

Effect of Jigsaw Small Group Instruction in Facilitating Scholastic Achievement among Junior Intermediate Students

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Abstract

The teachers constantly face the problem of finding appropriate teaching methods and applying the most effective method of instruction that could enrich the teaching-learning process and cater the student diversity in the most heterogeneous classroom. Hence in this context, the investigator made an attempt to study the effect of Jigsaw Cooperative learning technique in enhancing the Scholastic achievement in Mathematics of Junior Intermediate students (+1 students). A sample of 120 students was included in the study. The pre-test post-test equivalent method was used for the present study. The experimental design used Quasi-experimental design. The Raven's Standard progressive matrices test and self-designed scholastic achievement test were used for collecting the data. The analysis was done by central tendency measures and ANCOVA. The findings of the study clearly indicates that the Jigsaw learning strategy has advantage over the conventional based instruction in teaching mathematics for intermediate students with reference to total sample, gender and achievement levels.

Keywords: Cooperative learning, Jigsaw Strategy, Scholastic achievement, Achievement levels.

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