

Effect of Co-operative Learning on Achievement Motivation and Prosocial Behaviour of Secondary School Students: An Experimental Study

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Abstract

Better Achievement is only possible when the students are motivated with sound prosocial behaviour. It is in fact students need Motivation for their Academic and Behaviour development. This Study was focussed on Achievement motivation and Prosocial behaviour of Secondary School Students, and they how are affected by Cooperative learning approach. The Population of the study was Secondary School Students while the sample were 71 Students selected random sampling. The researcher used Quasi-Experimental method of non-equivalent group design. Two sections of ninth standard participated in the experiment, one section was taken as Experimental group in which Co-operative Learning method applied and another section taken as control group. It is found that the effect of Co-operative learning method is significant on Prosocial behaviour and Achievement Motivation. By the present research it is considered that Prosocial behaviour of Boys and Achievement Motivation of girls are positive and significant difference was found in terms of gender.

Keywords: Achievement Motivation, Co-operative learning method, Prosocial behaviour

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I. INTRODUCTION

Education does not mean to restore knowledge in brain and it is not possible to every child to change his behaviour by mere rote learning. The need of modern learning method is essential to develop the prosocial behaviour of every child and motivate to get Achievement. That's the Co-operative Learning (CL) method is essential to every type of Students and to enrich real sense of Learning.

It has been acknowledged that mere teaching through mother tongue and traditional lecture method is not sufficient to develop behaviour and Achievement motivation. In developing basic behavioural skill, CL method and techniques are useful. It actively brings the student to the learning processes, and they reach to the intended motivated levels. "In the groups of students where the CL is implemented, it is aimed to provide a learning surrounding, in which risks are taken in optimist way. In such learning method, chance of the failure for the group is indorsed to the whole group, because the group's success is related to the individual efforts of the group" (Kırbaş, 2010: 6).

Every individual is not born with equal ability to learn. The individual develops behavioural skills by learning from his parents until he/she begins primary school, and later on develops them by being affected and replicating them from his/her instant surroundings. Until the School period the individual learns the social behaviour to some extent but Prosocial behaviour is still in need. When the individual reaches to the school age, he/she should learn in a systematic way, in other words with a purpose. "CL applies in western nations such as America, England, Germany, Australia, Norway, Israel and the Netherlands are highly preferred and hastily employed in terms of quality and student

achievement. It is a fairly new issue for Darbhanga, Dist. and in Indian context. It is aimed in today's education programs that the students to be more effective in decent behaviour and motivated, being suitable for group work and taking risks. "This should not only to be exposed inside the classroom but also outside the classroom. Educators need to pave the way to the students and they should check them. In commercialized societies, co-operation between the groups has become increasingly important, based on scientific and technological developments. For example, today a HOD has to co-operate effectively with his colleagues, administrative staffs, stakeholders and pupils. It gradually becomes difficult to systematize extensive research without cooperation. It has become vital issue nowadays for many professions and other social relations" (Kırbaş, 2010: 53). Due to this, "CL method has gained importance in recent years" (Demiral, 2007: 19). Açıkgöz (2003: 336) defined the CL method as a learning process by which students get learn by co-operating in heterogeneously formed groups' helping to each other's learning. Johnson and Johnson (1997) described it as an informative use of small groups to attain shared goals and provide the students' working together. CL method is a technique by which students get learning within a group. In addition, "it is promised a given task by all the members in the group" while CL method enhanced the motivation of learners in the process of learning and probe individual talents of the learners to get ready for self-learning. In implementing CL, all members of the group work together for success and common goals. "The most effective learning in CL method occurs when the students in the group inspire each other. (Hällér et al., 2000: 285. Traditional cluster groups became ineffective when CL method combines its features of their

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"heterogeneous featured groups, positive dependence among group members, having common goals and purposes in the group, accelerating personal responsibility and individual skills, strong face-to-face interaction, and social skills' coming to the forefront"(Kırbaş, 2010: 56). Today CL method collaborate, prosocial behaviour skills and group work have become increasingly important together with the rapidly developing contemporary societies that produce and use knowledge. Effect of westernization have surpass contemporary learning methods as well as traditional learning methods, which have also affected the field of education. These developments have made it necessary to implement methods that are new, student oriented, bringing the student more active in the learning process, suitable to creative and critical thinking, disposed to the group works, suitable for the students to take risks, providing opportunity to augment the individual talents; instead of the traditional learning methods that are implemented in learning. The main purpose of today's education is "to prepare the students to combat the changing world conditions, think independently, have pure sense at different situation, and gain the capabilities to use the knowledge and skills, which they have acquired, throughout their lives" (Topal and Kırbaş, 2014: 297). It perhaps realized the collaboration of Teacher to Students, Student to student and students to materials. Under the guidance of teacher the whole small group use learning material in best and possible manner. (Kasap (1996: 197). Thus the interaction between the students is focussed that is the most essential contribution toward the success of CL method. Further, the positive aspects of using CL in teaching can be listed as follows (Kemertaş, 2004: 167; Kırbaş, 2015: 118) 1. CL leads to student motivation. 2. CL makes to learn from each other. 3. CL does not feel student aloof but a valuable member of the group 4. CL assure students' self-confidences. 5. It makes every individual is responsible for his own learning. 6. CL has been proven by the studies, that it affects attitude and achievement than other traditional method. 7. They remain in group motivate each other. 8. CL empowers students to actively participate in the class. 9. It is used for individual learning. 10. This method is interesting and at low cost.

It incorporates the benefits of a cooperation-based learning as follows: *It enhance the success rates of the students.* It prevails quality education.*It brings the students attentive and motivated.* It incorporates the students of different abilities.*It affirms the student to give respect to each other.* It has provision for innovative openings for all students.* It awakes the students about the importance of time.*Brings the student to belief himself/herself by diminishing the fear and anxiety of being able to present himself/herself not only in the group but also in the class.*The learning together technique was developed by David and Roger Johnson (1991). An intensive researches have been made by Johnson & Johnson and brought a number of results with some changes. At the earliest; "he defines the instructional goals, limit the group size, division forming the groups, forming the class, selecting the teaching aids in the manner that fulfils necessities, assignment of roles to all members of the small group, instruction of curriculum, assessment of individual, Provision of the co-operation among the group members, formulating the norms for success, acquisition of the desired

behaviours, participating the group work, prevailing to teach co-operative skills, completion of the coursework, learning qualitatively and provision of evaluation both qualitatively and quantitatively, evaluation of Groups work, and solving academic conflicts are incorporated" (Açıkgöz, 1992). In CL technique the groups are consisting of 2 to 6 members. "It is instructed to each groups to complete the task in given worksheet by their group members themselves first and teacher is required in need only. Finally task is over and group work is evaluated. While using the method, each group member work hard to get the group success "(Açıkgöz, 1992:16-21). CL is one of the techniques, which requires the active participation of the student in the classes"(Oral, 2000).It is through this method, which develops prosocial behaviours and get the student motivated.

II. RATIONALE OF THE STUDY

It is obvious that the upcoming days will be tougher than the present. The ordinary practice will not be enough to solve the problem then the motivation and prosocial behaviour will work to get the work done. Every individual born with equality physically but the mental and behaviour development is taught and essential to practice. Motivated person became inwardly confident and can challenge the dynamic world. Achievement attains by prosocial behaviour and motivation. Today the students need the motivation and kind prosocial behaviour to encounter the ill effects of corrupted society as they grow with those anti-social activity. Prosocial behaviours are such activity which cultivate the helping activities in the individual without expecting help in return. While the Achievement motivation leads to individual to be self-motivated toward learning and academic performances. Achievement Motivation on the one hand make the student energetic towards study and activate to achieve the goal positively on the other. This study is new in the Indian context and these variables can be inculcate in the students with the use of mere Co-operative learning method of teaching. The development of the Society depends on Education. In this teaching method, the role of prosocial behaviour is of great eminence. We also notice the changing in Education system for which new and suitable Teaching method is needed. Hence new pattern of teaching method is found essential. The CL method is innovative method of teaching. It affects achievement Motivation positively and inculcate prosocial behaviour in the students. The reasonable objective of this research is to determine if CL has significant difference in enabling the students gaining prosocial behaviour skills between the groups (experimental group) in which the CL method is applied and the control group in which the traditional lecturing methods are implemented in the Ninth grade students of the secondary school. At the end of research, the level of progress of the prosocial behaviour skills and Achievement Motivation rate of the Ninth grade secondary school students and also their development were determined. It is the research which indicated a numbers of problems of the students for which suggestions have been noted.

III. OBJECTIVES OF THE STUDY

- (i) To Study the Prosocial behaviour in the Secondary Schools Students.

- (ii) To Study the Achievement Motivation in secondary school Students.
- (iii) To Study the Prosocial behaviour in Boys in terms of gender of secondary School Students.
- (iv) To Study the Prosocial behaviour in Girls in terms of gender of secondary School Students.
- (v) To Study the Achievement Motivation in Boys in terms of gender of secondary School Students.
- (vi) To Study the Achievement Motivation in Girls in terms of gender of secondary School Students.

IV. HYPOTHESIS OF THE STUDY

H01: There is no significant effect of Cooperative Learning method on Prosocial Behaviour of secondary school students.

H02: There is no significant effect of Cooperative Learning method on Achievement Motivation of secondary school students.

H03: There is no Significant Effect of Co-operative Learning method on the prosocial behaviour of Boy in terms of Gender of secondary school students.

H04: There is no Significant Effect of Co-operative Learning method on the prosocial behaviour of Girls in terms of Gender of secondary school students.

H05: There is no Significant Effect of Co-operative Learning method on the Achievement Motivation of Boy in terms of Gender of secondary school students.

H06: There is Significant Effect of Co-operative Learning method on the Achievement Motivation of Girls in terms of Gender of secondary school students.

V. METHODOLOGY OF THE STUDY

Two group Quasi experimental design was adopted to conduct the study. Experimental and control groups were formed groups named as 9B and 9A respectively. It was used to determine the effect of CL method on Achievement Motivation and Prosocial behaviour of Secondary school Students. The data on both variables from these two were obtained by using Pre-test and post-test non-equivalent group design (Kahn, Best & Jha 2017). The sample of the study included two sections of the Secondary School Students of these sections were consisted of control group of 33 (21 Boys & 12 Girls and Experimental group of 38 (17B & 21 Girls) students respectively. The Co-operative Learning method is independent variable which was implemented for 2 periods each day for 8 weeks. The Achievement Motivation and Prosocial behaviour were dependent variable to be affected by CL method. Both the Experimental and control groups were pre-tested to ascertain their Achievement motivation and prosocial behaviour levels before the implementation of CL method. From the days beginning after the pre-test, the experimental groups were taught the chapter French Revolution and Russian Revolution with the CL method in approximately 2 period each day for 8 weeks. The same lessons were taught to the control groups with a traditional lecturing method in approximately 2 period each day for 8 weeks. The Prosocial behaviour scale (sukla & zabeen 2018)

and Academic Achievement Motivation test (T.R Sharma 1971) were used to get the data both from Pre-test and Post-test. The 1st tool consisted of 36 items both of negative and positive statement and 2nd tool of 38 items. Both were of Likert type scale.

The overall steps for Experimental Work both for Experimental and control groups were maintained after receiving and evaluating the views of the field specialists and the research guide from the university. At the beginning of the research and the experiment, the stakeholders were given relevant information by the researcher about the CL and its chief features of learning techniques. Researcher himself and teacher conducted the all-experimental steps under the supervision of the guide and scheduled all the steps, course, lessons underwing the research to be determined. For CL method the students in the experimental class were divided into small 8 groups in accordance with the views of the class teacher (considering factors such as gender, socio-economic status, success). Each group was named with a 'group name' Like A, B, C.... The tasks distribution among the groups was done by the taking the learner's interests, needs, personal differences, interdependencies, and intragroup interaction of the group member. All the students in the group were instructed to do tasks in respective constructed small group. The task to each small group such as; to read, make oral orientation of the chapter, summary writing of the chapter, one liner quotation from the same chapter were instructed further they can shared in respective small group. After these steps, the lesson and chapter was evaluated by the researcher as per CL techniques. Work sheets of Students of experimental class containing CL instructed activities were assessed, to whom the CL method was applied. Specified time were scheduled to get the task done together in the class. The research was to check the active participation of the all members of the small groups of the experimental class. At the end of the scheduled time, the CL activities of all students were evaluated and considered successful because of the group success. After the experimental process, Prosocial Behaviour scale test and Achievement Motivation Test were administered to conduct the Post-test and experiment got completed.

VI. DATA ANALYSIS AND INTERPRETATION

Statistical Technique used in Data Analysis: Mean, SD and t-test were used for statistical purpose to determine the analysis of data. In the analysis of the data, two descriptive and inferential statistical analysis were used and these analyses were done with MS Excel. These analyses are; mean difference SD and t-test.

1 a) The Pre-test between Control Group and Experimental Group on Prosocial behaviour.

1 b) The Post-test between Control Group and Experimental Group on Prosocial behaviour.

Interpretation: The above two table 1 A & B shows the result on Prosocial behaviour of both Pre-test & Post-test of control group and experimental group brought by t-test two-sample assuming unequal variance where the result of Post-test on Prosocial behaviour is significant.

The table 1 a) shows the result of Pre-test of both control and Experimental group where the mean score of both as 126.18 & 121.71 respectively. The t-critical value at $df=68$ found as 1.995 while t-value as 0.844 which is not significant at 0.05 level.

The table 1 b) shows the result of Post-test of both control and Experimental group where the mean score of both as 136.66 & 150.26 respectively. The t-critical value at $df=69$ found as 1.996 while the t-value as 3.13. The researcher after 4 month intervention of CL method in experimental group 9B, found the Post test result in the favour of 9B. Table 1 b) shows the P-Value= 0.00 while the Tabulated Value 1.996 & Calculated t-value as (3.13) than the t-Critical Value=1.996 which significant that is why the null hypothesis is rejected and the alternate hypothesis is accepted.

Pre-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significance
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1 Objective: To study the Achievement Motivation of Secondary School Students.

2: Null Hypothesis: There will be no significant effect of CL on Achievement Motivation of Secondary School Students between the Pre-test & Post -test of control group and Experimental Group.

And Alternative Hypothesis: There will be significant effect of CL on Achievement Motivation of Secondary School Students between the Pretest & Post-test of control group and Experimental Group.

Pre-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significance
Control Group	33	126.18	21.13	0.844	67	1.996	0.40	Not Significant at 0.05 level
Experimental Group	38	121.71	29.59					

2 a) Pre-test on Achievement Motivation between Control group and Experimental group.

Post-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significance
Control Group	33	136.66	17.6	3.13	69	1.996	0.00	Significant at 0.05 level
Experimental Group	38	150.26	18.9					

Control Group	33	26.96	4.33	0.62	68	1.996	0.53	Not Significant at 0.05 level
Experimental Group	38	27.71	5.68					

2b) Post-test on Achievement Motivation between Control group and Experimental group.

Interpretation: The above two table 2A & B shows the result on Achievement Motivation of both Pre-test & Post-test of control group and experimental group brought by t-test two-sample assuming unequal variance where the result of Post-test on Prosocial behaviour is significant.

The table 2a) shows the result of Pre-test of both control & Experimental group where the mean score of both as 26.96 & 27.71 respectively. The t-critical value at $df=68$ found as 1.995 while t-value as 0.62.

The table 2 b) shows the result of Post-test of both control and Experimental group where the mean score of both as 27.72 & 31.89 respectively. The t-critical value at $df=68$ found as 1.995 while the t-value as 3.30. The researcher after 4 month intervention of CL method in experimental group 9B,

Post-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significance
Control Group	21	135.71	21.05	3.19	35	2.03	0.00	Significant at 0.05 level
Experimental Group	17	153.82	13.69					

found the Post test result in the favour of 9B. Table 1 b) shows the P-Value= 0.00 while the Tabulated Value 1.996 & Calculated t-value as 3.30 than the t-Critical Value=1.995 which is significant that is

Post-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significance
Control Group	33	27.72	5.19	3.30	68	1.996	0.00	Significant at 0.05 level
Experimental Group	38	31.89	5.43					

why the null hypothesis is rejected and the alternate hypothesis is accepted.

3. Objective: To study the Prosocial behaviour of boys in terms of gender of secondary school students.

2 a) Pre-test on Prosocial behaviour of boys between Control group and Experimental group.

3 b) Post-test on Prosocial behaviour of boys between Control group and Experimental group.

Interpretation: The above two table 3 A & B shows the result on Prosocial behaviour of boys in terms of gender of both Pre-test & Post-test of control group and experimental group brought by t-test two-sample assuming unequal variance where the result of boys of experimental group in Post-test on Prosocial behaviour is significant.

The table 3 a) shows the result of boys Pre-test of both control and Experimental group where the mean score of both as 125.14 & 113.52 respectively. The t-value at 0.05 level is 1.56 and df is 28.

The table 3 b) shows the result of boys Post-test of both control and Experimental group where the mean score of both as 135.71 & 153.82 respectively. The t-value at 0.05 level is 3.19 which is greater than t-critical value of 2.03 and df is 35. The researcher after 4 month intervention of CL method in experimental group 9B Boys, found the Post-test result in their favour which is significant that is why the null

Post-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significance
Control Group	12	138.2	19.5	1.62	29	2.04	0.11	Not Significant at 0.05 level
Experimental Group	21	147.3	22.8					

hypothesis is rejected and the alternate hypothesis is accepted.

4) Objective: To study the Prosocial behaviour of Girls in terms of gender of secondary school students.

4: Null Hypothesis: There will be no significant effect of CL on Prosocial behaviour of girls of Secondary School Students between the Pre-test & Post –test of control group and Experimental Group.

Alternative Hypothesis: There will be significant effect of CL on Prosocial behaviour of girls of Secondary School Students between the Pretest & Post-test of control group and Experimental Group.

4 a) Pre-test on Prosocial behaviour of girls between Control group and Experimental group.

4 b) Post-test on Prosocial behaviour of girls between Control group and Experimental group.

Interpretation: The above two table 4 A & B shows the result on Prosocial behaviour of girls in terms of gender of both Pre-test & Post-test of control group and experimental group brought by t-test two-sample assuming unequal variance where the result of girls of experimental group in Post-test on Prosocial behaviour is not significant.

The table 4 a) shows the result of girls Pre-test of both control and Experimental group where the mean score of both as 129.75 & 128.37 respectively. The t-value at 0.05 level is 0.139 and df is 27.

The table 4 b) shows the result of Girls Post-test of both control and Experimental group where the mean score of both as 138.3 & 147.3 respectively. The t-value at 0.05 level is 1.62 which is lesser than t-critical value of 2.04 and df is 29. The researcher after 4 month intervention of CL method in experimental group 9B Girls, found the Post test result in their against which is not significant that is why the null hypothesis is accepted and the alternate hypothesis is rejected.

5 Objective: To study the Achievement Motivation of Boys in terms of gender of secondary school students.

Null Hypothesis: There will be no significant effect of CL on Achievement Motivation of Boys of Secondary School Students between the Pre-test & Post–test of control group and Experimental Group.

And the Alternative Hypothesis: There will be significant effect of CL on Achievement Motivation of Boys of Secondary School Students between the Pre-test & Post–test of control group and Experimental Group.

Pre-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significance
Control Group	12	129.75	25.8	0.139	27	2.05	0.88	Not Significant at 0.05 level
Experimental Group	21	128.37	31.3					

5 (a) Pre-test on Achievement Motivation of Boys between Control group and Experimental group.

5 (b) Post-test on Achievement Motivation of Boys between Control group and Experimental group.

Interpretation: The above two table 5 A & B shows the result on Achievement Motivation of Boys in terms of gender of both Pre-test & Post-test of control group and experimental group brought by t-test two-sample assuming unequal

variance where the result Boys of experimental group in Achievement Motivation is not significant.

The table 5 a) shows the result of Boys Pre-test of both control and Experimental group where the mean score of both as 26.52 & 26.41 respectively. The t-value at 0.05 level is 0.05 and df is 29.

The table 5 b) shows the result of boys Post-test of both control and Experimental group where the mean score of both as 28.23 & 30.29 respectively. The t-value at 0.05 level is 1.14 which is lesser than t-critical value of 2.05 and df is 27. The researcher after 4 month intervention of CL method in experimental group 9B Boys, found the Post test result in their against which is not significant that is why the null hypothesis is accepted and the alternate hypothesis is rejected.

6) Objective: To study the Achievement Motivation of Girls in terms of gender of secondary school students.

6: Null Hypothesis: There will be no significant effect of CL on Achievement Motivation of Girls of Secondary

Pre-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significance
Control Group	12	27.7	3.3	0.72	29	2.04	0.47	Not Significant at 0.05 level
Experimental Group	21	28.7	4.6					

School Students between the Pretest & Post-test of control group and Experimental Group.

H6: And Alternative Hypothesis: There will be significant effect of CL on Achievement Motivation of Girls of Secondary School Students between the Pre-test & Post –test of control group and

Pre-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significant
Control Group	21	26.52	4.8	0.05	29	2.04	0.95	Not Significant at 0.05 level
Experimental Group	17	26.41	6.5					

6(a) Pre-test on Achievement Motivation of Girls between Control group and Experimental group.

Post-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significant
Control Group	21	28.23	4.27	1.14	27	2.05	0.26	Not Significant at 0.05 level
Experimental Group	17	30.29	6.1					

6(b) Post-test on Achievement Motivation of Girls between Control group and Experimental group.

Interpretation: The above two table 6 A & B shows the result on Achievement Motivation of Girls in terms of gender of both Pre-test & Post-test of control group and experimental group brought by t-test two-sample assuming unequal variance where the result of girls of experimental group in Achievement Motivation of 9B Girls is significant.

VII. FINDINGS AND REMARKS

In this portion, findings obtained in the research and remarks as per these findings are summarised. Table 3.1. Finding of data form both Experimental and control group were analysed determined at 0.05 level.

Objective 1: To study the Prosocial Behaviour of Secondary School Students.

Main Finding: The effect of CL method on Prosocial Behaviour of secondary schools students found significant.

Objective 2: To study the Achievement Motivation of Secondary School Students.

Main Finding: The effect of CL method on Achievement Motivation of secondary schools students found significant.

Objective 3: To study the Prosocial Behaviour of Boys in terms of gender of Secondary School Students.

Main Finding: The effect of CL method on Prosocial Behaviour of Boys of secondary schools

Post-test	N	Mean	SD	t-value	df	t-critical	P-Value	Significance
Control Group	12	26.83	6.61	2.98	16	2.11	0.00	Significant at 0.05 level
Experimental Group	21	37.19	4.28					

students found significant.

Objective 4: To study the Prosocial Behaviour of Girls in terms of gender of Secondary School Students.

Main Finding: The effect of CL method on Prosocial Behaviour of Girls of secondary schools students found not significant.

Objective 5: To study the Achievement Motivation of Boys in terms of Gender of Secondary School Students.

Main Finding: The effect of CL method on Achievement Motivation Boys in terms of gender of secondary schools students found not significant.

Objective 6: To study the Achievement Motivation of Girls in terms of Gender of Secondary School Students.

Main Finding: The effect of CL method on Achievement Motivation Girls in terms of gender of secondary schools students found significant.

VIII. EDUCATIONAL IMPLICATIONS

In fact students will not attain Prosocial behaviour and Achievement Motivation until they adopt Co-operative learning Environment. Co-operative Learning method is accepted as positive steps by the modern teachers. But it is obvious that Prosocial Behaviour develops in Boys in particular and in girls general while the achievement Motivation develops in Girls in particular and in Boys general. Evidence from the collected data that both prosocial behaviour and Achievement motivation develops in the students with the implementation of co-operative learning method. It is in the fact true that Girls mean score both in prosocial behaviour and Achievement Motivation is greater than boys. The present study; "Effect of Co-operative learning on Achievement Motivation and Prosocial

behaviour of Secondary School Students: An Experimental study" in which the two variables Prosocial behaviour and Achievement Motivation are analysed on the secondary CBSE School students of Kamran Manuu Model school. "With systematic use of techniques and method the learner participate in Learning Process and, they understand better and learn faster"(Topal & Kırbaş 2014 : 297); while using CL method "it makes possible participation of all members with different abilities and ease the work of teacher" (Sünbül1995).The Educational Implications in nutshell as follows:

1. The Teacher and the Students Participation should motivate the all categories of students.
2. Parents should have positive attitude towards the learning of Students.
3. Special method should be implemented for the consistent development of Prosocial Behaviour and Achievement Motivation of the students.
4. The Co-operative Learning method is the solution of creating learning Environment for the real sense of Achievement in Learning and development.

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