Summary

The main objective of the present study was to investigate the effectiveness of Interactive Multimedia Program on learning and retention in English grammar among secondary school students in relation to learning styles and self-efficacy. The present study was experimental in nature and two groups randomized Pre-test Post-test design was used. The study was conducted on the final sample N=352. 2×4×2 Analysis of Variance (ANOVA) was used to interpret the results. The results of the study revealed that the mean gain scores of learning and retention in English grammar of the group taught through Interactive Multimedia Program was higher than the group taught through Conventional Mode of Instructions. In the present study further it was found that students with different learning styles i.e. Converging, Diverging, Assimilating and Accommodating differ significantly on learning and retention in English grammar. The students with accommodating learning style learn English grammar better than others (Converging, Diverging and Assimilating) and the students with converging learning style retain English grammar better than the students with other learning styles (Diverging, Assimilating and Accommodating). In the present study it was also found that students with high self-efficacy learn and retain English grammar more effectively than the students with low self-efficacy. Further there was a significant interactional effect of instructional strategies, learning styles and self-efficacy on learning and retention in English grammar of secondary school students.