

# DE LA SALLE UNIVERSITY

THE EFFECTS OF COOPERATIVE,  
COMPETITIVE AND INDIVIDUALISTIC LEARNING  
ON THE SOCIAL BEHAVIOR AMONG HANDICAPPED  
AND NONHANDICAPPED STUDENTS

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by

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## TABLE OF CONTENTS

	<u>Page</u>
ABSTRACT	i
CHAPTER	
1. <u>INTRODUCTION</u>	
1.1 Background of the Study	1
1.2 Statement of the Problem	6
1.3 Hypothesis	7
1.4 Definition of Terms	7
1.5 Significance of the Study	12
1.6 Scope and Delimitations	14
2. <u>REVIEW OF RELATED LITERATURE</u>	
2.1 Concept of Mainstreaming	17
2.2 Education of Learning Disabled Children in the Philippines	19
2.3 Education of Learning Disabled Children in Foreign Setting	19
2.4 Educational Interventions: Cooperative vs. Individualistic	22
2.5 Studies on Social Behavior	23
3. <u>METHODOLOGY</u>	
3.1 Research Design	29
3.2 Population and Sampling Size	30
3.3 Research Instrument	31
3.4 Procedure	33
3.5 Plan for Analysis	42
4. <u>RESULTS AND DISCUSSIONS</u>	43
5. <u>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</u>	55



## ABSTRACT

The researchers aim to study the effects of the three different learning situations (cooperative, individualistic, and competitive) on the social behavior among nonhandicapped and handicapped children. The researchers, acting as observers, coded a total of forty-five International School students from three different third grade classes. For each learning situation, twelve nonhandicapped and three handicapped students were divided into groups of five with four nonhandicapped and one handicapped in each group. A total of twelve observation days were allotted for each class, two days for baseline and ten days for the actual study. Two days pretesting for each learning situation were also conducted with another class to test for interobserver reliability. Data was gathered by using a Modified Social Behavior Checklist (Schuster, 1980) with predetermined categories: positive, neutral, and negative. Findings have indicated that the cooperative learning situation would be the "best" condition to simulate during mainstreaming because it enhances the most positive interaction between the two types of children, nonhandicapped and handicapped. Although this is not to say that the individualistic and competitive learning situations are not advisable and should not, therefore, be fostered. In fact both can be structured in such a manner which will bring about good results.

