EFFECT OF ONLINE MASTERY LEARNING ON LIFE SKILLS IN RELATION TO SELF REGULATION AND SELF ESTEEM

A SUMMARY OF THE THESIS

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The purpose of the present study was to find out the effect of online mastery learning strategy on selected seven life skills (viz. skill of Acquiring knowledge, critical thinking, decision making, problem solving, goal setting, time management and assertiveness at different levels of self regulation (high and low) and self esteem (high and low). This study was experimental in nature; pre test post test control group design was employed. The initial student sample comprised of 312 students chosen from two randomly selected schools of Chandigarh and Chandigarh extension. The classification of students was done on the basis of Self Regulation (high and low) and Self Esteem (high and low) at the time of analysis. The final sample for analysis comprised of 127 students. The 2x2x2 factorial design was used to analyse the data. Major findings of the study revealed that students in Online Mastery Learning group achieved higher gain means than those studying in Conventional Learning on all the seven life skills. Students with high self regulation achieved higher mean gain scores than that of students with low self regulation on skill of acquiring knowledge, problem solving and time management. Students with high self esteem achieved higher mean gain scores than that of students with low self esteem on skill of Critical Thinking and skill of Assertiveness. Quality of education can be raised by incorporating activities that boost various life skills of students.