



AN INVESTIGATION IN TO EFFECT OF CO-OPERATIVE LEARNING ON INDIVIDUAL AND GROUP CO-OPERATIVE WORK

Ravi H., Ph.D.

Assistant Professor, Kumadvathi College of Education, Shikaripura

E-mail: ravikumarh.06@gmail.com

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Abstract

The present system of education dominantly nurtures a competitive learning environment focusing primarily on the cognitive domain Somewhere Somehow the social nature of learning holds cooperation in high esteem. Helping students develop socially and emotionally is important, if not more important as helping them progress academically keeping this in mind, the effectiveness of cooperative learning was studied in relation to individual and group cooperative work. It revealed that teaching through cooperative learning is able to bring significant changes in the cooperative behaviour of teacher trainees.

Keywords: Cooperative learning, Active learning, Cooperation.



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Introduction

1. In any educational setting, the pattern in which students learn and interact can be structured in three different ways –competitive learning, individualistic learning and cooperative learning. In competitive learning, students work against each other to achieve a goal that only one or few students can attain. In individualistic learning, students work by themselves to accomplish learning goals unrelated to those of others, whereas in cooperative learning, the student work together to accomplish shared goals. Knowing how and when to structure students learning goals cooperatively, competitively or individualistically is an essential instructional skill all teachers need. Each way of structuring interdependence among students learning goals cooperatively, competitively or individualistically is an essential instructional skill all teachers need. Each way of structuring interdependence among students learning goals has its place. An effective teacher will use all three appropriately. This may not be easy. As teacher training has by and large, neglected preparation in the appropriate

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utilization of student interaction. In our country of the three interaction patterns (Individualistic, competitive and cooperative) competitive is presently the most dominant, Research indicates that a vast majority of students view education as a competitive enterprise where one tries to do better than other students. Cooperation among students who celebrate each other's success, encourage each other to do homework and learn to work together regardless of ethnic backgrounds or whether they are male or female. Bright or struggling. Disabled or not is still rare. So it is no longer effective for teachers to use a single strategy, purely teacher –dominated instructional method. Using a traditional teacher –telling, student listening approach helps in mass production of stereotyped learners who are theoretically sound but practically lag way behind their counterparts taught using different strategies which actively involve students. If teachers are not taught to cooperate in their teacher education programmes, it is difficult to learn. This process has been going on since a long time and everyone has been overlooking the third dimension of structuring a learning situation.

Need and Importance of the Study

The present study was undertaken in which various cooperative learning strategies were evolved to enhance cooperative learning in teacher education students so that they could internalize cooperative techniques into their cognitive domain, benefit by it themselves and also can use the technique with their future students. The study was conducted with the intention to offer opportunities to teacher trainees to develop a sense of community ethos and at the same time accountability and to establish an emotional bond through trust to enable success and learning for all participants.

Cooperative learning can be defined as a structured, systematic, instructional strategy in which small groups work together towards a common goal. According to Johnson & Johnson and Holubec (1994) “Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. In classrooms where cooperative learning is practiced, students pursue learning in groups of varying size, negotiating, initiating, planning and evaluating together.

Statement of the Problem

The problem of the present investigation may stated as follows

“An Investigation into Effect of Cooperative Learning on Individual and Group Cooperative work among Trainees Teacher”.

Objectives of the study

The main objectives of the study were as follows

- To prepare and implement cooperative learning lessons based on different cooperative learning strategies.
- To find out effectiveness of cooperative learning strategies in reference to individual and group cooperative work.
- To enhance cooperative learning in teacher trainees.

Hypotheses of the Study

Based on the objectives of the study, the following hypothesis was formulated

- There is no significant difference in the level of individual and group cooperative work on the post-test scores of the experimental group for cooperative learning strategy -1,2 and 3(Ironing out a problem picture perfect and cooperative Micro-teaching)

Design of the Study

The present study utilized experimental research design. The purpose of the pre-test was to judge or estimate the entry level behaviour of the subjects. Post-test(s) were used to indicate the progress in the variable under consideration after the relevant training programme had been completed.

Sample

In all, 48 teacher trainees were chosen for the study from a teacher training college of ShikaripuraTaluk of Shimaogga District during year 2022. The sample considered of 18 males and 30 female students.

Tool used in the study

The checklist was used to assess individual and group cooperative work. The individual and group cooperative work checklist consists of twenty-seven items in all. It is divided into three segments. The first segment consists of nine items which are related to the cooperative work performed by an individual. The second segment of the checklist consists of eleven items which are related to the opinion and thoughts of an individual towards the activities of group members and group cooperative work assessment checklist consists of seven items which are related to the benefits derived from cooperative learning.

The statements or items on the individual and group cooperative work checklist are answered on a seven –point scale ranging from zero to six. In this response scale, 6 point denotes excellent (Exc) and o denotes Not Applicable (NA).

Data Collection

The intervention programme comprised of lessons based on three different cooperative learning strategies evolved by the researcher. Before starting out with the intervention programme. The entry behaviors of the teacher trainees (pre-test-scores) were considered to be at the minimal level as they were not exposed to such cooperative learning conditions before. After completion of each lesson plan based on the three cooperative learning strategies evolved the teacher trainees were required to fill in the individual and group cooperative work checklist which were then scored as per the scoring procedure.

Results and Interpretation

The main focus of this study was to enhance cooperative learning in teacher trainees through the implementation of the evolved cooperative learning strategies and to find out the effectiveness of the cooperative learning strategies in reference to their individual and group cooperative work. While assessing the effectiveness of cooperative learning strategies on the individual and group co-operative work of the experimental group students, the cooperative learning strategy-1 (Ironing out a problem), Cooperative learning strategy -2 (Picture perfect) and cooperative learning strategy -3 (Cooperative Micro-teaching) evolved, were considered as the independent variable and the individual and group cooperative work of the experimental group students as the dependent variable. The results thus obtained for the assessment of effectiveness of the cooperative learning strategies on the individual and group cooperative work of the experimental group students are summarized and presented in tables 1 and 2 (Annexed).

The F value of 15.65 for individual and group cooperative work for strategy -1, 2 and 3 (Ironing out a problem, picture perfect and cooperative microteaching) is significant at 0.01 levels with df 2/69. This implies that the difference in the level of individual and group cooperative work of the experimental group for strategy-1, 2 and 3 (Irons out a problem, picture perfect and cooperative microteaching) is significant.

In light of this the null hypothesis that there will be no significant difference in the level of individual and group cooperative work on the post-test scores of the level of the experimental group for strategy -1,2 and 3 (Ironing out a problem, picture perfect and cooperative microteaching) is rejected.

The significant difference only denotes that there is at least one pair of means which differs significantly. To know which pair of means differs significantly out of the possible pairs t-test was further applied. That t-value of 4.81 obtained for strategy-1 (Ironing out a

problem) and strategy-2 (Picture perfect) is significant at 0.01 level with df 46. The t-value of 0.05 obtained for strategy -2 (picture perfect) and strategy-3 (cooperative microteaching) is not significant. Similarly, the t-value of 4.87 obtained for strategy-1 (Ironing out a problem) and strategy-3 (cooperative Micro-teaching) is significant at 0.01 level with df 46.

It is clear that the mean of strategy -3 (145.95) is greater than that of strategy -2 (145.66) which in turn is greater than that of strategy -1 (121.04) This shows that strategy-3 (cooperative microteaching) is better than strategy -2 (picture perfect) and strategy -2 (picture perfect) is better than strategy -1 (Ironing out a problem) in terms of individual and group cooperative work of the experimental group.

Table-1 Summary of analysis of variance for post-test scores of individual and group cooperative work of experimental group for strategy -1, 2 and 3 (Ironing out a problem, picture perfect and cooperative microteaching).

Source of Variation	DF	SS	MSS	F
Among Groups	2	9818.52	4909.26	
Within groups	69	21637.26	313.58	15.65
Total	71	31455.78		

**Significant at 0.01 level.

Table -2 Summary of post ANOVA t-tests for Individual and Group Cooperative Work

S.N	Strategy	N	M	O	D	Df	T
1	Strategy -1	24	121.04	5.11	24.62	46	4.81**
	Strategy -2	24	145.66				
2	Strategy -2	24	145.66	5.11	0.29	46	0.05
	Strategy -3	24	145.95				
3	Strategy -1	24	121.04	5.11	24.91	46	4.87**
	Strategy -3	24	145.95				

**Significant at 0.01 level.

Educational Implications

Cooperation among students will be easier to establish and maintain if there is cooperation among school personal. Many schools are scared by competition among teachers. in these schools teachers feel insecure, isolated, cold, reserved, defensive and competitive in their relationships with fellow teachers and administrator. feelings of hostility, guardedness and alienation towards the rest of the school staff create anxiety in teachers, which in turn decreases their effectiveness in the classroom. the teachers act as though they never need help from their colleagues. A fiction is maintained that a professionally and highly trained teacher has already sufficient competence and skill to handle all classroom situations alone. The

default result, however is that innovative and creative teaching is stifled by insecurity. Anxiety and competitiveness and the environment are depressing and discouraging.

One of the most constructive contributions one can make in the school environment is to encourage cooperation among teachers and the use of cooperative goal structures in the classroom. The process for implementing cooperation between teachers is same as for implementing cooperation between students. Such cooperative goals should be established that all involved teachers wish to accomplish and that require interdependence and interaction among the teachers. Sufficient trust and openness must be present for teachers to feel free to visit one another classrooms and ask one another for help or suggestions. Providing feedback about each other's teaching and providing help to increase teaching skills are equally important. Teachers must have the basic communication, trust building and controversy skills. i.e. conflict resolution skills. Team teaching coordinating all social studies curricula, establishing support groups in which teachers provide help and assistance to each other. Coordinating the teaching of difficult students –all are examples of cooperative interaction among teachers. However, one accomplishes this. Implementing department and school – wide cooperation among teachers will immensely increase enjoyment of teaching and of working in the school and it will also encourage cooperation among students within the classroom.

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