

## EFFECTIVENESS OF COOPERATIVE LEARNING PROGRAMME WITH REFERENCE TO THE SUBJECT BUSINESS MANAGEMENT

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### **Abstract**

The present study aims to find out the effectiveness of Cooperative Learning Programme over conventional method in teaching Business Management at high school level. Two group, random sampling, post-test design was employed. Sample consisted of thirty three girls and thirty two boys from two schools. Two experiments were carried out. In Both the experiments that results shows that the Cooperative Learning was more effective than the conventional method in context of achievement of students. It can be concluded that there was no significant effect of student's gender on the relationship between teaching methods and student's achievement.

### **Introduction**

There are many methods, devices and skills developed over the time which lead to effective teaching. Students come to the classroom with almost as many different expectations as we can't imagine. They have different personalities, skills abilities, different cultural background, self esteem, interest, attitude, emotional needs and many more diverse needs. Moreover with the popularisation of the concept of inclusive education, every school is bound to have diverse classrooms. All of this student must be accommodate for an efficient learning on part of every child. For this purpose we have to create conducive environment in the classroom. In recent times there have been substantial in to the use of variety of alternative modes and method of teaching apart from the traditional modes of teaching. All alternative modes have emphasized that there is a need to create conducive environment in the classroom. Conducive environment can make a classroom a place of learning and constructing new knowledge instead of just cramming the content. As the concept of teaching has changed from bio polar to a tri polar process. Now a student is pivot of all the educational activities of teaching learning process. Modern pedagogy seeks to help learners to become more independent and keen life long learner. Thus promoting learner autonomy means that learner have a role in all the activities related to teaching learning process. Neither education is a mechanical activity of information transmission and nor the teachers are mere information dispensers. Teachers need to be looked at as a crucial agent who transact the curriculum and with the help of teachers knowledge is co constructed by the learners. In 21<sup>st</sup>

Century learning is not limited to the four walls of the classroom. A teacher to be a facilitator of children learning in a manner that helps children to construct knowledge and meaning. The teacher thus is a co constructor of knowledge, teacher should be competent to involves students actively in the teaching learning process as we know that in a normal classroom there can be mainly three types of interactions in the teaching-learning process. 1. Teacher-Student interaction 2. Teacher -Students interaction and 3. Student-Student interaction. The Student-Student interaction is a neglected aspect of instruction in the present times. So we need to make student an active learner in the classroom they should be able to construct the knowledge actively by interacting each other instead of just cramming in the given fact in a mechanical way. So these point force us to think out of the box to find some student centred modes as compares to teachers centred authoritative modes of transacting the curriculum. Cooperative learning is a perfect example of student cantered learning strategies. Construction of knowledge is possible through the collective effort of all the students in a classroom. Cooperative learning is a method in which working together to achieve shared goals. Cooperative learning is considered as a philosophy not just the classroom strategy. Cooperative learning offers way to organise group work to enhance learning, increasing academic achievement and many more cognitive, conative and affective domains benefit.

- **Cooperative learning method**

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative learning, due to its ancient pedigree and positive outcomes, has been a focus of research in the past century. Different researchers have defined cooperative learning in different ways.

Roger (1992) proposed;

Cooperative Learning is group learning activity organized in such a way that learning is based on the socially structured change of information between learners in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Artz and Newman (1990) defined cooperative learning as;

Small groups of learners working together as a team to solve a problem, complete a task or accomplish a common goal

Cooperative learning means working together to accomplish shared goals. So we can say that cooperative learning is instructional use of small groups so that students work together to maximize their own and each other's learning.

Brown & Ciuffetelli Parker (2009) and Siltala (2010) discuss the five basic and essential elements to cooperative learning.

1. Face-to-Face promotive interaction.
2. Positive interdependence
3. Individual accountability
4. Appropriate use of collaborative skills
5. Group processing

### **Review of Related Literature**

- **Singhanayok & Hooper (1998)** investigated the effects of studying alone or in Cooperative Learning groups on the performance of high and low achievers of sixth grade students in Ecology, using either learner or programme controlled computer based instruction. Both high and low achievers in the cooperative treatment performed better and had more positive attitudes towards grouping than did students working individually, on both programme controlled and learner controlled computer lessons. MANOVA was used for data analysis. Veenman et. al., (2002) studied the implementation effects of a course on CL for student teachers in Netherlands. The majority of student teachers subscribed to CL to achieve both academic and social goals and also showed a readiness to use CL methods in their future lessons. The pupils taught by the treatment student teachers also showed positive attitudes towards working in groups and rated the benefits of working in group relative to working alone quite positively.
- **Allen & Van Sickle (1984)** conducted a study on grade nine students in Geography for six weeks using STAD. CL was found to have a significant effect on the achievement of students compared to individualistic classroom learning. The result was supported by the findings of Sharan & Shachar (1988) and Mattingly & Van (1991). In the former study it was reported that CL was found to be effective in Geography and History achievement of grad eight students in Israel. Group investigation technique was used for eighteen weeks. In the latter

study students of grade nine were taught Geography using Jigsaw for nine weeks and it was found to be effective.

- **Agashe (2000)** studied the effect of group investigation technique in cooperative learning to teach two topics in science to students of grade VIII in India. It was found that this technique of learning was effective, enjoyable and interesting for students. It had a positive impact on their achievement. Lazarowitz (1991) reported a study using Jigsaw method and group investigation to teach ninth grade general biology students. On the post test the experimental group score significantly higher on all comparisons.

### **Objectives of the study**

Objectives of the study were as under:

1. To construct Cooperative Learning Programme for the teaching of Business Management in Class 11<sup>th</sup>.
2. To study the effectiveness of Cooperative Learning over the Conventional Teaching Method
3. To study the effectiveness of student's gender on the relationship between the teaching methods and achievement.

### **Hypotheses of the study**

The following hypotheses were formulated for testing:

1. There will be no significant difference between the mean scores of achievement of the girls who studied through Cooperative Learning method and that with conventional method.
2. There will be no significant difference between the mean scores of achievement of the boys who studied through Cooperative Learning method and that with conventional method.
3. There will be no significant difference of student's gender on the relationship between teaching methods and achievement.

### **Variables**

1. **Independent Variable:** - Teaching Method. (1. Cooperative Learning 2. Lecture Method.)
2. **Dependent Variable :-** Student's Achievement
3. **Moderator Variable :-** Gender
4. **Control Variable :-** Medium of Instruction, Standard, Subject, Unit, Type of School
5. **Intervening Variable :-** Intelligence, Self- Motivation

### Sample

The sample of the study consisted thirty three girls and thirty two boys studied in 11<sup>th</sup> Standard from two schools of Bhuj. Students were selected by using simple random technique.

### Design

The present study was experimental in nature and its design was two group, random sampling, only post design.

### Tool

Investigator has constructed an achievement test of 40 marks for the Banking Services unit of Business Management subject for the measurement of dependent variable.

### Application of the experiment

This study was divided into two experiment. Experiment one was undertaken on girls and the later was undertaken on boys. For experiment one, two groups were formed randomly. Out of these two groups, group one which designated as experimental groups was taught by Cooperative Learning method. Jigsaw technique was used. The second group which designated as control group was taught by lecture method. The same procedure was used for the experiment two.

### Collection of the data

After the experiment students were given an achievement test for the unit Banking Services of Business Management. In each experiment, both the groups were given the test simultaneously.

### Statistical technique

To find out the effectiveness of independent variable (teaching methods) on the depended variable (achievement) t-test was applied.

### Analysis of scores obtained by girls on Teacher's made test

Teaching Methods	Number of Students	Mean	Standard Deviation	t-value
Cooperative Learning method	33	37.80	6.8	4.41*
Lecture method	33	30.20	7.2	

\*Significant level 0.01

Table-1 reveals that the 't' value is significant at 0.01 level. Hence, it could be inferred that there is a significant difference between the two groups. It means there is a significant difference between the mean scores of achievement of the girls who studied through Cooperative Learning method and that with conventional method.

**Table-2****Analysis of scores obtained by boys on Teacher's made test**

Teaching Methods	Number of Students	Mean	Standard Deviation	t-value
Cooperative Learning Method	32	36.92	5.25	4.35*
Lecture Method	32	30.25	6.90	

\*Significant level 0.01

Table-2 indicates that the 't' value is significant at 0.01 level. Hence, it could be inferred that there is a significant difference between the two groups. It means there is a significant difference between the mean scores of achievement of the boys who studied through Cooperative Learning method and that with conventional method.

**Table-3****Result of experiments on girls and boys in context of the effectiveness of teaching method on the achievement**

Experiment	Subjects of Experiment	Result
1.	Girls	Cooperative Learning method was more effective than lecture method in context of girl's achievement
2	Boys	Cooperative Learning method was more effective than lecture method in context of boy's achievement

Table-3 indicates that Cooperative Learning method was more effective in both cases. It means there is no significant difference of student's gender on the relationship between teaching methods and achievement.

**Findings**

Findings of this study were:

1. Cooperative Learning method was more effective than lecture method in context of girl's achievement.
2. Cooperative Learning method was more effective than lecture method in context of boy's achievement.
3. There was no effect of student's gender on the relationship between teaching methods and achievement.

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