

Enhancing Social and Communication Skills in Economics Through Cooperative Learning Among the Students of Standard XI



Education

KEYWORDS : MVs – Marginal vacuoles

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INTRODUCTION

Education plays an important role in human life. Its importance have been realised even in the primitive times. Even today we bring our hands together to bring innovation and novelties in education practises so that we can be at par with the modern world. All the innovations and novelties in education are brought up through educational researches and quality of these researches depends on the quality of education received by educational researchers. Therefore, the investigators have picked up this area for the study purpose i.e. enhancing the skills in students in the subject of economics through cooperative learning. From the past few decades, students have become the main focus in the teaching-learning process and therefore, we talk about student centered learning approaches, where student plays a key role than the teacher. Griswold and Rogers (2002) defined cooperative learning as "The instructional use of small groups, so that the students work together to maximize their own and each other's learning; to reach a common goal; and an activity that facilitates collaborative efforts among students." The researches on the cooperative learning found that cooperative learning is highly effective in classroom, whether the student is of primary, secondary, higher secondary or of college level. In the similar lines Bligh (1972) reviewed close to 100 studies and found that students who become involved in the active discussion of their ideas with other students are more likely to have less irrelevant and distracting thoughts and spend more time synthesizing and integrating concepts than students who listen to lectures. All these comparisons are statistically significant and suggest that during discussions, students are more attentive, active and thoughtful than during lectures (as cited Cooper et. al., 1990). There are many studies conducted on cooperative learning and it has been widely accepted but looking dearth in the studies on impact of cooperative learning in Economics to develop certain skills, the investigators felt the need for qualitative research design in the area of cooperative learning so as to study the process along with the product.

RESEARCH QUESTION

Will cooperative learning prove effective in improving social and communication skills in economics among the students of standard XI?

Objectives of the study

1. To study the existing level of social and communication skills in economics among the students of standard XI.
2. To study the process of enhancement of social and communication skills in economics through cooperative learning among the students of standard XI.

3. To study the reaction of the students with regard to cooperative learning.

METHODOLOGY

Design of the Study

Qualitative research method was adopted for the present investigation. Case study approach was followed.

Sample

The investigators selected one English medium higher secondary school (Vidyut Board Vidyalaya) affiliated to Gujarat Secondary and Higher Secondary Education Board through the purposive sampling technique. Out of 32 students of standard XI, 24 regular students who contributed to various activities were included in the study.

Tools and Techniques

Entry Level Test and an End Level Test of the Intervention on Social and Communication Skills in Economics, Participant Observation, Field notes, Questionnaire for students, Student profile, and Rubrics tools were used for collecting the data.

DATA COLLECTION

Data was collected personally by the investigators. Entry level test and test at the end to judge the level of social and communication skills in Economics was used to collect the required data. Data related to the existing level of the students with regard to the various skills, process of implementation of cooperative learning and development of social and communication skills among the students at the end of the intervention were collected through the participant observation. Data on events and activities on day-to-day basis recorded through the field notes. Data regarding the reactions of the standard XI students towards cooperative learning were collected through the developed questionnaire.

DATA ANALYSIS

Data was analysed through content analysis at two stages viz. on-going analysis and at the end analysis.

MAJOR FINDINGS

- Under social skills, in skill of being engaged, two students were at excellent position on the rubric both at entry and at the end level. Twelve students showed improvement in the skill while four students were consistent at good and average position on the rubric both at entry and at the end level and six students did not show any improvement.

- In the skill of being resourceful, only one student was at excellent position on the rubric both at the entry and at the end level. Thirteen students showed improvement in the skill while four students were consistent at good and average position on the rubric both at entry and at the end level and six students did not show any improvement.
- In the skill of being persistent, eleven students showed improvement in the skill while nine students were consistent at good and average position on the rubric both at entry and at the end level and four students did not show any improvement.
- In the skill of being respectful, one student was at excellent position on the rubric both at the entry and at the end level. Sixteen students showed improvement in the skill while five students were consistent at good and average position on the rubric both at entry and at the end level and three students did not show any improvement.
- In the skill of being cooperative, fifteen students showed improvement in the skill while six students were consistent at good and average position on the rubric both at entry and at the end level and three students did not show any improvement.
- In the skill of being prepared, sixteen students showed improvement in the skill while five students were consistent at good and average position on the rubric both at entry and at the end level and four students did not show any improvement.
- Under communication skills, in the skill of exhibiting meaning, thirteen students showed improvement in the skill while five students were consistent at good and average position on the rubric both at entry and at the end level and six students did not show any improvement.
- In the skill of development in communication, two students were at excellent position on the rubric both at the entry and at the end level. Thirteen students showed improvement in the skill while five students were consistent at good and average position on the rubric both at entry and at the end level and four students did not show any improvement.
- In the skill of organisation, one student was at excellent position on the rubric both at the entry and at the end level. Thirteen students showed improvement in the skill while seven students were consistent at good and average position on the rubric both at entry and at the end level and three students did not show any improvement.
- In the skill of using appropriate language, sixteen students showed improvement in the skill while five students were consistent at good and average position on the rubric both at entry and at the end level and six students did not show any improvement.
- In the skill of conventions, two students were at excellent position on the rubric both at the entry and at the end level. Thirteen students showed improvement in the skill while six students were consistent at good and average position on the rubric both at entry and at the end level and three students did not show any improvement.
- In the skill of being engaged, under social skills, one group was excellent position (G3) on the rubric both at the entry and at the end level while the other five groups showed improvement.
- In the skill of being resourceful, all the six groups showed improvement.
- In the skill of being persistent, four groups (G1, G3, G4, G6) were at excellent position on the rubric both at the entry and at the end level while the other two groups (G2, G5) showed improvement.
- In the skill of being respectful, one group (G5) was excellent position on the rubric both at the entry and at the end level while the other five groups (G1, G2, G3, G4, G6) showed improvement.
- In the skill of being cooperative, all the six groups showed improvement.
- In the skill of being prepared, two groups (G4, G6) were at excellent position on the rubric both at the entry and at the end level while the other four groups (G1, G2, G3, G6) showed improvement.
- In the skill of exhibiting meaning, under the communication skills, two groups (G4, G6) were at excellent position on the rubric both at the entry and at the end level while the other four groups (D1, G2, G3, G5) showed improvement.
- In the skill of development in communication two groups (G3, G5) were at excellent position on the rubric both at the entry and at the end level while the other four groups (D1, G2, G4, G6) showed improvement.
- In the skill of organisation, one group (G3) was at excellent position on the rubric both at the entry and at the end level while the other five groups (G1, G2, G4, G5, G6) showed improvement.
- In the skill of using appropriate language, all the six groups showed improvement.
- In the skill of conventions, three groups (G3, G5, G6) were at excellent position on the rubric both at the entry and at the end level while the other three groups (G1, G2, G4) showed improvement.
- It was found that on an average all the ample students exhibited some improvement in their social and communication skills.
- While working in groups, the sample students were found to be more enthusiastic, willing to work and hence performed better. They, in the process, developed good bonding with their group members as well as others and a positive attitude towards all. Some of the groups could excel both at the entry level and at the end level.
- It was found that all the twenty four students believed that cooperative learning led to enjoyment, encouraged them to learn more and felt that cooperative learning was better than working alone. Nineteen students out of twenty four presented their willingness to use cooperative learning in the future. Twenty students presented the idea that though they enjoyed learning with friends and enhanced their skills, teacher's approval of their learning is also important for them.

CONCLUSION

Cooperative learning is found to be effective in various subjects such as Technology, Science, Mathematics, and English; and through the attempt of this study, cooperative learning also proved effective in enhancing of skills in Economics. It is high time that focus needs to be put forward by Economics teachers towards enhancing social and communication skills among the students. Teachers should create such environment and situations in the classroom that students acquire the skills relevant in today's world. Such skills in Economics are important to acquire as they enable the students to develop the understanding of the economic problems prevailing in the country, solutions to those problems and using different statistical tools to analyse, interpret and explain data and information.

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