Chapter – VI

FINDINGS,
CONCLUSIONS,
IMPLICATIONS
AND SUGGESTIONS FOR
FURTHER RESEARCH
CHAPTER-VI
FINDINGS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Based on the analysis of data and interpretation of results, a set of findings and conclusions can be drawn and on the basis of their discussion, a wide range of implications and suggestions need also to be focused on for further research in the field related to this study. Some of the significant possibilities and provisions in terms of findings of this piece of research may be as follows.

6.1 FINDINGS

i) The results arrived at during this study show that the post-test achievement mean scores of the experimental group-I and control group, matching on their intelligence and socio-economic status, differ significantly in favour of the experimental group.

ii) The post-test achievement mean scores of the experimental group-II and control group, matching on their intelligence and socio-economic status, differ significantly in favour of the experimental group.

This implies that the students who are taught Physics through Student-Team Achievement Divisions (STAD) under Cooperative Learning i.e. experimental group-I and students who are taught Physics through Group Investigation under Cooperative Learning i.e. experimental group-II, both show significant improvement in their achievement in this subject than the students who received instruction through the traditional method(i.e. the control group). It suggests that both Student-Team Achievement Divisions (STAD) and Group Investigation methods of cooperative learning contributes towards raising the achievement of students in Physics by its implication in the subjects as well.
cooperative learning scores significantly higher on the achievement test than the
group of students taught through the traditional method; H₃. group of students taught
Physics through under cooperative learning method STAD shows a significantly
higher gain score on the achievement test than the group of students taught through
the traditional method. H₄ group of students taught Physics through under cooperative
learning method GI shows a significantly higher gain score on the achievement test
than the group of students taught through the traditional method does prove the
superiority of the cooperative learning method over the traditional classroom teaching
processes, which indeed has been the growing demand of the fast changing
educational scenario today, making schooling a playful endeavor for all practical
purposes of sustainable development and joyful learning, especially at the elementary
school level. The results of the study do not, in any way, discard or under estimate the
importance of individualized learning techniques, nor was it the objective of the study,
but it only shows that the method of cooperative learning is much more crucial to the
inculcation of values of cooperative living and healthy cooperation rather than the dry
bones of sheer competition that narrows down the process of education to self-
directed individualized learning. Quite significantly, both healthy cooperation as well
as healthy competition complement and supplement each other in making the learning
process tangible to sustainable human development. Therefore, both of them are
obligatory in their own right to an effective schooling.

6.3 EDUCATIONAL IMPLICATIONS

The present research clearly shows that changing from a traditional
competitive classroom to a cooperative one does not diminish student achievement; it
significantly improves achievement. In the present research, groups were rewarded
based on their members learning and also students were individually accountable for
their academic performance. Thus a positive effect on students' achievement in
Physics was found to be there to suggest the usefulness of cooperative learning for
improving students' achievement.

There may remain many unanswered questions in a piece of research, but the
main to be commended here its to say that cooperative learning proves to be more
tangible in its effectiveness on achievement. Cooperative learning proves to be
• Group tasks designed and communicated to students in ways that make them believe that they are linked in such a way that one cannot succeed unless everyone succeeds. The tasks should engage students more actively in their learning experiences.

• The topics in different subjects to be taught by cooperative learning should be so decided that they should require use of skills that students feel capable of using to maximize their involvement in tasks.

• Even the less structured subjects like language, arts can be taught with this method like the problem-solving topics (grammar, comprehension, compositions, maps).

• Important skills such as critical thinking, creative problem solving and the synthesis of knowledge can easily be accomplished through cooperative group activities in the inclusive classroom.

• Meaningful content in cooperative lessons is critical for the success of all students. For students to succeed within their groups, careful consideration regarding group heterogeneity must be in conjunction with roles that ensure active and equal participation.

• Students in heterogeneous classroom team try to solve complex cognitive tasks and the progress of the lower achieving students does not occur at the expense of the higher achievers or vice versa. So cooperative learning is recommended for fostering students reasoning and communication.

6.4 SUGGESTIONS FOR FURTHER RESEARCH

• The study should be repeated to explore how cooperative learning affects the students of various abilities on cognitive, emotional and motivational dimensions.

• There is need to compare cooperative learning with other methods of instructions at different grade levels.