the case of both low achievers and high acheivers metacognitive learning strategies have raised their level of achievement with considerable improvement in the case of high achievers.

**KEY TERMS**: Effectiveness, Metacognitive learning strategies, Achievement in physics.