ABSTRACT

The purpose of the study was to investigate the Effect of Social Constructivist Strategies on Achievement in Geography and Group Cohesiveness among secondary school students. The study also aimed to find out the correlation between the dependent variables of the study. The study was carried on students who were studying in eighth standard in schools of Mysore city. The sample for the present study consisted of 120 male and female students from two schools drawn using Random sampling technique. Data was collected using two tools: (1) Achievement test in Geography which was used to measure Achievement of eighth standard students in Geography. (2) Group Cohesiveness Scale used to measure the level of Group cohesiveness. The collected data was analyzed using independent samples ‘t’ test, 2 way ANOVA and Pearson’s Product Moment Correlation.

The findings of the study revealed that the Social constructivist strategies of teaching had contributed significantly for enhancing Achievement in Geography and fostering Group Cohesiveness of secondary school students. However, the findings indicated that there is no significant differential effect of the treatment in male and female in Achievement in Geography and Group cohesiveness. The result also indicated that there was high positive relationship between Achievement in Geography and Group cohesiveness.

Based on these findings, Educational implications and suggestions for future research are recommended.