

THE EFFECT OF HEURISTIC TEACHING METHODOLOGY ON SELF ESTEEM
AND COPING TO STRESS ON UNIVERSITY STUDENTS

By

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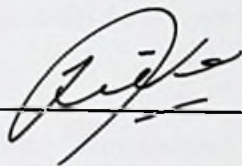
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I certify that the research work presented in this thesis, to the best of my knowledge, is my own. All the sources used and any help received in the preparation of this thesis have been acknowledged. I hereby declare that I have not submitted this material, either in whole or in part, for any other degree at this or any other institution.



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"In the name of "ALLAH", the Most Gracious, the Most Merciful".

First of all I thank the Allah Almighty for giving me the strength and patience to work through all so that today I can stand proudly with my head held high.

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DEDICATION

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TABLE OF CONTENTS

Copyright	i
Approval Sheet	ii
Declaration of Authentication	iii
Acknowledgement	iv
Dedication	v
Table of Content	vi
List of Tables	x
List of Figures	xi
Abstract	1
CHAPTERS	
1. Introduction	2
1.1 Background	2
1.1.1 Learning Environment	5
1.1.2 Student Learning Style and Personality Development	7
1.1.3 Factors Affecting Students Learning Behavior	8
1.1.4 Teacher's Effectiveness and Its Impact	9
1.2 Problem Statement	10
1.3 Objectives	11
1.4 Research Questions	11
1.5 Significance of the Study	11
1.6 Structure of the Thesis	12
1.7 Definition of Key Terms	13
1.8 Heuristic Teaching Methodology	12
1.9 Traditional Teaching Methodology	12
1.10 Operational definition of Key Terms	13
1.10.1 Coping Responses	13

LIST OF TABLES

Main Demographic Variables of Participants	47
T-Test Results Comparing Pre-Test and Post-Test Scores for Experimental Group (Heuristic Teaching)	48
T-Test Results Comparing Post-Test Scores for Control Group (Traditional Teaching) and Experimental Group (Heuristic Teaching)	50

ABSTRACT

The purpose of the present study was to investigate the relationship between Heuristic teaching methodology and its effectiveness in improving self-esteem and coping responses to stress of university students. The present study hypothesizes to increase self-esteem and coping responses of students by teaching them heuristically. For the purpose of this study an experimental research was employed to gather data through convenient sampling from 90 students of fourth semester in management science department of BUKC. 45 students were in Experimental and 45 students were in control group. The age ranges of participants were between 19-25 years. For that purpose a heuristic teaching method intervention was developed. A pretest and post design was used to assess increase in self-esteem and coping responses of students. The intervention was employed in 12 sessions within 4 months of a regular semester. Its results were compared to class which was taught traditionally. Participants of heuristic group showed significant increase in self-esteem and the difference was significant $t=1.94$ and $p<0.05$ and in task coping $t=5.38$ and $p<0.05$ to stress moreover, participants of the same group showed significant decrease in emotional coping to stress showing significant result at $t=-4.54$ and $p<0.05$ and distraction coping to stress at $t=-3.27$ and $p<0.05$. The findings of the research also indicated significant difference in self-esteem levels of control and experimental group and the difference was significant at $p\leq 0.05$. The results of the present study could be useful for increasing self-esteem and coping responses in university students and for future references.