A COMPARATIVE STUDY OF THE EFFECTIVENESS OF STUDENT-TEAMS ACHIEVEMENT DIVISIONS (STAD) AND JIGSAW METHODS OF COOPERATIVE LEARNING

ABSTRACT SUBMITTED TO THE MAHARSHI DAYANAND UNIVERSITY, ROHTAK FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

By
SANTOSH
Reg. No. 95-BB-286

Supervisor
PROF. (MRS.) HEMANT LATA SHARMA

DEPARTMENT OF EDUCATION MAHARSHI DAYANAND UNIVERSITY ROHTAK - 124001
2012
A Comparative Study of the Effectiveness of Student-Teams Achievement Divisions (STAD) and Jigsaw Methods of Cooperative Learning

Abstract:

The objectives of the study was to compare the effectiveness of Student-Team Achievement Divisions (STAD) and Jigsaw methods of cooperative learning on the students’ learning outcomes and self-concept in a Mathematics classroom of seventh graders. The effectiveness measured in terms of scholastic achievement and enhancement of self-concept of students. For this purpose the investigator selected the sample comprised 90 students studying in three sections of the VII class of S.B.S. Senior Secondary School, Karnal. Each of the three groups contained 30 students. Pre-test, post-test group control quasi-experimental design was employed with a purposive sample in the form of three intact sections of class VII of the same school. Experimental groups (EI and EII) were taught in cooperative learning setting involving STAD and Jigsaw methods and the control group was taught through traditional approach. The collected data were processed by applying suitable statistical techniques Bartlett’s test, analysis of variance and ‘t’-test used to measure the difference in the mean scores and mean gain scores on academic achievement and self-concept of control group and experimental groups.

The results of the study reveal that STAD and Jigsaw contribute towards raising the academic achievement and self-concept of students in contrast to traditional methods. The group of students taught Mathematics through STAD and Jigsaw methods showed a significantly higher mean and mean gain scores on the academic achievement and self-concept than the group of students taught through traditional method at the end of experimental treatment. Jigsaw showed a significant higher on achievement than STAD method under cooperative learning. It also revealed no significant difference between STAD and Jigsaw methods in developing self-concept of students. It suggests that STAD and Jigsaw are equally effective in developing self-concept among students even though Jigsaw appeared to be much too higher in mean scores than the mean score of STAD which may be due to an error of minor consequence.