

## EFFECTIVENESS OF MASTERY LEARNING STRATEGY ON ACHIEVEMENT IN HINDI OF IX GRADE STUDENTS

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### ABSTRACT

*The purpose of present study was to study the effectiveness of mastery learning strategy on achievement in Hindi of IX grade students. This was an experimental study with pre-test post-test parallel two group design. The sample consisted of 80 Students (40 for Group 'A' i.e Experimental Group and 40 for Group 'B' i.e Control Group). Tools for the study were Mixed Type Group Test of Intelligence (MGTI) (2008) by Mehrotra, an Achievement test on selected topics of Hindi made by investigators and Lesson plans developed by the investigator using Mastery learning strategy. Results revealed that while comparing the Mastery Learning Strategy with the Traditional Method, it was found that Group "A" achieved more than Group "B". It means that Mastery Learning Strategy was more effective than Traditional Method in the teaching of Hindi.*

**Keywords:** *Mastery Learning Strategy, Achievement, Achievement in Hindi, IX Grade Students*

Achievement plays a vital role in the field of education and in each subject. Achievement means something that has been done or achieved through effort or result of hard work. It is a measure of the accomplished skills and indicates what a person can do at the present. Achievement is the measure of the effects of a specific program of instructions or training. Crow and Crow (1956) describe achievement as the extent to which learners profiting from instructions in a given area of learning. In a school, a student is required to learn many core and optional subjects and Hindi is accepted as one of these core and essential subjects. Acquisition of Hindi as a language is also dependent on four skills: listening, speaking, reading and writing. Neither teachers nor parents or students pay any heed to develop reading skills in hindi. Teachers teaching Hindi follow the traditional approach to teach Hindi. Therefore students fail to develop interest and understanding in this language. It is High time that hindi language teachers start adopting

new strategies which would enhance students ' interest and participation in language acquisition. So a teacher of Hindi must look for better teaching strategies and mastery learning strategy is one of such instructional strategies which can be of extreme help for a Hindi teacher to improve reading, listening, speaking and writing skills of the students. Mastery learning, initially referred to as "learning for mastery," is an instructional strategy and educational philosophy introduced by Benjamin Bloom in 1968. The core principle of mastery learning is that students must demonstrate mastery of prerequisite knowledge (e.g., achieving 90% on a knowledge test) before progressing to new material. If a student does not achieve mastery on the test, they receive additional support to review and reinforce the content before being retested. This process continues until the student attains mastery, allowing them to move on to the next stage of learning. Torshen (1977) considered mastery as the name given to a model used structure and

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design curricula so as to maximize the likelihood that each student will reach performance levels essential for competence. Page and Thomas (1979) in International Dictionary of Education describe mastery learning as a school of thought the rest on the assumption that mastery of for all individual provided that each learner is given the optimum quality of instruction which is appropriate for his/her particular make and that each learner is given the time that he/she needs. Mastery learning theory (Bloom, 1987) presumes that complex skills can be broken down into components, and claims that “mastering” the components first will yield better performance in the long run. Mastery learning is grounded in the concept that “failure to learn prerequisite skills is likely to hinder students’ ability to learn more advanced skills” (Slavin, 1987). Numerous researchers have endorsed the principles of mastery learning (Corbett and Anderson, 1995; Kulik, Kulik and Bangert-Drowns, 1990), though there are still some critics who remain skeptical of its effectiveness (Slavin, 1987). The main concern raised by Slavin is that remedial efforts made to benefit most of the students in a classroom will harm the learning of the better students.

### **Objectives of the study**

- To apply mastery learning strategy in teaching Hindi to class IX students.
- To develop lesson plans (Pattar Lekhan, Bhasha or Lippi, Kabir Dohavali, Panch Parmeshvar, Bachhendri Pal) by using mastery learning strategy.
- To compare achievement in Hindi of students taught with mastery learning strategy and traditional method.
- To compare effectiveness of mastery learning strategy on achievement of boys and girls.

- To compare the effectiveness of traditional teaching approaches on achievement of boys and girls.

### **Hypotheses of the study**

- There exists no significant difference in pre-test achievement scores in Hindi of students taught through mastery learning strategy and traditional method.
- There exists a significant difference in post-test achievement scores in Hindi of students taught through mastery learning strategy and traditional method.
- There exists no significant difference in achievement in Hindi of boys and girls taught with mastery learning strategy.
- There exists no significant difference in achievement in Hindi of boys and girls taught with traditional method.

### **Sample**

A purposeful sample of 80 students of IX grade was taken from Government Senior Secondary Smart School, Sarabha, district Ludhiana. This sample of 80 students was divided into two groups after being matched in terms of intelligence and achievement in Hindi. The sample included male and female students.

### **Design**

The Present study was an experimental study in which non-randomized pre-test and post-test parallel group design was used. The sample was divided into two Group i. e, one experimental group and other control group. The matching was done in terms of achievement scores in Hindi, intelligence level, size of class, gender and time of class. The experimental group was taught by Mastery Learning Strategy and the control group was taught by traditional method of teaching.

### Procedure of Mastery Learning Strategy

To Study the effect of mastery learning strategy on achievement in Hindi of IX graders, the treatment by teaching through mastery learning strategy will be given to experimental group for a period of approximately 21 sessions. Firstly the learning objectives will be determined. Keeping in mind the learning objectives the instructional packages will be prepared. The course will be split into smaller units. Also the specific objectives of each unit will be framed. Then the instructions will be presented to the whole group through lectures, demonstrations, and discussion using appropriate approaches.

After all the instructions would have been provided a formative test will be conducted. The test will be immediately scored to identify masters and non-masters. Students who will score 80% or above will be considered as masters and those who will score below 80% will be considered as non-masters. The learning alternatives will be provided to both the groups. Mastery group will be provided with enrichment activities and those in the non-mastery group will be provided corrections. The correctives will include whole group instruction, small group instruction, peer tutoring, individual tutoring etc. After corrections again formative tests will be administered. The process will continue till all students achieve mastery and then the investigator will proceed to the next unit. This cycle will be repeated for all topics. After the completion of the instructional program, a summative test will be administered.

A purpose sample of 80 students of IX class was taken and was administered an intelligence and achievement test. On the basis of these two matched groups were framed; one was the experimental group (Group A) and the other was the Control group (Group B).

Group 'A' (Experimental Group) was

taught through Mastery learning strategy While Group 'B' (Control Group) was taught through Traditional method by the investigator.

After the treatment the investigator applied the post-test on both groups in the form of a teacher made achievement test. The pre-test and post test scores were further compared to see the effectiveness of the treatment.

### Tools

1. Mixed Type Group Test of Intelligence (MGTI) (2008) by Mehrotra
2. An Achievement test on selected topics of Hindi made by an investigator.
3. Lesson plans developed by the investigator using Mastery learning strategy.
4. Instructional material on traditional Teaching Strategy.
5. Formative Unit Tests- developed by the investigator, corresponding to each topic of Hindi.
6. Summative Criterion Tests- developed by the investigator for all topics of Hindi.
7. A pre-test and post-test prepared by the investigator.

### Results

After matching the group on the basis of Intelligence, the investigator adopted the analytical approach to study the effect of Mastery Learning Strategy on achievement in Hindi at secondary level. The post-test scores attained before treatment were used to check the normality of the distribution of scores by applying Mean, Standard Deviation, Standard Error and t-test. The distribution of scores indicated towards the normality of the data. The non-significance of Mean differences of these scores indicated that both Experimental and control Groups were equal in achievement before the treatment.

The post-test scores obtained after the experiment was analyzed and significant Mean difference in the post-test scores clearly indicated were analyzed. The findings are summarized in the table below:

Groups	Test	N	Mean scores	S.D	't' ratio	Significant
Group A	Pre-test	40	10.8	3.05	0.60	Non-Significant
Group B	Pre-test	40	10.52	3.41		
Group A	Post-test	40	20.25	4.92	9.27	Significant 0.05 and 0.01 level
Group B	Post-test	40	11.25	3.79		
Group A (female)	Post-test	23	20.08	4.58	0.26	Non-significant
Group B (male)	Post-test	17	20.47	5.48		
Group A (female)	Post-test	22	10.45	3.3	1.59	Significant at 0.05 level
Group B (males)	Post-test	18	12.22	4.2		

On carefully appraising the results, some useful conclusions were generated.

1. While comparing the Mastery Learning Strategy with the Traditional Method, it was found that Group "A" achieved more than Group "B". It means that Mastery Learning Strategy was more effective than Traditional Method in the teaching of Hindi.
2. The investigator felt that concepts of Hindi can be easily taught through Mastery Learning Strategy because it helps the students to organize their knowledge by making connections among different concepts.
3. The girls tend to achieve more by traditional method than the boys.
4. The study revealed that both male and female improved through Mastery Learning Strategy.

### Educational Implications

The results and the conclusion obtained in the present study can be used to generate useful implications for teachers, administrators and curriculum makers. It is clear that Mastery Learning Strategy is better than Traditional

Method to enhance the achievement of students in Hindi. This strategy can be used in a variety of Hindi topics thus helping the students to develop deeper understanding of the topics. Therefore, teachers teaching Hindi should experiment with this strategy to improve the achievement of their students. Mastery Learning stimulates the brain to construct knowledge patterns through interrelationship with students' life reality context. It is useful for child development as it provides learning experience in a context in which children are interested and motivated and are able to achieve more. Such a technique proves useful not only to raise the level of achievement but also to make the curriculum of Mastery based subjects like Hindi more useful in daily life practices of the students.

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