

THE EFFECTIVENESS OF PERSONAL RESPONSE SYSTEMS (PRS) OR I CLICKERS ON LEARNING ENVIRONMENT FOR MATHEMATICS AMONG HIGH SCHOOL STUDENTS IN RIYADH

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***ABSTRACT_** This study aims at investigating the effectiveness of Personal Response Systems (PRS) or I clickers on secondary school students' learning mathematics, their engagement and participation in math classes and their comprehension and understanding of math lessons. The researcher uses quasi-experimental approach through conducting the study in a secondary school with a sample of 35 second grade secondary female students. They are provided with I-clickers to answer the questions of their mathematics teacher which are in form of multiple choices (MC). The researcher uses a structured interview with the participant teacher and a questionnaire for students, based on 3 aspects: the effectiveness of i-clickers or PRS on learning mathematics, their effect on students' participation and engagement and their impact on students' comprehension and understanding of mathematics lessons. Data analysis and statistics show that: personal response systems (PRS) do help students learn mathematics effectively, PRSs increase students' engagement and participation in math classes. And PRSs enhance students' comprehension and understanding of mathematics content.*

KEY WORD: *Personal Response Systems (PRS), Learning Environment, Mathematics.*