



devided into two conditions. One half of the experimental samples were grouped homogeneously and the other half heterogeneously in terms of cognitive development. Students in the control group were taught in Conventional Method. All the Students under study were pretested and post-tested on knowledge of Population Education, scientific process skills, as well as attitude toward Population. During the two weeks of experiment, the students in experimental classroom were given ten formative tests that measured their ability to complete the learning tasks. Data were analyzed by two-way Analysis of Covariance and using the Piagetian passing criterion of 75%. Main findings are as follows.

Students of the Formal Operational stage both studied in Heterogeneous and Homogeneous groups were able to handle complete components of process skills. Students of the Concrete Operational stage as well as the Transitional stage when studied in Heterogeneous group could performed all components of process skills. But in the Homogeneous group they were able to handle only the first skills, They were unable to solve the complicated or abstract problems. On learning outcomes, it was found that the Heterogeneous Group and Homogeneous Group were equal on the fostering Population Education knowledge, Attitude toward Population and Transfer of learning, but they were better than the control group. Interaction effects between groups and levels of cognitive development were not significant in all dependent variables.

The results of this research clearly indicate that even though the Process Skill Oriented Teaching Method is more efficient than the Conventional Method, it has a constraint to application on the ability to cope with learning activities among the Concrete Operational and the Transitional students. Heterogeneous grouping is the strategy to reduce this obstacle to the learners.