



“A STUDY OF EFFECTIVENESS OF PEER GROUP LEARNING AMONG COLLEGE STUDENTS IN TRICHY DISTRICT”

KEYWORDS

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ABSTRACT

Peer group learning has a significant impact on leadership, attitude, communication and social interaction skills. Peer group learning can be made effective with the help of individual's positive. The study was aimed at investigating whether there is any effectiveness in peer group learning among students with regard to leadership, attitude, communication skills and social interaction skills. The research was designed in such a way that it was conducted among undergraduate and post graduate students in trichy. A total of 150 students were taken as samples from colleges around this region. Correlation and regression analysis were done for the various variables studied in the research. Regression analysis shows that attitude of peers, leadership skills and effective communication leading to increased effectiveness of peer learning. Based on these results we can conclude that peer group can be more effective when all these components are in a correct proportion. The results of these showed that there is strong positive correlation among the variables compared.

Introduction

Peer learning is an undifferentiated educational strategy, which encompasses a sweep of activities. In the traditional peer learning the senior students tutor the junior students helping them in being more innovative in thinking as well as learning, while the students in the same year assist each other both in academics and personal concerns. Certain other models are discussion seminars, private groups. Peer learning involves sharing of knowledge, ideas and experience with one another which is mutually beneficial. Students explain and express their own ideas to others through which they have a great deal of learning. Apart from learning, they develop skills on working collaboratively with others in groups. Exchange of feedback and evaluation of their own learning is also an important part in peer learning.

Literature Reviews

Chun yun(2006) studied whether collaborative learning had any impact on students learning in commerce mathematics. The study examined the involvement level, communication and social skills in peer learning. The findings showed that there was a significant impact in students learning as well as their attitude. It also proved that it helped in improving social interaction and communication skills among students. **Chin lin and chiehchien(2009)** Studied the effectiveness of peer feedback and corrections among students. From the activity it is observed that peer feedback positively assisted the learning to English language which was also revealed by the students also.

Susan(2010) Study was to check the effectiveness of student discussions in cooperative learning groups in high schools. The results clearly indicate that there was a positive correlation in learning in cooperative groups which impacted in effective social communication for students. Cooperative learning is an active component in academic performance effectiveness(Tsay and brady,2010) studied the relationship between cooperative learning and academic performance in higher education in the field of communication.

Topping(1996) Studied the effectiveness of peer tutoring in higher education. This study checked whether small group tutoring was effective or not. This study proved that there was higher final exam performance compared to individual learning.

Objectives

- To understand the attitude, leadership skills, effectiveness of communication & social interaction skills of students towards peer group learning.

- To study the relationship between demographic variables and peer group learning.

Research Methodology

Questionnaire Tool

- Chunyunlau(2006)
- K.J. Topping(1996)
- Chin Lin and ChiehChien(2009)

Sample Size:

The sample size of the study is 150.

Hypothesis Testing

ANOVA:

H_0 : There is no significance difference between age and peer group learning.

H_1 : There is significance difference between age and peer group learning.

ANOVA:

H_0 : There is no significance difference between gender and peer group learning.

H_1 : There is significance difference between gender and peer group learning.

Correlation:

H_0 : There is no correlation between dependent and independent variables.

H_1 : There is correlation between dependent and independent variables.

Data Analysis and Interpretation

TABLE:1 Relationship Between Age and Peer Group Learning

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19.862	2	9.931	1.287	.009
Within Groups	1134.332	147	7.717		
Total	1154.193	149			

The significance value is 0.009 which indicates that there is significant difference between age and peer group learning.

TABLE:2 Relationship Between Gender and Peer Group Learning

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12.240	1	12.240	1.586	.040
Within Groups	1141.953	148	7.716		
Total	1154.193	149			

The significance value is 0.040 which indicates that there is significant difference between gender and peer group learning.

Correlation: TABLE:3 Correlation Between Dependent variables and Independent variable

		A	L	S	C	P	
Spearman's rho	A	Correlation Coefficient	1.000	.192*	.323**	.253**	.586**
		Sig. (2-tailed)	.	.019	.000	.002	.000
		N	150	150	150	150	150
	L	Correlation Coefficient	.192*	1.000	.446**	.515**	.449**
		Sig. (2-tailed)	.019	.	.000	.000	.000
		N	150	150	150	150	150
	S	Correlation Coefficient	.323**	.446**	1.000	.403**	.563**
		Sig. (2-tailed)	.000	.000	.	.000	.000
		N	150	150	150	150	150
	C	Correlation Coefficient	.253**	.515**	.403**	1.000	.384**
		Sig. (2-tailed)	.002	.000	.000	.	.000
		N	150	150	150	150	150
P	Correlation Coefficient	.586**	.449**	.563**	.384**	1.000	
	Sig. (2-tailed)	.000	.000	.000	.000	.	
	N	150	150	150	150	150	

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

Regression Analysis: TABLE:4 Impact of Skills on Peer Group Learning

Model	R	R SQUARE	Adjusted R Square	Adjusted R Square
1	.764 ^a	.584	.572	1.82060

^a. Predictors: (Constant), C, A, S, L

The R square value is .584 which says skills of student's impact on peer learning group effectiveness.

Implications

The results indicated that there is a strong positive correlation between attitude, leadership skills and peer group learning, which improves the effective performance of students in academics. The study indicates that communication is more important in peer learning, to make it effective and efficient. Members of a peer group are needed to be more effective in their communication. Social interaction and negotiation skills are necessary to make learning in peer groups more successful and more competent in their environment.

The results of ANOVA shows that age has a greater significance on peer group learning where gender has a moderate significance on peer group learning.

Regression analysis shows that 58 per cent of independent variables (Attitude, Leadership,

Communication skill, Social interaction skill) have an impact on peer group learning.

Correlation analysis shows that attitude, leadership, social interaction and communication skills has a positive impact on peer

group learning. The table clearly shows that all the independent variables have a strong impact on peer learning among students.

Limitations of the Study

The research was done only in the trichy, which might have a different impact in other areas. The questionnaire was prepared only for the present day learning through peer group and it did not analyse the background of the respondents and their nature. The research had no samples from schools where peer group learning is initiated among students which results in improved academic performance.

Conclusion

The research has identified that peer learning is made effective when there is equal sharing of knowledge and people with similar interest levels. Peer learning helps in increasing confidence and competence among students. Gaining knowledge and skills which they are lacking from each and every member of the group in also an important aspect. Making peer learning a terminology and a method of learning in curriculum in education system will lead to effective performance in academics as well as in gaining skills.

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