

SUMMARY OF THE FINDINGS

(MRP (H) – 802/09-10/KLCA017/UGC-SWRO dated 30-11-09 by Dr. A. Hameed, Principal Investigator)

EFFECT OF INSTRUCTIONAL LEARNING STRATEGIES AND CLASSROOM ENVIRONMENT ON SELF ESTEEM OF SECONDARY SCHOOL STUDENTS

The present study was aimed to identify the effectiveness of Cooperative Learning Strategy – Learning Together Model over the Existing Method of Teaching on Self esteem of secondary School students. The major findings of the study are detailed below.

It was found that the difference in the Mean pretest scores of Experimental and Control Groups for the Total Samples and the subsamples is not found significant. The difference in Mean Post-test scores of Experimental and Control groups was found to be significant in all three mean comparisons for the Total sample and Boys, and Girls.

The difference in Mean Gain scores of Experimental and Control groups was found to be significant in two out of three mean comparisons for the Total sample, Girls and except Boys. Hence the third Hypotheses are substantiated to a certain extent.

The main effect of Instructional Learning Strategies on Self esteem of standard VIII students is found significant. Whereas the main effect of Classroom Environment and interaction effect of Instructional Learning Strategies and Achievement motivation on Self esteem of standard VIII students is not found significant.

The result of ANCOVA followed by the Scheffe' Test of Post-hoc comparison on the adjusted criterion means showed that standard VIII pupils taught through Cooperative Learning Strategy –Learning Together Model is significantly differ in their Achievement in Self Esteem the pupils taught through the Existing Method of Teaching.

Learning Together proves to be more tangible in its effectiveness on Self esteem. Learning Together prove to be practical and widely acceptable to students. When students are not able to understand teacher's explanation, group members are able to explain in simpler words that are more easily understood. In this way, it improves student's perception about learning and

decreases the feeling of alienation. Also that student attain comparably on Self esteem which shows that Learning Together reduces individual differences and enables all types of students to perform better.

Learning Together can be implemented to different types of students. Students with special needs might need different strategies to keep them on track. In this research, there were students who preferred to work alone. For this type of students, teachers could give them positive reinforcement for completing a given task. For students who could not get along, teachers can keep Cooperative group activities brief and simple while they are working in groups. They are led to focus on improving their social skills too.

The study has important implications for teacher education. Given the current widespread use of Learning Together at all levels, it is imperative that pre service teachers understand how to structure and monitor meaningful learning experiences for students.

The study suggests that teachers can use Learning Together activities to provide students with opportunities to practice newly introduced or to review skills and concepts. Sometimes students explain things to each other better than a teacher can do to an entire class of students. This usually results in better retention of the learnt material.

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