



## EFFECTIVENESS OF COOPERATIVE LEARNING TECHNIQUES IN LEARNING PSYCHOLOGY AMONG STUDENT TEACHERS

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**ABSTRACT** The present study examines the Effectiveness of Cooperative Learning Technique in Learning Psychology among student teachers. The teaching of educational psychology needs some concept based learning technique for effective understanding of concept among student teachers. The cooperative learning approach is more effective for student teachers for learning the psychological concept. The present study has clearly established beyond any shadow of doubt, the supremacy of the cooperative learning approaches over the traditional method of instruction for learning of psychology. The cooperative learning approaches aim at fulfilling the intellectual, psychological and social needs of student teachers. The outcome of the research on cooperative learning may be brought to the attention of the teacher educators to enable them apply in their instructional or teaching activities. As a result, the teacher educators may understand the different cooperative learning strategies and employ relevant strategies in their instructional activities.

**KEYWORDS :** Cooperative Learning, Learning Psychology, Student Teachers.

### INTRODUCTION

Indian traditional classrooms are characterized by large size of students and the teachers teach them through large group methods such as lecture, lecture - cum - demonstration, etc. It is pointed out that all the students are not able to understand the subject clearly and there is no scope for interaction between the students. There is no doubt that interaction facilitates better subject understanding and social relationship. As India is a developing country, individualized instruction may not be applied immediately due to cost factor involved in this respect. Cooperative learning approach in this context is a boon to the teachers. Cooperative learning approach is a meaningful approach in teaching-learning process in Indian context, when compared with large group and individualized instruction methods. The Individualized Instruction aims at involving all the learners in the learning process. Likewise, cooperative learning approaches provide opportunities for all learners to participate and contribute in the learning process. Since cooperative learning approaches are economical and easier to implement unlike individualized instructional approaches, such types of team-based approaches are needed in Indian classrooms. Especially in teacher education course, the student teachers should understand the different concept in educational psychology. The teaching of educational psychology needs some concept based learning technique for effective understanding of concept among student teachers. The cooperative learning approach is more effective for student teachers for learning the psychological concept. Hence, the present investigation has focused the cooperative learning approach for learning the psychology among student teachers.

### NEED AND SIGNIFICANCE OF THE STUDY

The teaching methods employed in Indian schools and colleges largely focus only on the academic achievement of the learners. Any instruction and learning should aim at both cognitive and social development of the learner at any stage. Along with achievement, the learner should develop cooperation, team-spirit and other social virtues. Man is essentially a social animal. One of the important characteristics of a social system is interdependence. Human beings need help at different stages of their developmental task. Group work practice or cooperative learning dictates towards provision of such help. The cooperative learning happens spontaneously in the classrooms all the time. The National Policy on Education (1986) lays much emphasis regarding the application of modern approaches to instruction. At the same time, it also emphasizes the need for the value-based education. The cooperative learning approaches incorporate intellectual, social and psychological aspects of education. In this context, such type of approaches must be employed to achieve the learning improvement in psychology among student teachers. The present study assumes significance in this context. A perusal of available literature in the field reveals that cooperative learning approaches have not caught much attention of the researchers

especially in the area of teacher education in India. As it is felt that cooperative learning approach is meaningful in the Indian educational context. Hence, the present study considered as significant one.

### OBJECTIVES OF THE STUDY

1. To identify the level of learning psychology among student teachers.
2. To experiment the cooperative learning technique among student teachers to improve the learning psychology among student teachers.
3. To find out the effectiveness of cooperative learning technique to improve the learning psychology among student teachers.
4. To identify the significance of difference if any between the control and experimental group of students in learning psychology
5. To find out the significance of difference if any between the control and experimental group of students in learning psychology with respect to certain demographic variables
6. To find out the significance of relationship if any between the control and experimental group of students in learning psychology with respect to certain demographic variables.

### HYPOTHESES OF THE STUDY

1. The level of learning psychology among student teachers is to be average.
2. There is no significance of difference between the control and experimental group of students in learning psychology
3. There is no significance of difference between the control and experimental group of students in learning psychology with respect to certain demographic variables
4. There is no significance of relationship between the control and experimental group of students in learning psychology with respect to certain demographic variables.

### RESEARCH METHOD OF THE STUDY

The investigator has administered Experimental method with Parallel group design,

### SAMPLE AND SAMPLING TECHNIQUE

The students' teachers who are studying selected colleges of education at Madurai District in were considered as sample. The control group constitutes one hundred and twenty three (123) and three experimental groups altogether one hundred and twenty three (123) respectively. The investigator has employed purposive sampling technique to selection of the sample for the investigation.

### DATA ANALYSIS

#### HYPOTHESES TESTING

##### Hypothesis: 1

There is no significance of difference between the control and experimental group of student teachers in learning psychology as

measured by the Pre-Test

**Significance of Difference between the means of the learning psychology academic achievement scores of the Control Group and the Experimental Group student teachers as measured by the Pre-Test**

GROUP	N	Mean	S.D	't'
Control Group	123	24.919	5.4164	-.631
Experimental Group	123	24.504	5.0235	

As seen in the Table 1, the mean learning psychology score of the Control Group stood at 24.91 while the mean learning psychology score of Experimental Group was 24.50. The respective standard deviations are 5.41 and 5.02. The worked out 't' value shows that the difference between the mean scores of the control and experimental group student teachers is not significant at 5% level. Hence, the Hypothesis is retained. This indicates that the control and experimental group students did not differ much in their learning psychology scores before the treatments.

**Hypothesis: 2**

There is no significance of difference between the control and experimental group of student teachers in learning psychology as measured by the Post-Test

**Significance of Difference between the means of the learning psychology academic achievement scores of the Control Group and the Experimental Group student teachers as measured by the Post-Test**

GROUP	N	Mean	S.D	't'
Control Group	123	31.528	7.3655	13.094
Experimental Group	123	45.008	8.2178	

As seen in the Table 2, the mean learning psychology score of the Control Group stood at 31.52 while the mean learning psychology score of Experimental Group was 45.00. The respective standard deviations are 7.36 and 8.21. The worked out 't' value shows that the difference between the mean scores of the control and experimental group student teachers is significant at 5% level. Hence, the Hypothesis is not retained. This indicates that the experimental group students have more learning psychology than control group students. There will be a significant difference between the means of the learning psychology scores of the Control Group and the Experimental Group students as measured by the post-test

**RECOMMENDATIONS OF THE STUDY**

On the basis of the findings, the following recommendations are offered. The present study has clearly established beyond any shadow of doubt, the supremacy of the cooperative learning approaches over the traditional method of instruction for learning of psychology. In the present educational scenario, the teachers who are shaping the destiny of India in the classrooms should take note on the recent development in education in general and educational technology in particular. The modern teacher educators cannot remain in isolation or following outmoded traditional instructional approaches for teaching the educational psychology. Based on the requirements of the learners and the society, they have to adopt newer approaches, methods and techniques to enhance the academic achievement in educational psychology. The cooperative learning approaches help the teachers achieve optimum result in the learning process.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

The critics of Indian education point out that the Indian curriculum is highly traditional and irrelevant today. The teacher educators are highly conservative and they never take interest in adopting innovations in teaching-learning process. They follow conventional methods of instruction without knowing the recent developments in instruction which have been brought out by educational technology. The recent methods of instruction aim to bringing out effectiveness and efficiency in the instructional delivery system, thereby maximizing the instructional objectives. Attempts are to be made to introduce newer approaches to such teacher educators. A perusal of course wares designed for the training for teacher educators reveals that such newer approaches have not been found in the training course wares. This can be disseminated through research. The outcome of the research on cooperative learning may be brought to the attention of the teacher educators to enable them apply in their instructional or teaching activities. As a result, the teacher educators may understand the different cooperative learning strategies and employ relevant strategies in their instructional activities.

**CONCLUSION**

Teacher education in India has been given more priority by educationists, Commissions and Committees. The traditional approach is criticized for its irrelevancy to the changing needs of the individual and the society. The blooming of new approaches, techniques and innovation having sound psychological, sociological and philosophical foundations have slowly entered into the folds of education. The cooperative learning approaches aim at fulfilling the intellectual, psychological and social needs of student teachers.

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