



## EFFECT OF COOPERATIVE APPROACH OF LEARNING ON EDUCATIONAL ASPIRATION AND ACADEMIC ACHIEVEMENT OF SECONDARY STUDENTS.

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### ABSTRACT

The aim of this study was to investigate the effect of cooperative approach of learning on educational aspiration and academic achievement of secondary students of Bhopal City. For this present study, experimental method was conducted on a sample of 60 subjects of IX class student from a school of Bhopal City. Two groups were formed i.e. experimental and control group, each group had 30 subjects (15 boys and 15 girls). Experimental group was taught through the modules based on cooperative approach of learning and control group was taught through the traditional approach of learning for 80 days. Pre and Post non-equivalent group design was adopted. Data were analyzed by using SPSS 17 version. Educational aspiration of students was measured by the self-prepared tool and academic achievement of secondary school students was measured by academic achievement test prepared by researcher. The results showed students who were taught by the cooperative approach of learning had a better understanding of the content as compared to their counterparts who were taught by traditional approach of learning. Therefore, the conclusion of this study is that the cooperative learning approach has a positive impact on students' academic performance as well as on the educational aspiration.

### KEYWORDS :

### Introduction:

The purpose of educational system is to provide wings for development of cognitive, affective and psychomotor domain of children. To achieve this purpose, time to time changes have been made by Policy planners, experts, educationists and psychologists in our educational system as well as they suggested new methods and approaches to incorporate in our classroom teaching learning process. Constructivist approach of learning emphasis on the process of how an individual organize and reorganize his/her own cognitions and focuses on individual knowledge. They focus on the role of social and cultural contexts in facilitating the learning. The National Curriculum Framework (NCF-2005) recommends that curriculum should help learners to become constructors of knowledge and emphasizes the active role of teachers in relation to the process of knowledge construction. Constructivism envisages that child constructs his/her own knowledge and classroom interaction facilitates knowledge construction. Cooperative learning is a type of constructivist approach. Cooperative Learning as a constructivist teaching method is recognized as a valuable component of classroom learning. Cooperative learning focuses on group work it means in cooperative learning students works in a group during a period or for a several weeks or month to accomplish the decided task. Teacher act as a facilitator in cooperative learning approach. The teacher monitors the functioning of the learning groups and also intervenes to teach collaborative skills and provide task assistance when it is needed

Cooperative learning approach is a successful learning strategy in which small groups of students of same class are formed. Each group having students of different ability levels and they use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible, not only for learning what is taught, but also for helping his or her teammates to learn — thus creating an atmosphere of achievement. The accomplishment of cooperative learning approach is based on three interconnected factors i.e. team objectives, accountability of each member in a group and equal opportunities for accomplishment of objectives.

### Significance of the Study:

The role of teachers is very important in cooperative approach of learning. Instead of giving a lecture the teacher functions as facilitators whose role is to aid the student when it comes to their own understanding. The resources and lesson plans usually initiated through this approach take a very different loom instead of telling, the teacher begins asking. Instead of answering questions that only align with their curriculum, the facilitator in this case must make it in such a way so that the student comes to the conclusions on their own instead of being told. Also, teachers are continually in

conversation with the students, creating the learning experience that is open to new directions depending upon the needs of the student as the learning progresses. Instead of having the students relying on someone else's information and accepting it as truth, the students are exposed to data, primary sources, and the ability to interact with other students resulting they enabled to learn from the incorporation of their experiences. The cooperative classroom allows children to, at an early age or a late age, develop the skills and confidence to analyze the world around them, and then justify their words and actions, while encouraging those around them to do the same and respecting the differences in opinions for the contributions that they can make to the whole of the situation. Ultimately in the long run it affects the educational aspiration and academic achievement of students. Whether these expectations are being met or not and if the outcomes of the traditional approach of instruction fall short of the expected level, is a million dollar question. For all practical purposes, the outcomes of the two approaches need to be examined by ascertaining actual impact at the grass root level in our schools before jumping on any conclusion. This is particularly required as our social milieu, parental back up, academic environment and schooling pattern are considerably different from those of the West where collaborative approach has already been adopted, tested and found better than the traditional approach.

### Objectives

1. To design and prepare a module using cooperative approach of learning on selected topic of science subject of ninth class.
2. To study the significant difference of cooperative and traditional approach of learning on educational aspiration and academic achievement of secondary school students.

### Hypothesis

1. There will be no significant difference of educational aspiration and academic achievement scores in pre and post test scores of experimental and control group.
2. There will be no significant difference of educational aspiration and academic achievement in experimental and control group..

### Methodology:

For this study, experimental method was conducted in a school of Bhopal City of Madhya Pradesh State. In order to investigate the problem, the investigation was carried out in three phases.

In the first phase the researcher was reviewed the related literature and previous research studies. In order to see the impact of cooperative approach of learning, researcher developed module (on selected topics) of Science subject of IX class based on

cooperative approach whereas educational aspiration was measured by self prepared tool and academic achievement of secondary school students were measured by the academic achievement test prepared by researcher. In the second phase the researcher applied experimental method i.e. pre-test and post test non-equivalent control group design. After classifying the sample into experimental and control group, researcher conducted pre-test of both groups, then after the treatment researcher collected the data by administering the tools on a sample (experimental and control group) students. For analysis t test was used.

#### Sample:

Students studying in ninth class of Bhopal City of Madhya Pradesh State was the population of the study. Sample students were further divided into experimental and control group. Each group consists of 30 students including male and female students.

#### Major Variables

- (A) Independent Variable: Cooperative approach of learning.  
(B) Dependent Variable: Educational Aspiration and Academic Achievement

#### Analysis and Interpretation:

**Table No. 4.1. Significance of t-value for difference in the educational aspiration and academic achievement scores of experimental group and control group**

Group	Variable	Category	Mean	S.D	N	Df	t
Experimental Group	Educational Aspiration	Pre-test scores	97.7	3.95	30	58	14.5
		Post-test scores	115.5	3.23	30		
	Academic Achievement	Pre-test scores	20.56	4.10	30	58	8.33
		Post-test scores	32.72	3.90	30		
Control Group	Educational Aspiration	Pre-test scores	96.7	4.12	30	58	.917
		Post-test scores	97.7	4.01	30		
	Academic Achievement	Pre-test scores	20.32	3.71	30	58	1.01
		Post-test scores	21.76	4.22	30		

Table 4.1 reveals that students of experimental group (taught through cooperative learning approach) achieved higher mean score ( $M=115.5$ ) in post test of educational aspiration test than the pre-test (before treatment). It is evident that the t value 14.5 for difference in the mean scores of educational aspiration scores of pre test and post test is significant at 0.01 level. Thus the subject exposed to cooperative learning approach achieved significantly higher mean level of educational aspiration in comparison to that without exposed to approach.

Similarly the students of experimental group (taught through cooperative learning approach) achieved higher mean score ( $M=32.72$ ) in post test of academic achievement test than the pre-test (before treatment). It is evident that the t value 8.33 for difference in the mean scores of academic achievement scores of pre test and post test is significant at 0.01 level. Thus the subject exposed to cooperative learning approach achieved significantly higher mean level of academic achievement in comparison to that without exposed to this approach.

In case of control group of students (taught through traditional learning approach), there is no significant difference found in the scores of educational aspiration and academic achievement before the traditional approach and after the traditional approach of learning.

**Table No. 4.2. Significance of t-value for difference in the educational aspiration and academic achievement scores of experimental and control group**

S.No.	Category	Mean	S.D	N	Df	t
Educational Aspiration	Exp.Grp(Cooperative learning approach)	115.5	3.23	30	58	19.1
	Cont.Grp(Conventional learning approach)	97.7	4.01	30		
Academic Achievement	Exp.Grp (Cooperative learning approach)	32.72	3.90	30	58	10.14
	Cont.Grp(Conventional learning approach)	21.76	4.2	30		

From the above Table 4.2 it is observed that experimental group achieved higher mean score ( $M=115.5$ ) than the control group on educational aspiration after treatment. It is evident that the t value 19.1 for difference in the mean scores of educational aspiration of students of experimental group and control group is significant at 0.01 level. Thus the subject exposed to cooperative learning approach achieved significantly higher mean level of educational aspiration in comparison to that in the conventional approach of learning. This implies that subjects exposed to cooperative learning approach were found to be higher on educational aspiration in comparison to those exposed to conventional approach of learning. In other words cooperative learning approach is found to be more effective in raising the educational aspiration. Iyer Ranjani Balaji (2013) reports that cooperative learning promotes thought provoking and interactive environment for the students.

It is also observed that experimental group achieved higher mean score ( $M=32.72$ ) than the control group on academic achievement after treatment. It is evident that the t value 10.14 for difference in the mean scores of academic achievement of students of experimental group and control group is significant at 0.01 level. This implies that subjects exposed to cooperative learning approach were found to be higher on academic achievement in comparison to those exposed to conventional approach of learning.

#### Findings and Conclusion:

Significant difference was found in scores of educational aspiration and academic achievement scores in pre and post test of experimental group while significant difference was not found in scores of educational aspiration and academic achievement scores in pre and post test of control group. Thus the findings suggest that the subject exposed to cooperative learning approach achieved significantly higher mean level of educational aspiration and academic achievement in comparison to those students who exposed through traditional approach of learning. Cooperative learning approach has a positive effect on student's learning as well as on interpersonal and collaboration skills. It was also observed that cooperative learning helps to produce greater intrinsic motivation and more on task behavior.

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