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## EFFECT OF CO-OPERATIVE LEARNING ON ACADEMIC ACHIEVEMENT IN SOCIAL SCIENCE AMONG SECONDARY SCHOOL STUDENTS

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### ABSTRACT

**T**he present paper is an attempt to study the effect of co-operative learning strategy on academic achievement of students in social science at secondary school level. The main objective of this study was to find out the effectiveness of co-operative learning strategy and to compare the achievement of experimental group with control group. The research design was true experimental pre-test, post-test design. Here the investigator has tried on the sample of 80 students of class IX by teaching them using co-operative learning strategy and conventional method of teaching. The finding of the study shows that the students who belonged to the experimental group, which is taught by co-operative learning strategy significantly have better academic achievement in social science than those students who belonged to the control group. Consequently, co-operative learning strategy proved to be an effective intervention to help the students become active learners and enhance their academic achievement.

**KEYWORDS:** Co-operative learning strategy, conventional method of teaching.

### INTRODUCTION:

Cooperative learning has been well documented in the educational research as a

successful pedagogy to improve students' academic achievement. It is a fundamental principle of cooperative learning that group members are linked together in such a way that they cannot succeed unless everyone succeed, they will actively assist each other to make sure that the assignment is done and the purpose of the group achieved (Deutsch, 1949). They acquire this by providing help and cooperation to each other, sharing resources, and encouraging each other's

efforts. As a result, group members who work in cooperative groups outperform students who work by themselves or in competition with each other (as seen in competitive conventional classrooms) (Johnson & Johnson, 2004). Cooperative learning is one of the two ways of organizing the learning environment of a classroom, the other being competitive. In cooperative learning environment, the goals of separate individuals become so linked that there is a positive correlation between



them; on the contrary, in a competitive conventional environment, the goals of the students are so linked that there is a negative correlation between their goal attainments (Johnson & Johnson, 1994).

#### OBJECTIVES OF THE STUDY:

The main objectives of the Study are

1. To prepare lessons transcripts based on co-operative learning strategy on selected topics of social science of standard IX state board syllabus.
2. To find out the effectiveness of lessons transcripts based on co-operative learning strategy with respect to achievement in social science of IX standard students.
3. To study the difference between pre-test scores of achievement in social science of control and experimental group.
4. To study the difference between post-test scores of achievement in social science of control and experimental group

#### HYPOTHESES:

The following null hypotheses have been formulated.

1. There is no significant difference in the pre test scores of achievement in social science of control and experimental group.
2. There is no significant difference in the post test scores of achievement in social science of control and experimental group.

#### METHODOLOGY OF THE STUDY:

**Procedure of the Study:** Experimental design was adopted. Before starting experimentation, the investigator conducted achievement test to the both the experiment group and control group and found that there is no significant difference in their mean scores. The students of the experimental group were taught using lesson transcripts based of co-operative learning strategy and the other group using traditional method of teaching. After the treatment the post test was too administered to both the groups. The collected data was subjected to the statistical analysis and the results obtained were interpreted.

#### Sample:

The sample of the study consisted of 80 students studying in ninth standard under the State board syllabus in Bangalore city. The sample included both boys and girls.

#### Tool used:

The following tools have been used in the present study:

The tool on achievement test in social science was developed, validated and reliability is established by the researcher. The reliability is found to be 0.86.

#### Analysis and Interpretation:

**Hypothesis-1:** There is no significant difference in the pre test scores of achievement in social science of control and experimental group.

Table-1 Comparative mean scores of Pre test scores of experimental group and control group

| GROUP              | N  | Mean  | S.D  | 't' Value | Significance |
|--------------------|----|-------|------|-----------|--------------|
| Experimental Group | 40 | 16.12 | 8.34 | 1.33      | NS           |
| Control group      | 40 | 14.05 | 5.26 |           |              |

From table-1, It is found that obtained 't' value of experimental group and control group with respect to their academic achievement in social science is less than the table value. Hence the hypothesis -1 is accepted and there is no significant difference between the experimental group and the control group in their academic achievement in social science in the pre- test. Therefore it may be concluded that, the experimental and control group were alike and equal with reference to academic achievement in social science before subjected to experimentation.

**Hypothesis-2:** There is no significant difference in the post test scores of achievement in social science of control and experimental group.

**Table-2 Comparative mean scores of post test scores of experimental group and control group**

| <b>GROUP</b>       | <b>N</b> | <b>Mean</b> | <b>S.D</b> | <b>'t' Value</b> | <b>Level of Significance</b> |
|--------------------|----------|-------------|------------|------------------|------------------------------|
| Experimental Group | 40       | 22.18       | 6.62       | 6.54*            | <i>0.01</i>                  |
| Control group      | 40       | 14.11       | 4.13       |                  |                              |

From table-2, It is found that obtained 't' value of experimental group and control group with respect to their achievement in social science is greater than the table value. Hence the hypothesis -2 is rejected and alternative hypothesis is accepted that there is significant difference between the experimental group and the control group in their achievement in social science in the post- test. Therefore it may be concluded that, the experimental group shows better achievement in social science than the control group after subjected to experimentation.

### SUMMARY OF THE FINDINGS:

The students who belonged to the experimental group which is taught by co-operative learning strategy significantly have better achievement in social science than those students who belonged to the control group. Consequently, the proved to be an effective intervention to help the students become active learners and enhance their academic achievement.

**Conclusion:** Based on the findings of the research, the following conclusions were reached:

- The group taught using co-operative learning strategy had better academic achievement in social science than the group taught using the traditional lecture method.
- The use of co-operative learning strategy significantly and positively enhances the academic achievement of the students in social science.
- Students are more interested and motivated to do the activities in co-operative learning strategy.

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