

CHAPTER VI

FINDINGS, SUGGESTIONS, IMPLICATIONS AND CONCLUSION

6.1 Findings

The purpose of this research was to determine if the implementation of the cooperative learning strategy STAD improved academic achievement in a Science classroom of standard VIII. Learners were taught by the researcher through cooperative learning for seven sessions. The performances of the students were checked by post test and delayed post test. This was followed by a feedback form to elicit the learners' perception on cooperative learning. Even though this study was limited in duration and scope, the results clearly support earlier researches on cooperative learning. The data analysis revealed that:-

- The students experience with regard to cooperative learning was mainly positive.
- The data from this research confirmed a significant increase in academic achievement in comparison to the students who were taught by the traditional method.
- Results of the study also show that there was more retention of the content in the students taught through cooperative learning in comparison to those taught by traditional method. The learning was more permanent in cooperative learning group.
- The results of this study strongly suggest that cooperative learning had positive impact on learners as it developed interest among learners.
- Through the observation of the learners it was found that they became more interested, more confident, more interactive and more participatory and they seemed to take more responsibility for their own learning.
- It was observed that as the performance of the students increased, their confidence level increased as well as their self esteem improved.
- Result shows that it was enjoyable learning for learners.
- Cooperative Learning helped in sharing doubts of learners without any hesitation with their friends and helped in clarifying their concept.

- Interaction between students increased.

6.2 Suggestions

This study was conducted for a period of just one week in an environment where learners worked in a group of friends in a 45 minute periods per week. Although this duration may have been sufficient for the purpose of this research study it may be more beneficial for learners learning to experience cooperative learning for a more extended period. One way in which educators could expand the amount of time learners are exposed to cooperative learning would be to implement it in the each class for a full year or any other learning area to allow time for the positive effects to become more noticeable. Another and likely more effective approach would be for the Education Department to implement cooperative learning programmes in schools by inviting schools to participate in pilot projects and by organizing workshops for teachers to conduct cooperative learning in their schools. Furthermore, in large classes it is often better to group the learners due to financial constraints, and lack of learning material. The key is to change the educational culture as a whole so that cooperative learning becomes the norm for all learners in all learning areas. The result would undoubtedly have a ripple effect beyond the walls of the school itself for example adolescents usually spend a lot of their free time with friends. Usually they learn to get along. In learning, team building can occur. This is an important/t social aspect needed to get tasks accomplished. Each day in business and industry, people are required to work together to get the job done. All too often the task is too large for a single individual to accomplish. Therefore, cooperative team building can have positive effects in school, but also build cooperative skills that will assist the learner later in life.

6.3 Suggestions for Further Study

Cooperative learning was found to be an effective strategy for secondary level students. Such a kind of study can be extended into following areas as well and further studies can be carried out in following areas;

- Cooperative learning strategies can be developed for other subjects and tested at all the levels of Education.

- As this study was only limited to the STAD strategy of cooperative learning, it can be further extended by implementing other strategies of cooperative learning.
- Non-structured and structured strategies of Cooperative Learning can be used as per the topic of various disciplines.
- The study can be further extended by the implementation of Cooperative Learning for Teacher Education programme so that the philosophy and practice can gradually percolate to the future students.
- The study of development of life skills through cooperative learning can be undertaken.
- Research can also be done on how Cooperative Learning strategies can help in reducing the anxiety level and increasing self esteem.

6.4 Educational Implications

Research findings indicate a positive outcome of using instructional innovation along with traditional instruction in education. This may be motivating for those teachers who want to use Cooperative Learning or other such innovations in education but they do not dare to do so due to the issue of content coverage. The study also reveals that we need not to get rid of old methods radically rather focus should be on their wise use and taking suitable time to gradually replace it by innovations. The study also has implications for higher education and teacher education faculty that they may initiate to implement innovative instructional strategies side by side with Traditional method. The study provides insight for teachers who want to implement Cooperative Learning in their regular classroom lessons. In the beginning, they may start informal or less structured model and then implement the different strategies of cooperative learning. It is equally useful for high achievers and average students and it also useful for overcrowded class. This study proves that cooperative learning method is better for Science subject than traditional learning method but reviews of the past researches has also given positive outlook for other subjects. Therefore, teachers of all the discipline should use cooperative learning to improve the academic achievements of particularly low achievers.

6.5 Conclusion

Even though this study was limited in duration and scope, the results clearly support earlier research on cooperative learning. The academic achievement of the students learning cooperatively was found to be significantly more than the students learning through the traditional chalk and talk method. The researcher also found that learners were more responsive; more interested in learning and became more active participants in the class. Overall there was a positive impact of cooperative learning on the students. It was observed that they benefited academically, socially as well as psychologically.