A Study of Effect of Cooperative Learning Strategy on Adjustment and Attitudes of B.Ed. College Trainees of Pune University

Abstract

The main objectives of the present study were to study the effect of cooperative learning strategy i.e. Student-Teams Achievement Division (STAD) on adjustment and attitudes of B.Ed. college trainees. The other objectives of the present study included comparison of mean scores of attitudes and adjustment of trainees according to their gender, geographical region and faculty. The researcher selected a sample of 100 B.Ed. trainees from New College of Education and Samarth College of education from Nashik region. Both these colleges are affiliated to Pune University (Savitribai Phule Pune University). 50 trainees were placed in experimental and another 50 trainees in control group. Pre test-post test control group quasi-experimental design was used with purposive sampling method. Experimental group was taught by using cooperative learning strategy i.e. STAD while control group was taught through traditional methods of teaching. For the present study the researcher developed STAD strategy for module Instructional strategies and models. The STAD consists of: Teach, team study, tests and team recognition. Researcher used following tools for data collection: Adjustment inventory and Attitude scale prepared by the researcher. A questionnaire and interview were also used for collection of qualitative data in support of effect of cooperative learning strategy. The collected data was processed with the help of suitable statistical tools like t-test, standard t-test and
ANOVA to measure the difference in mean scores of attitudes and adjustment of B.Ed. trainees according to their gender, geographical region and faculty of control and experimental group trainees.

The results of the study revealed that there was significant difference at 0.01 level between the post test mean scores of attitudes and adjustment of B.Ed. trainees of control and experimental group. Experimental group trainees showed more positive attitudes and increase in adjustment as compared to control group trainees. The result also showed that:

i. Girl trainees of experimental group showed enhanced attitudes than boy trainees of experimental group.

ii. There was no geographical regionwise and facultywise significant difference between the post test mean scores of attitudes of experimental group trainees.

iii. There was no genderwise, regionwise and facultywise significant difference between the mean post test scores of adjustment of experimental group trainees.

iv. There was no genderwise significant difference between the post test mean scores of attitudes of control and experimental group trainees.

v. Rural and urban trainees of experimental group trainees showed more positive attitudes than control group trainees.

vi. Arts and commerce trainees do not show significant difference in attitudes but Science trainees from experimental group showed more positive attitudes than control group trainees.
vii. There was no significant difference between mean post test scores of adjustment of boy trainees of control and experimental group but girl trainees from experimental group showed higher adjustment than control group trainees.

viii. There was no significant difference between the post test mean scores of adjustment of urban trainees of control and experimental group but rural trainees from experimental group showed higher adjustment than control group trainees.

ix. There was no significant difference between the mean post test adjustment of control and experimental group trainees of Arts faculty but the Commerce and Science trainees from experimental group showed improvement in adjustment as compared to control group.