

**Effect of Self Efficacy and Cooperative learning on Secondary level
students' Academic achievement in Mathematics**



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ABSTRACT

The study “Effect of self-efficacy and cooperative learning on secondary level students’ academic achievement in mathematics” is a quantitative study. In it survey is done to analyze secondary students’ perception about effect of cooperative learning and self-efficacy towards academic achievement in mathematics. A Mathematics achievement test is also conducted from students through cooperative learning. Questionnaire was used as tool comprising of thirty questions. Students answered through 5-point Likert scale. 400 students from 5 tehsils of Lahore were taken as sample comprising of 200 male and 200 female students. Study determined that there exists a significant but weak relationship among cooperative learning, self-efficacy and secondary level students’ academic achievement in mathematics. The attitude of female students had perceived a little bit more towards self-efficacy and cooperative learning as compared to male students.

Table of Contents

ACKNOWLEDGEMENT	
ABSTRACT.....	
CHAPTER I	1
INTRODUCTION TO THE TOPIC.....	1
Research Problem	2
Objectives of the Study	3
Questions of the Study	3
Delimitation of the Study	4
Assumptions of the Study	4
Definitions of Key Terms	5
CHAPTER II.....	6
REVIEW OF THE RELATED LITERATURE	6
Self-Efficacy.....	6
What is Self-Efficacy?.....	6
Self-Esteem and Self-Confidence	7
Characteristics of Low, Balanced and High Self-Efficacy	9
Characteristics of Low Self-Efficacy	10
Characteristics of High Self-Efficacy	11
Processes that affect Self-Efficacy on Human Mind and Behaviour	13
The Role of Self-Efficacy in Motivational Processes	15
The Role of Self-Efficacy in Affective Processes	16
The Role of Self-efficacy in Selection Processes	21
Sources of Self-Efficacy	21
Mastery Experiences	22
Vicarious Experiences	22
Social Persuasion:	23
Emotional States of Mind	23
Self-Efficacy through the Course of Life	24
The Sense of Self in Infancy	24
The Family as the Source of Self-Efficacy	25
Peers as the Source of Self-Efficacy	27

School Environment as the Source of Self-Efficacy	28
Self-Efficacy through Adolescence	30
Self-Efficacy in Adulthood	31
Reconstruction of Self-Efficacy in the Older Age	33
Measurement of Self-Efficacy	35
What is Cooperative Learning?	37
Theoretical Perspective of Cooperative Learning	41
Motivational Perspectives	41
Social Cohesion Perspectives	43
Cognitive Perspectives	45
Developmental Perspectives	45
Cognitive Elaboration Perspectives	47
Why is Cooperative Learning Important?	49
How is Cooperative Learning Different and Unique?	51
Cooperative Learning: Distinctive Features	52
Components of Cooperative Learning	53
Constructive Interdependence	53
Equal and Uniform Participation	54
Each Participant Individually Held Accountable	54
Synchronised Promoted Interaction	55
Small Group and Interpersonal Skills	55
Group Processing	56
Kinds of Cooperative Learning Groups	57
1. Informal Cooperative Learning Groups	57
2. Cooperative Base Groups	58
Different Cooperative Learning Methods	58
Student Team Learning Methods	59
Student Team – Achievement Divisions (STAD)	60
Teams – Games – Tournaments (TGT)	60
Jigsaw II	61
Other Cooperative Learning Methods	61
Circles of Learning	61
Jigsaw	62

Group Investigation	62
Complex Instruction	63
Team Accelerated Instruction (TAI)	63
Cooperative integrated Reading and Composition (CIRC)	64
In formal Methods	64
Spontaneous Group Discussion	64
Numbered Heads Together	65
Team Product	65
Drawbacks of Cooperative Learning	65
Free Rider	65
Diffusion of responsibility	66
Learning a part of task specialization	66
Applying Cooperative Learning Methods and Techniques	66
Cooperative Learning in Mathematics	69
Research in Cooperative Learning	71
Cooperative Learning Research around the World	72
Cooperative Learning Research in Pakistan	73
Mathematics Related Research on Cooperative Learning	74
CHAPTER III	78
METHODOLOGY	78
Research Design	78
Population	78
Sampling Technique	78
Instrument	79
Procedure of the study	79
Data analysis	79
DATA ANALYSIS AND INTERPRETATION	81
CHAPTER V	94
FINDINGS, CONCLUSION, SUMMARY, DISCUSSION AND RECOMMENDATIONS	94
Findings	94
Conclusion	95
Summary and Discussion	96
Recommendations	97

References..... 98
Appendix.....

CHAPTER I

INTRODUCTION TO THE TOPIC

There are many attributes and factors that are responsible for student's progress. Environmental factor, Biological factor and interpersonal relationship .By narrowing down another emerging factor that has not gained much attention yet is self-efficacy. Self-efficacy is related with the individual judgments about his execution abilities in a given area or field of action that may contain novel, eccentric, and perhaps nerve-wrecking features.(Bandura, 1977a). Students usually face difficulties in understanding and responding up to the required level. Mostly problems arise during class when some students are not participating in the class, showing lack of interest in the topic or try to cheat teacher. Teachers usually consider it dullness of mind. It becomes difficult for teachers to adjust such students with teaching learning process. Research indicates that lack of self-efficacy is a major problem that proves to be a big hurdle in achieving success. The low efficacious students feel that they are unable to solve the question, unable to understand the terminologies or concepts and hence make decisions accordingly.

Self-efficacy toward oneself is speculated to have different impacts in achievements settings.(Schunk, 1984). Self-efficacy toward oneself can impact decision of activities. Students having a low sense of efficacy for securing cognitive aptitudes may endeavor to dodge tasks, while the individuals who judge themselves highly efficacious ought to take part in activities more anxiously. Self-efficacy toward oneself also can influence the motivational level. At the point when confronting troubles, students who are highly self-efficacious for learning ought to use great exertion and sustain longer than the individuals who question their abilities (Brown &