



EFFECTIVENESS OF COOPERATIVE LEARNING STRATEGY ON INTERPERSONAL RELATIONSHIPS AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT :

The study seeks to ascertain whether co-operative learning strategy is effective for development of interpersonal relationships among secondary school students. The study adopted an untreated control group, pre-test, and post-test quasi-experimental design. The examination was directed on 90 English medium understudies of standard IX concentrating in APS School, Bengaluru associated to the KSEEB Board. The cooperative learning strategy treated as independent variable and interpersonal relationships considered as dependent variable.



Interpersonal Relationships Scale developed by the researcher to know the interpersonal relationships among students. The researcher developed instructional plan based on Co-operative Learning strategy and traditional lecture method. In the present investigation, instructional plan on units that is Probability (Arithmetic), Variation (Algebra) and Circles (Geometry) was developed. The techniques used under Co-operative Learning strategy in the present investigation included learning together, workshop, task sheet and evaluation. The techniques used to test the hypothesis included independent 't' test. The study found that the effect of the co-operative learning strategy on students' interpersonal relationship. This present study contributed to an understanding of how cooperative learning strategy by using learning together could be used effectively for teaching mathematics and also develops interpersonal relationship among the groups. Learners have their own distinct strengths and challenges they bring to the classroom. These attributes are not always conducive to cooperative learning. Teachers need to learn how to create strong interpersonal relationships focused on learning and supporting their peers. By creating and fostering these relationships will students truly achieve abilities.

KEYWORDS : Cooperative Learning Strategy, Interpersonal Relationships, IX Standard Students.

INTRODUCTION

The classroom is a social system in which the teacher and the students interact as organizational members. The quality of classroom relations is dependent on the activities of both the instructor and the students. Several environmental conditions and circumstances often tend to either improve or depress the academic performances of students in defiance of their natural academic endowments.

Relational abilities are the aptitudes we utilize each day when we impart and communicate with other individuals, both separately and in gatherings too. Individuals with solid relational abilities are regularly increasingly effective in both their expert and individual lives. Interpersonal skill is the ability to interact with people through effective listening and communication. It is important for students to

have interpersonal skills because it helps them connect with people and benefits their personality development too. There are numerous benefits attributed to the role of positive interpersonal relationships. Positive interpersonal relationships have been proposed as a buffer against stress and risk, instrumental help for tasks, emotional support in daily life, companionship in shared activities, and a basis for social and emotional development (Gutman, Sameroff, & Eccles, 2002; Martin, 2013).

Relatedness also positively impacts students' motivation, engagement, and achievement by way of its positive influences on other self-processes relevant to academic outcomes (Connell & Wellborn, 1991). For example, in the context of a student's life, positive interpersonal attachments to parents, teachers, and peers foster healthy social, emotional and intellectual functioning, as well as positive feelings of self-esteem and self-worth (Martin & Dowson, 2009). Sharma and Sharma (2008) found the effect of cooperative learning on interpersonal relationships of elementary school students and found that greater effects of co-operative learning approach on the development of interpersonal relationships of elementary students. Colleen (1991) points out that cooperative team groups develop in learners a tendency to commit to each other's success and well being.

Cooperative learning may be helpful to explain to the students why they are working together and how the group can promote their learning. Cooperative learning strategy provides opportunities for a learner to interact with other learners in the class. They enable all the learners in the classroom to work together and arrive at the final solution on the basis of team work. This promotes participation of all learners in the process of learning. They not only contribute to intellectual development of the learners but also equally contribute to social and psychological development of the learners unlike other methods of instruction.

Each individual is required to compute his or her income and balance, his family budget irrespective of having any formal education of Mathematics. Mathematics helps in the process of decision making through its application to real life situations. Cooperative learning is an act of believing in and practicing face to face interactive learning so as to encourage creativity and foster critical thinking through group processing. The social environment provided by cooperative learning enables learners to appreciate the presence of students hailing from different social, ethnic, linguistic, class backgrounds. Interpersonal relations can be measured as the extent to which individuals feel they are liked or valued by others in a group. The formation of positive interpersonal relationships depends on contact and cooperation increases contact. When individuals are heterogeneous, cooperating on a task results in more realistic and positive views of each other.

Research Question (RQ)

1. Will there be any significant difference between the pre-test interpersonal relationships scores of students exposed to the experimental and control groups?
2. Will there be any significant difference between the post test interpersonal relationships scores of students exposed to the experimental and control groups?

Aims and Importance of the research

The purpose of the study is to determine the effect of learning with co-operative learning method on students' interpersonal relationships of IX standard students.

Objective of the Study

To study the effectiveness of the cooperative learning strategy (by learning together) for teaching selected topics of mathematics on IX standard students' interpersonal relationships.

Hypothesis

After using learning mathematics through cooperative learning method, there will be significant gain on students' interpersonal relationships.

METHODOLOGY

Research Design: The study adopted an untreated control group, pre-test, and post-test quasi-experimental design.

Population: In this study, the population is comprised of IX standard students of English medium.

Sampling Procedure: The random sample contains 90 students of Class IX of A.P.S School, N.R. Colony, Bangalore, Karnataka, India. The students were divided into two groups designated as Control Group and Experimental Group. The experimental was taught with the help of cooperative method and this group was called experimental group and control group taught through traditional method.

Instructional Material

In the present research, the analyst created instructional arrangement dependent on Co-employable Learning Strategy and Traditional Lecture Method. In the present research, instructional plan on units that is Probability (Arithmetic), Variation (Algebra) and Circles (Geometry) was developed. The students were taught selected topics in mathematics subject. The treatment was given based on substance from the reading material endorsed by Karnataka state course reading. The techniques used under Co-operative Learning strategy in the present investigation included learning together, workshop, task sheets and evaluation. Twelve periods were taken up to teach the content. It was spread more than 12 working days. Four days of the week were taken up for three weeks, showing one period daily of thirty minutes span each. In the control gathering, the analyst showed utilizing the customary address technique. The treatment included co-operative learning strategy in the experimental group and the lecture method in the control group. The specialist acquired consent from school for regulating the tests and examination treatment. The specialist originally controlled the pre test to the both test and control gatherings. After the pre-test, the exploratory gathering was shown utilizing the Co-employable learning methodology and the control bunch was shown utilizing customary address strategy. Toward the finish of this, the post-test was regulated on the understudies and scores were broke down by utilizing factual strategies. The specialist has utilized this plan as it was the most attainable one and the understanding of the outcomes has been carefully done.

Instrument

Interpersonal Relationships Scale: The researcher developed interpersonal relationships scale to know the interpersonal relationship skills among the students to verify the result of the effectiveness of cooperative learning strategy. This scale consists of 40 items in terms of active listening, accepting others, shows appreciation, shares space and materials, emotional expressions and resolving conflicts, Likert type, 4 point, always - never scale designed to measure students' interpersonal relationships. Point values are assigned to each response and are summed to reach a score for each student. Higher scores indicate high positive interpersonal relationship. Test retest reliability yielded alpha coefficients ranging from 0.82 to 0.90.

Data Analysis

The independent sample t-test at 0.05 and 0.01 confidence levels was used to compare the mean scores on pre and post tests of Interpersonal Relationships of IX standard students.

RESULTS

The results of this study are presented in accordance with the stated research questions:

RQ: Will there be any significant difference between the pre-test interpersonal relationships scores of students exposed to the experimental and control groups?

Table-1: Comparison of the Students' Pre-test Scores of Interpersonal Relationships

Group	N	Mean	SD	Df	t	Sig.	Remarks
Experimental	45	122.311	24.278	88	0.60	0.548	NS ($P>0.05$)
Control	45	119.777	14.231				

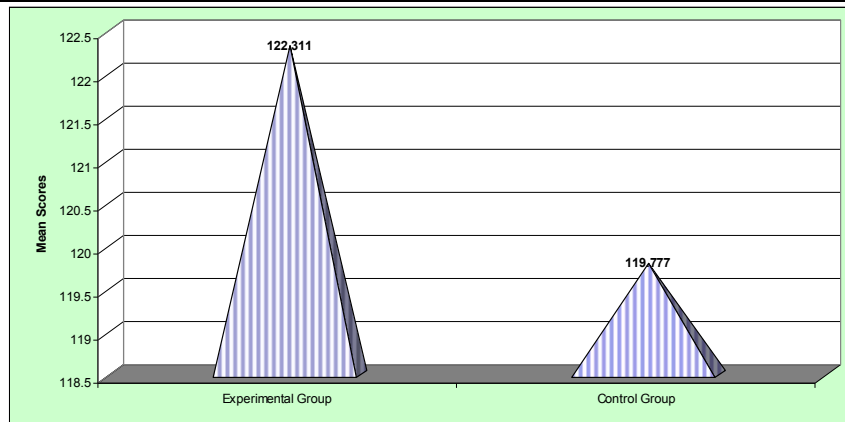
**Fig.1: Comparison of the Students' Pre-test Scores of Interpersonal Relationships.**

Table-1 shows the mean and standard deviations of the pre test scores of interpersonal relationships of the experimental and control groups. The result showed no significant difference ($t=0.60$; $P=0.548$; $P>0.05$). This indicated that the mean pre test scores of students' interpersonal relationship in the experimental group is not significantly difference from the mean pre test score of the students in the control group at the 0.05 confidence level.

RQ 2: Will there be any significant difference between the post test interpersonal relationships scores of students exposed to the experimental and control groups?

Table-2: Comparison of the Students' Post-test scores of Interpersonal Relationships

Group	N	Mean	SD	Df	t	Sig.	Remarks
Experimental	45	135.977	22.753	88	4.33	0.000	** ($p<0.01$)
Control	45	118.955	13.322				

** (Table value: 2.63)

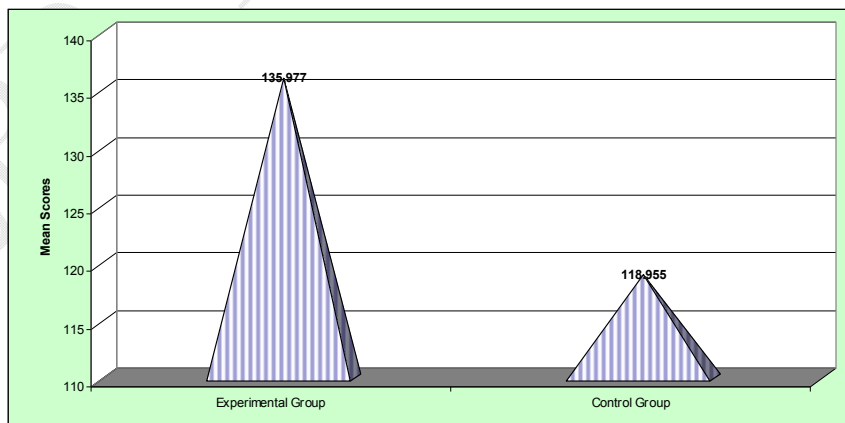
**Fig.2: Comparison of the Students' Post-test Scores of Interpersonal Relationships.**

Table-2 reveals the mean and standard deviations of the post test scores of interpersonal relationships of the two groups under investigation. Comparison of the difference between the mean post test scores of interpersonal relationships of the two groups showed a significant difference ($t=4.33$, $P=0.000$; $P<0.01$) in favour of the experimental group. Thus, students in the experimental group (exposed to cooperative learning strategy) obtained significantly better in post test scores of interpersonal relationships than their counterparts in the control group.

DISCUSSION OF RESULTS

The results revealed that the mean pre test scores of students' interpersonal relationships in the experimental group not statistically significant difference from that of the students in the control group. This outcome is an attestation that the two groups of students entered the instruction/experiment on equal strength. The mean post-test score on relational connections of understudies of trial assemble is observed to be essentially more prominent than that of the control gathering. The cooperative learning strategy is more helpful for developing interpersonal relationships among students. The similar results concurred with Sharma and Sharma (2008) and Colleen (1991) stated that cooperative learning was successfully used to develop students' interpersonal relationships and cooperative team groups develop in learners a tendency to commit to each other's success and well being.

CONCLUSION

The study concluded that greater effects of cooperative learning a strategy on the development of interpersonal relationships of IX standard students. The mean post-test score on interpersonal relationships of students from the experimental group is found to be significantly greater than that of the control group even after partialling out the effect of the pre-test scores i.e. the cooperative learning strategy has been found to be effective in developing interpersonal relationships. This present study contributed to an understanding of how cooperative learning strategy by using learning together could be used effectively for teaching mathematics and also develops interpersonal relationship among the groups. It is well proven that establishing strong relationships with students is an essential element for student achievement. Learners have their own distinct strengths and challenges they bring to the classroom. These attributes are not always conducive to cooperative learning. Teachers need to learn how to create strong interpersonal relationships focused on learning and supporting their peers. By creating and fostering these relationships will students truly achieve abilities.

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