SUMMARY

EFFECT OF SOCIO-CONSTRUCTIVIST APPROACH OF TEACHING ON ACHIEVEMENT IN MATHEMATICS IN RELATION TO META-COGNITION AND ATTITUDE TOWARDS MATHEMATICS

The present study investigates the “Effect of Socio-Constructivist Approach of Teaching on Achievement in Mathematics in relation to Meta-Cognition and Attitude towards Mathematics”. The study was confined to a sample of 172 students studying in class 9th in secondary schools of Ludhiana. The experimental group was taught selected topics of Mathematics through Socio-Constructivist Approach of Teaching and control group was taught by Traditional Teaching Method. The Meta-cognition Inventory by Govil (2003) and Mathematics Attitude Scale by Imam and Khatoon (2012) were used. An achievement test in Mathematics was developed by the investigator herself. Teaching Modules based on Socio-Constructivist Approach of Teaching were also developed by investigator. Findings of the study revealed that performance of the group taught through Socio-Constructivist Approach of Teaching was significantly higher than that of group taught through Traditional Teaching Method with regards to Achievement in Mathematics. The results also revealed that the performance of the group which had a high Meta-cognition level was significantly higher than that of the group which had the low Meta-cognition. The study also showed that performance of the group which had high Attitude towards Mathematics was significantly high than the group which had low Attitude towards Mathematics. An insignificant interaction was found among Teaching Methods, Meta-cognition and Attitude towards Mathematics on the variable of Achievement in Mathematics.