

ENHANCING THE LEARNING OF THEORETICAL CONCEPTS IN ORGANIZATION OF COMMERCE AMONG F.Y.J.C STUDENTS USING JIGSAW STRATEGY

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Chapter 1- Introduction

1.1 Introduction

Commerce is a branch of business; commerce is related to all the sections of the society as it includes buying and selling of goods and services. It helps in smooth functioning of the activities of the society as it facilitates people to satisfy their wants and needs due to the everyday transaction which takes place in the national and international market which is due to the existence of commerce in life of people all around the globe.

The producers of the commodity are in need of the consumers and the consumers are in need of the commodity the existence of commerce makes it possible by linking producers and consumers through retailers and wholesalers and due to various government policies, which forms a part of business environment. Due to existence of commerce people are able to earn their lively hood and thus the standard of living of people gets enhanced and they can enjoy various goods and services commerce is a subject of practical importance. The subject is based on the present business environment which helps to create the future generation ready for the market.

As defined by **Cambridge Dictionary**, commerce is “The activities involved in buying and selling things.”

According to **James Stephenson**, “Commerce is an organized system for the exchange of goods between the members of the industrial world.”

Nearly every business transaction is a form of commerce: purchasing food at a restaurant, buying stocks on the stock market, selling goods in a store, drilling for oil, etc.

The financial industry often breaks down commerce into more specific parts for example, international commerce takes place between countries, interstate commerce is done across state lines, and electric commerce (e-commerce) takes place via the Internet.

Commerce is the fundamental action that takes place in every transaction
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involving money and/or trade. It is the basic component of the business and financial world. Commerce is not only restricted to trade within the national boundaries but it also involves trade between the nations that is the trade carried on outside the national boundaries of the nation known as the international trade.

Importance of commerce:

India is a nation with highest youth population in the world so if the population is made aware about the market conditions, various government policies, national and international laws and policies will help us to build our nation's economic condition in future at the same time will also help us to gain various economic goals. The importance of commerce to the nation as a whole is as follows:

- Satisfy human wants.
- Creates employment opportunities.
- Helps development of the nations.
- Links the various sections of the society.
- Increase standard of living.
- Links producers and consumers.

Meaning of business environment.

Business environment is the sum total of all external and internal factors that influence a business. The word 'environment' is derived from the French word 'environ' which means to encircle or surround. Here the term 'Business Environment' means the sum total of all individuals, institutions and other forces that are outside the control of a business enterprise but they may affect its performance.

The word 'environment' literally means the surroundings within which some one or something exists. Thus the economic, social, political, technological and other forces which operate outside a business enterprise are part of its environment. Thus forming business environment which in total affects the working of the business and is part of commerce.

1.2 Need of the study

- Problems faced by the students of Pal Rajendra Junior College in understanding the concept of business environment in Organization of commerce.
- Taking into consideration the importance of organization of commerce in the current era which will help them to face the growing competition in future.
- For holistic development of students.

Therefore keeping in view the importance of organization of commerce subject in competitive world the present study aims at enhancing the learning of organization of commerce using ‘Jig Saw Strategy.’

1.3 Statement of Aim

“Enhancing the learning of theoretical concepts in organization of commerce among F.Y.J.C students using jigsaw strategy.”

1.4 Operational Definition of the key words

- **Enhancing:** The term refers to improving the quality or strength of something.
- **Learning:** As a multi-dimensional and multi-phase phenomenon occurring when individuals attempt to solve what they view as problem.
- **Commerce:** A practical education studied to the needs of present day and revolves around the business environment in the practical life. It is used to indicate the junior college F.Y.J.C grade of Pal Rajendra Junior College.

1.5 Objectives

1. To identify the difficulties in learning theoretical concepts faced by F.Y.J.C students.
2. To provide remedial measures in learning theoretical concepts among F.Y.J.C students.
3. To find out the difference between the pre-test and post-test scores of F.Y.J.C students in learning theoretical concepts.

1.6 Hypothesis of the study

Null Hypothesis:

HO1: Commerce students of F.Y.J.C do not face any difficulty in learning theoretical concepts.

HO2: There is no difference between the pre-test and post test scores of F.Y.J.C. students in learning theoretical concepts.

1.7 Delimitation of study

1. The present study is limited to only one college of Mumbai city is i.e.’ **Pal Rajendra Junior College**’
2. The present study is focused only on the **F.Y.J.C** students of **commerce section**.
3. The present study is limited to the difficulties related to learning of theoretical concepts.
4. The study consists of only **25** students.
5. This study is limited to the students of session **2018-19**.

Chapter2

Review of related literature

The review of related literature is the most essential step when undertaking a research project. It provides a brief and critical appraisal of related studies and shows how the study contributes to the knowledge available in this particular field. It is as valuable as it helps the researcher to understand useful concepts, tools, techniques and the method which they are used in the study. Related literature forms the necessary background for the research and serves as a guidance of required knowledge with which the researcher must be acquainted.

The following literature was reviewed by the researcher-

Title of the studyThe effect of the jigsaw technique on learning the concepts of the principles and methods of teaching.

Name of the Researcher:DurmusKilic.

Year:January 2008.

Sample & sampling Method:The research was conducted with the participation of **80** second year students of education faculty taking the teaching principles and methods course in the class room teaching.

One of the groups was identified as the collaborative (experimental) group **n=40** using collaborative learning strategy (jig saw method) and the other using traditional learning method (control) group **n=40**.

Research Methodology: Experimental and control group.

Tools Used Program development success test (PGDT). The PGDT test composed of 30 multiple choice questions each with 5 choices intended for testing the learning concepts in the teaching principles and methods course post-test was also conducted.

Objectives

1. To study the effect of jig saw technique use in collaborative learning and that of classical learning method on the academic performance of the students .
2. To study the learning of concepts, principals, and methods of teaching in the teaching course.
3. To find out the difference in the learning outcomes of the expert group and the control group in the post test scores.

Results The pre-test scores of the control group and the experiment group were close to each other the score of the jig saw group was 66.50 and of the control group was 62.50.

After the jigsaw method was applied to the experimental group and the control group was treated with traditional method of teaching the scores were as follows Jigsaw=92.25 and that of the control group=75.50.

Conclusion

From the following study it was found that the experiment group which was treated with jig saw strategy of teaching scored more favorable scores as compared to the group which was called as the control group which was treated with traditional teaching methods. we can also conclude from this study that jig saw method is an effective method to enhance the learning of concepts, principles. Jig saw method should be widely used to enhance the learning of the students. The work of the students using jig saw technique should be monitored carefully and faculty should intervene only when necessary.

Review II

Title of the study Using The Jigsaw Method for Meaningful Learning to Enhance Learning and Retention in an Educational Leadership Graduate School Course.

Name of the Researcher Alejandro Garcia and Reguenes Robert, B.A.

Year 2017.

Sample & sampling Method 13 Students, Random sampling.

Research Methodology Qualitative approach.

Tools Used Online Questionnaire and Interview.

Objectives

1. To study the effect on learning of various leadership skills in an online jigsaw blog project.
2. To study the learning using Ausebel's theory.
3. To find out the difference in students participation using jigsaw method of teaching using jig saw strategy.

Results

Positive experiences with the jigsaw One hundred percent of the students either strongly agreed or agreed that they enjoyed the jigsaw class project. The students who enjoyed the jigsaw project and I wish that they had more projects like this in other courses. 38% 62% for strongly agree and agree . The jigsaw project was a good project for them since it allowed them to focus upon only 1 aspect of a special population was the other feedback received

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from the students. 62% students strongly agreed and 38% students agreed that It was motivating process to work on their piece of the jigsaw because it was not overwhelming. There was positive response from the students that they learned better when working on small parts as 54% strongly agreed to it while 46% agreed to it.

Conclusion

This study suggests that, if designed properly, the jigsaw is an effective teaching strategy which allows adult students to learn through socially collaboratively interaction and as opposed in isolation and rote learning. In this study, the teacher's role had changed to a non-traditional one. Learning as reported by the students had more meaning because the instructor was no longer the primary source of learning, instead learning was no longer a one way transmission of information from the instructor to the student. Students took on an active role and created the materials by researching and posting on the blog them

7 selves. As Novak explained (2011) the instructor should take on new roles such that of an instructional coach rather than the dispenser of knowledge. The graduate students in this study preferred non-traditional methods over traditional lectures.

Lastly, students used web based technology as an effective vehicle for learning through the use of the blogs. Blogs permitted the students in this study to communicate freely asynchronously and seamlessly across distances. Learning was not inhibited by face-to face classroom dialogues in which sometimes does not allow all students to contribute. Instead the blog allowed all students opportunism to share unique viewpoints with the possible inhibition in face-to-face discussions.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Meaning and types of research method:

Once the researcher has identified the problem area for study and specified the goals and objectives for the study, he or she then comes to the core of the study which is research methodology .The methodology is the most important phase of the research process. In that it gives guidance as to how the study will be conducted.

Research methods can be called as planning and execution undertaken by researcher to solve a specific research problem. It involves research method, sample and sampling technique, tools for research, data collection and data analysis methods. The research problem can be past oriented, present oriented or future oriented. Thus on the basis of the conclusions, the research methods are divided into three categories as given under:

- **Historical Method**
- **Descriptive Method**
- **Experimental Method**

1. Historical method: Historical method provides a method of investigating to discover and describe and interpret what existed in the past. Historical research attempts to establish facts so as to arrive at conclusion concerning past events.

To conduct historical research primary sources of data are commonly used. They are the eye witness accounts. Primary sources of data include relics or remains, documents such as laws, official minutes, films, recordings and research reports etc.

2. Descriptive method: According to John W. Best, '*A descriptive study describes and interprets what is?*' it is concerned with conditions and relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily considered with the present, although it often considers past events and influences as they relate to current conditions.

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3. Experimental method: The research in which effect of one factor on the other studied is called the experimental research. In scientific terms, experimental research means examining the hypothesis, indicating the cause and effect relation.

According to Kerlinger(1953), "An experiment is taken to make an scientific variables and observes the dependent variable or variables for variation concomitant to the manipulation of the independent variable."

It is only method of research that can truly test the hypothesis concerning the cause and effect relationships. It represents the most valid approach to the solution of educational problems both practical and theoretical and to the advancement of education as a science.

Experimental design is the blue print of the procedures that enable the researcher to test hypothesis by reaching valid conclusions about relationships between independent and dependent variables. Three categories of experimental design are as follows:

- **Pre - experimental design**
- **True - experimental design**
- **Quasi - experimental design**

Selection of a particular design is based on the purpose of experiment, the type of variables to be manipulated and the conditions or limiting factors under which it is conducted.

3.2.1 Selection of research methodology:

Experimental research method was chosen to conduct the present study. Within the experimental research design pre experimental design i.e. one group pretest posttest design is used.

One-group pretest - posttest design

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In this design the researcher administers a pretest, then the treatment and finally a posttest. The effects of treatment are judged by the difference between the pretest and posttest scores. The design is represented as follows:

$$O_1 \quad X \quad O_2$$

Where O_1 - Pretest

X - Treatment

O_2 - Posttest

3.3 Sample and sampling technique

3.3.1 Sample:

A sample is small portion of the population that is selected for observation and analysis. **The sample comprises of 25 students of Std. F.Y.J.C from Pal Rajendra Junior College'**

3.3.2 Sampling Technique:

Sampling technique is the strategy chosen for selecting samples based on logistics, ethics and paradigm of the researcher. Generally two types of sampling techniques are used, which are as follows

PROBABILITY SAMPLING	NON-PROBABILITY SAMPLING
Simple Random Sampling	Quota Sampling
Systematic Sampling	Incidental Sampling
Stratified Sampling	Convenience or Chunk Sampling
Cluster Sampling	Purposive Sampling
Multi Stages Sampling	Judgemental Sampling

Purposive sampling technique was applied to select college(**Pal Rajendra Junior College**) and class (**F.Y.J.C.**) Students were chosen by using simple random sampling technique.

3.4 Data collection

3.4.1 Tools for data collection:

The researcher used self-constructed pretest and posttest questionnaire. Following questionnaire (Appendix A and B) were used for data collection:

1. Appendix A Pretest questionnaire.
2. Appendix B Posttest questionnaire.

3.4.2 Administration of tools:

At first permission was sought from the principal of the school to conduct the present study. Then the class teacher was contacted and permission was to administer the tool was taken from him/her. The researcher gave necessary instructions to the students regarding the pretest or posttest questionnaire. The data was collected from **25students**. (Appendix C).

3.5 Method of data analysis:

Mean was used to analyze the pretest and posttest scores of students.

Chapter 4

Analysis and Interpretation of Data

Introduction:

Analysis is used to describe the characteristics of the sample. It limits generalization to a particular group of individual observed and studied. This provides valuable information about the nature of a particular group and that group only.

Objective1: To identify the difficulties in learning theoretical concepts faced by F.Y.J.C students.

HO1:Commerce students of F.Y.J.C do not face any difficulty in learning theoretical concepts.

Table4.1 ANALYSIS OF PRE-TEST SCORES OF THE STUDENTS

Sr. NO.	Test	Total Number of the students (N)	Mean (M)
1	Pre-test	25	10.56

Interpretation:

Table 4.1 shows that the pre-test scores of class **F.Y.J.C.** who faces problem in **learning theoretical concepts**. The mean score acquired by the students is **10.56** .**Thus the Null Hypotheses 1 is rejected.**

Table 4.2

MEAN VALUE OF THE SCORE ACQUIRED BY THE STUDENTS IN POST-TEST

Sr. No.	Test	Total Number of students (N)	Mean (M)
2	Post-Test	25	17.04

Interpretation:

Table 4.2 shows the post-test scores of class F.Y.J.C. who faces problem in learning theoretical concepts the mean score acquired by the students is 17.04.

Objective3 To find out the difference between the pre-test and post-test scores of F.Y.J.C students in learning theoretical concepts.

Hypotheses2 There is no difference between the pretest and post test scores of F.Y.J.C. students in learning theoretical concepts.

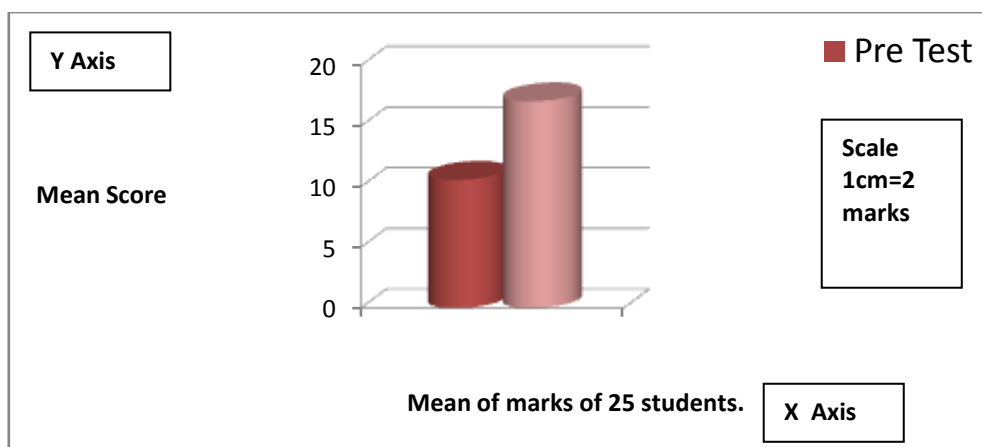
Table 4.3 DIFFERENCE BETWEEN MEAN VALUE OF THE SCORES ACQUIRED BY STUDENTS IN PRE-TEST AND POST –TEST

Sr. no	Test	Total no. of Students	Mean	Difference of Mean (M2-M1)
1	Pre –Test	25	10.56	
2	Post –Test	25	17.04	6.48

Interpretation :Mean of the pre-test and post-test of students is calculated in table 4.3. It is clear that mean of post-test scores (17.04) is higher than that of mean of pre-test scores(10.56).The difference in the mean is 6.48. The null hypotheses 2 is rejected .The graphical representation is give below.

Figure 1

DIFFERENCE BETWEEN MEAN VALUE OF THE SCORES ACQUIRED BY STUDENTS IN PRE-TEST AND POST –TEST.



Chapter 5

CONCLUSION

5.1 Introduction:

Business Studies is a subject that deals with the operation and organization of modern business enterprises. The subject covers each feature of a business firm, such as how a firm will be affected in different business environment. The main areas of study in the subject include business organizations, their various features, structure and functioning, marketing, operations management, human resource management, etc.

Studying Business environment allows a student to observe and analyze the behavior and tactics of different firms. The subject of Business Studies involves more than just mastering the art of doing business. The subject brings students abreast with the corporate culture and prepares them for their professional life.

Business activities are something that affects the daily lives of all people in a society. It also influences creation of employment, incomes, opportunities for personal enterprise and standards of living of all individuals. Studying business allows a student to understand how business activities influence the society and the economy directly and indirectly.

5.2 Objectives of the study.

1. To identify the difficulties in learning theoretical concepts faced by F.Y.J.C students.
2. To provide remedial measures in learning theoretical concepts among F.Y.J.C students.
3. To find out the difference between the pre-test and post-test scores of F.Y.J.C students in learning theoretical concepts.

5.3 Hypothesis of the study

Null Hypothesis:

HO1: Commerce students of F.Y.J.C do not face any difficulty in learning theoretical concepts. Therefore, the null hypotheses is rejected.

HO2: There is no difference between the pretest and post test scores of F.Y.J.C. students in learning theoretical concepts. Therefore the hypotheses 2 is also rejected.

5.4 Conclusion

The reference to objective 1 and hypotheses 1 mean of problem in learning theoretical concepts was 10.56, thus null hypotheses that Commerce students of F.Y.J.C do not face any difficulty in learning theoretical concepts is rejected. As with the mean acquired it can be concluded that the Commerce students of F.Y.J.C do face difficulty in learning theoretical concepts.

The reference to objective 3 and null hypotheses 2 the difference between the mean of pre test 10.56 and the post test 17.04 was calculated to be 6.48, therefore the null hypotheses 2: There is no difference between the pretest and post test scores of F.Y.J.C. students in learning theoretical concepts is rejected. It can be concluded that with remedial teaching using jig saw method under cooperative learning method used by the researcher on the students was very effective thus there was considerable difference in the mean score of the pre test and the post test.

It was seen that after finding out the problems faced by the F.Y.J.C students in learning of theoretical concepts in organization of commerce the researcher studied the problem and then planned and implemented effective remedial lessons using jig saw method. After the remedial lessons there was an considerable improvement in the post test scores which justifies that the students showed improvement in learning theoretical concepts.

5.5 Suggestions

It should be taken into consideration by all that the students are given opportunity to express the topics taught in his or her on words which will lead to complete understanding of the theoretical concepts.

5.5.1 Suggestion for the students.

1. The students should make it a point that after the lessons are done they read the topic and discuss with their friends which will enhance their learning skills.
2. The students should know that organization of commerce is just on a subject which is to be learned but the subject has practical importance thus they should relate the knowledge to real life.
3. The students should actively participate in the class activities.

5.5.2 Suggestion for the teachers.

1. The teacher should use the new and productive methods of cooperative teaching to enhance the learning of the students.

2. The teacher should try to put activities in the learning process thus making the students play a vital role in the learning process.
3. The teacher should effectively plan her lessons and make use of various teaching aid like ppt, computers, newspaper articles etc.
4. The teacher should give innovative projects or home work to the students which makes them to study the topic in depth thus will enhance their learning.

5.5.3 Suggestion for the parents

1. The parents should provide their children with effective reading materials like newspapers, journals etc.
2. The parents should discuss with their children about their academics.
3. The parents should motivate their children and be friendly with them.
4. The parents should provide a healthy environment to their children to grow where they can effectively express themselves.

5.5.4 Suggestion for further studies.

1. Use visual aids like videos, PPT, in teaching the students as this creates a long lasting effect.
2. Try to make the sitting arrangements as such that students can sit in group and perform the activity.
3. The research can be conducted to teach other subjects in commerce.
4. The research can be based on higher standard students also.

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