

## Effectiveness of cooperative learning method in Odia subject: A study on secondary school students of Odisha

<sup>1</sup> Dr. Gopal Charan Nandaand, <sup>2</sup> Dr. Rama Chandra Dhir

<sup>1</sup> Reader in Odia, Vyasaganar (Auto) College, Jajpur Road, Odisha, India

<sup>2</sup> Prof. Director, IMRA, Bengaluru, Karnataka, India

### Abstract

Odia subject has been introduced in secondary level from class 8<sup>th</sup> to 10<sup>th</sup> as First language i.e. mother tongue in Odisha. It is a compulsory subject for all students reading in secondary levels. This subject is very much useful to read, write & express our thoughts freely. Various methods are adopted to teach odia subject which has not yet proved to be an appropriate one. Generally teachers in Odia subject use, lecture method, narration cum, discussion, structural approach to teach this subject, where the students feel difficulties in making out the subject thoroughly with these methods of teaching. After research work, a new method of teaching i.e. co-operative learning is used to teach the subject then, it is easier for the students to understand the subject thoroughly. Therefore, it is imperative for the researcher to choose such an appropriate research study on effectiveness of co-operative learning method on Odia subject among the secondary school students. An attempt has been made to study the effectiveness of co-operative learning method among the secondary school students of Odisha.

**Keywords:** Cooperative learning method, teaching effectiveness, secondary school students

### Introduction

Competition domains in the realm of present world. In this racing competitive globe people run to be greater than others. This competitive spirit innovates new method of teaching i.e. co-operative learning which is a new & better method of teaching, learning process. It's aims are to establish co-operation among the learners. For this need the teacher must be aware of co-operation, must be well acquainted with co-operative learning in teaching odia language & literature. Generally lecture method, narration cum discussion method and direct cum structural method are followed to teach odia subject, but on the other hand students reading in secondary level are facing a lot of difficulties in understanding the meaning of word, sentence and inner thoughts of the Odia literature thoroughly. However, co-operative method of teaching is innovative used to teach Odia subject. It is no doubt said that, it is easier method for students to make out the Odia subject thoroughly without any difficulties. Cooperative learning in Odia literature encourages students more to work in groups and teams. We are leading a life in the world of globalization where co-operative learning method is becoming more & more important in many parts of the world.

### Operational definition

The Operational terms of the words are stated below.

1. Co-operative learning
2. Secondary School
3. Odia language & Literature

### Co-operative learning

Co-operative learning is a new and better way for learners to learn and teacher to teach. Student's help each other to learn in groups carefully taught out and controlled way. It has three basic ways (i)- students can interact each other as they learn,

(II)- competitive learning, (III)- Individual work and co-operative learning.

### Secondary school

Secondary school refers to the school that provide education from class VII to X Class. It is the intermediate stage between elementary stage as well as college stage. It is the college preparatory curricula stage.

### Odia languages & Literature

The mother tongue of Odisha state is odia. When literature is read written & spoken by the inhabitants of Odisha in Odia Language is called Odia literature.

### Teaching of Co-operative Learning

#### A) Preparation of Groups

- i) Pairs
- ii) Triads (Three students)
- iii) Group of four (Team)
- iv) Community circle (number of students)

#### B) Structure

- i) Pair discussion
- ii) Sharing, Pair thinking
- iii) Team discussion

### Statement of the problem

After analysing the above stated lines, the title of the problem is effectiveness of co-operative learning method in Odia Subject. A study on secondary school students of Odisha.

### Objectives of the study

- To study the effectiveness of co-operative learning method.

- To examine the teaching of co-operate learning method among the secondary school students and its impact on secondary school students.

**Hypothesis**

There is no significance difference between mean of lecture method / narration cum discussion method and co-operative learning method.

**Review of literature**

Research studies conducted on co-operative learning method of teaching by the following researchers.

Merebah, S.A. (1987), studied on Cooperative learning in science. It is a comparative study in Saudi Arabia (Doctoral dissertation, Kansas State University. Where Okebukola, P.A. (1985) investigated on Co-operative and competitive interaction techniques in strengthening students performances in science classes. But on the other hand Perreault, R.J. (1984) studied on Cooperative learning and its effects on academic achievement in suburban junior high industrial arts classes. In addition to these Petersen, R.P. Johnson, D.W. & Johnson, R.T. (1985) studied on the effects of cooperative learning on perceived status of male and female pupils. However, in this context Ross, J.A. (1988) studied on improving social-environmental studies problem solving through cooperative learning. American Educational Research Journal, 25 (4), 573-591. Ross, S.T. (1985) in his on published thesis work he stated that effects of cooperative and individual goal structures on students achievement to improve spontaneously. According to Sharan, S. Kussell, P. Hertz-Lazarowitz, R. Bejarano, Y. Raviv. S., & Sharan, Y. (1985) that. Cooperative learning effects on ethnic relations and achievement in Israeli junior high school class rooms. Randolphw. M (1992) studied on the effective learning on academic achievement in biology subject. The study of Sharan. S and Shachar E (1986) revealed that cooperative learning process brings effects in co-operative learning on students.

**Rationale of the study**

The rationale of the present research study undertakes to discuss co-operative learning method of teaching odia subject among the students & teachers, where they will come to such a situation to know the effectiveness of co-operative teaching learning method. However, the teacher educator will apply this method practically in teaching learning process of teaching odia literature & language. The present study gives direction of teaching learners. It is the appropriate time to give up chalk & talk method of teaching and learning among secondary school students. The present study attempts to develop co-operation among the secondary school students during teaching learning process. Therefore, the teachers in future not only apply co-operative learning method in odia language & literature subject but also in all school subjects to make teaching learning process effective.

**Methodology**

The present study designs experimental method to examine the effectiveness of co-operative learning method of secondary school students in Odia literature language subject.

**Populations**

Secondary school students of Dharmasala Block in the District

of Jajpur Odisha, India.

**Sample**

Purposive sampling method is followed in this project, where seventy students were selected on random basis from all secondary schools of Dharmasala Block where 35 students for control group and 35 students for experimental group pre-test & post-test of two groups were undertaken to examine this teaching learning method.

**Implementation / Examination**

Teaching of control group by using lecturer method / traditional method of teaching and Teaching of experimental group by using co-operative learning method were taken, thereafter post test was conducted. The collected data was analysed accordingly using statistical techniques likes mean, SD and t'-test. In this connection three topics were selected from Odia text books in order to teach secondary school students (Control group through lecture and traditional method and experimental group through co-operative method of teaching. Co-operative learning method for experimental group was used through the means of pair discussion sharing thinking pair and team discussion.

**Analysis & Interpretation**

Collected data was analysed by using statistical tools like mean, standard method & t-test. First after implementation the investigator has given post-test of 40 marks test on the content of Odia literature and the mean standard deviation of both groups were calculated, then after null hypothesis was tested by using 't' test at 0.01 level of significance. It is stated in table-1

**Table 1:** Significance difference between the mean of control group & experimental group.

S. No.	Group	Mean	SD	't', test	Significance
1.	Control Group	25.85	4.03	6.76	Significance at 0.01 level P > 0.01
2.	Experimental Group	31	3.6		

**Findings**

1. Mean of control groups in post test is 25.85. It means that students of control group secured average marks 25.85.
2. Mean of experimental group in post test is 31, it means that students of experimental group has secured average mark 31.
3. Standard deviation of control group is 4.03.
4. Standard deviation of experimental group is 3.6
5. t'-value is 6.76, this value is more than ideal value 2.72, and hence null hypothesis is rejected.
6. It is learnt that teaching of co-operative learning & lecture method to secondary school students (both) for co-operative learning is more effective than lecture method, as there is the difference between the mean of control group and experimental group. This difference is because of co-operative learning.

**References**

1. Education in universal human values Co-operative Learning developed by Bahai Academy Shivaji Panchgan.
2. Vaishampayan SY, Mal PD, Pawar GS. Information communication technology in Instructional system, Nirali Publication, Pune. 2012.

3. Rao VK. instructional Technology. APH Publication New Delhi, 2007, 272.
4. Dhir RC, Sahoo D. methodology of education and pedagogical skill testing, Kalyani Publishers New Delhi. 2013.
5. Keshar Chavan, Kuldip Singh Rajput, Instructional system, insight publication, Nashik. 2009.
6. Mesch D, Johnson DW, Johnson RT. Impact of positive interdependence and academic group contingencies on achievement Journal of Social Psychology, 1988; 128(3).
7. Morgan B. Cooperative learning: Teacher use, classroom life, social integration, and student achievement. (Doctoral dissertation, University of Southern California, 1987). Dissertation Abstracts International, 1988; 48/02, 3043-A.
8. Moskowitz JM, Malvin JH, Schaeffer GA, Schaps E. Evaluation of a cooperative learning strategy. American educational research journal, 1983; 20(4):687-696.
9. Moskowitz JM, Malvin JH, Schaeffer GA, Schaps E. Evaluation of jigsaw, a cooperative learning technique. Contemporary Educational Psychology, 1985; 10:104-112.
10. Okebukola PA. Cooperative and competitive interaction techniques in strengthening students' performance in science classes. Science Education, 1985; 69(4):501-509.