

Study of the Impact of Scaffold Instructions on the Learning Achievements of Post-Graduate Students

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Abstract

Scaffolding is an allegory for the construction of a conceptual aid to support beginners for better and easier understanding. The present experimental research study was designed to see the scaffold instruction's effect on the learning achievements of post graduate students. An intact group of 60 master students studying at a university campus were distributed randomly in two groups. The instrument was validated after pilot testing before administration. The 2 groups were designed for this study, one pre-test group and second control group design. The two groups having 30 students each were given a pretest. Controlling the extraneous variables, these two groups were taught the course“ Research Methods in Education” for one semester (16 weeks).The experimental group received scaffold instructions and the other group was taught with lecture traditional method. At the closing stages of the semester, the 'post-test' was applied to both of the groups. Comparison of the gain score of two groups revealed that students guided by scaffold instruction achieved better grades than that of the group taught with lecture method. It was concluded that scaffolding helps to clarify concepts even at post-graduate level in complex subjects.

Key words: Scaffolding, research methods, learning achievement

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