COMPARATIVE STUDY OF CAI AND CONVENTIONAL METHOD IN ATTAINING MATRIX ALGEBRA AT UNDERGRADUATE LEVEL

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ABSTRACT
This study is designed to compare the effect of Computer Assisted Instruction (CAI) and Conventional Method in attaining Matrix Algebra at undergraduate level. For this, instructional and measuring tools on five units of Matrix Algebra were developed. Reliability and validity of these tools were examined in try-out phases. The Pre-test - Post-test Equivalent-Groups Design was used. Raven’s Standard Progressive Matrices intelligence test was administered for the division of two groups assigned as control group (with conventional method) and experimental group (with CAI). SPSS v.16 was used to analyse the data. Results revealed that CAI is significantly more effective in attaining Matrix Algebra than Conventional Method. No significant difference was observed in attaining Matrix Algebra for rural and urban students in experimental group and control group. Findings supported CAI for better attainment of mathematical concepts.

KEYWORDS: Attaining, CAI, Conventional Method, Matrix Algebra.