ABSTRACT

The present study is entitled as ‘Effects of Cooperative, Competitive and Individualistic learning experience on certain select personal, social and scholastic variables among secondary school peers’. This study is intended to find out which method is more effective in developing socio-personal and scholastic skills among secondary school peers. Objectives and hypotheses were formulated.

The study has been designed with social, personal and scholastic variables as dependent variables, and Cooperative, Competitive, Individualistic and existing learning methods as the independent variables. The investigator adopted experimental method for the investigation and the experimental design selected was pre-test post-test nonequivalent group design. The major tools used were Cooperative, Competitive, Individualistic and existing learning method lesson transcripts, a standardised achievement test and socio-personal adjustment scale.

Considering the nature of the study stratified random sampling technique was used. To conduct the study, a sample of 16 groups consisting of 552, IXth standard students were taken. These groups were intact classes from eight schools of four districts namely Palakkad, Malappuram, Kozhikode and Kannur. Samples were selected with due representation to locale, management and gender. IXth standard students were selected as a representative level of secondary classes. These groups were distributed equally among the four methods in experimentation. Data obtained were subjected to statistical analysis. Statistical techniques used were Critical Ratio, ANCOVA and Post Hoc analysis.

Cooperative learning emerged as the most effective among the three methods put on test. Analysis of pre-test and post-test scores reveals that Cooperative learning experience is more effective than the Competitive and Individualistic learning experience on certain select personal, social and scholastic variables among secondary school peers.