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Better Study Habits in Cooperative Learning Classroom Enhance Academic Performance and Self-efficacy of Low-achievers

Sumitra Devi *and Meenakshi Dahiya**

Abstract

The examination results at secondary school level in the State of Haryana reveal that there are hoard of low-achievers. The investigators thought to look into the reasons and effective remedies. Based on the research finding of Hansford and Hattie (1982) and Damon & Hart (1988), the investigators too agreed that the children who have clearer and more positive perception of their abilities, and have more positive views of themselves, always do better in their studies as compared to children who doubt their own abilities. Thus, the investigators conducted the study on whether and how better study habits in cooperative learning class room enhance academic performance and self-efficacy of low achievers with the objectives of looking into reason of low achieving and low self-efficacy and to correct these deficiencies through better study habits in cooperative class room setting. STAD method of cooperative learning was applied and the evaluation was done through teacher-made achievement tests of all subject of 10th class throughout the 2nd semester in the academic session 2011-12 in addition to self-made self-efficacy scale, interviews, observations and information supplied by the stake holders. The investigators found environmental and emotional factors; non-availability of good reading materials; and lack of attention by stake holders as reason behind low achievement and low self-efficacy. The STAD method of cooperative learning with better study habits was found to enhance academic performance and self- efficacy of low achievers.

Key words: Academic performance, self- efficacy, student team achievement division (STAD)

*Associate Professor, Institute of Teacher Training & Research, BPS Mahila Vishwavidalaya Khanpur-Kalan (Sonapat)

**Subject Expert, Directorate of Secondary Education, Panchkula (Haryana)