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EFFECTIVENESS OF COOPERATIVE LEARNING STRATEGY ON SOCIAL SKILLS AMONG THE HIGHER SECONDARY SCHOOL STUDENTS - AN EXPERIMENTAL STUDY

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ABSTRACT

This experimental study has the primary focuses on the effectiveness of cooperative learning strategies on the social skills of higher secondary school students. For this, the investigator used experimental method of research. The students are classified into two equated groups one is for control group and another one is for experimental group, and among which, 50 students are selected for control group and the remaining 50 students are selected for experimental group with equal representation of male and female categories of sample. The control group were treated with normal classroom teaching method and the experimental group were treated with three cooperative learning strategies namely, JIGSAW, Group Investigation and Think-Pair-Share. For data collection, the investigator prepared and validated a social skills questionnaire. For data analysis, the investigator used 't' test. The findings exposed that the experimental group students especially female students are significantly higher than the control group students in their social skills.

Keywords: jigsaw, group investigation, think-pair-share.

INTRODUCTION

Co-operative learning is an innovative idea in the teaching-learning process where the students are formed in groups for the effective learning. The idea behind this type of learning is that to help the learners in developing some performance based skills and psychological skills like passion development, task oriented, adjust with peers, calmness, team spirit, tackling different as well as critical situations, wiping out the fear and anxiety, language skills etc. This also improves the ability to learn the subject matter in an easy going manner. Since the 17th century, co-operative learning has existed. “Co-operative learning can be defined as a structured, systematic, instructional strategy in which small groups work together towards a common goal” (Bolukbas et al., 2011).

According to Drakeford and William (2012), “Co-operative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning”.

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Cooperative learning is a novel idea where the students don't take information passively and allows them to become interdependent. It also gives the students an appropriate usage of interpersonal and group skills. Above all, this strategy improves the students' responsibility of learning the subject content.

Some other benefits of co-operative learning strategy are: improving cognition, developing self-esteem, accepting peers, and developing positive relationships with others. It also provides a social setting where in which the learning can take place. In simple, it is more than just a group study. One of the important distinctions is that in traditional groups, the students are asked to learn with little attention paid to group functioning, whereas in co-operative learning, group study is carefully prepared, planned and monitored (Ebrahim and Ali, 2012).

SOCIAL SKILLS

Social skills are the skills people have to get along with others. Some of these skills are very basic and simple, like saying hello and good-bye, or smiling and making eye contact when one see someone he or she knows ((Dowd and Jeff, 2017)). The other skills are more complex like the skills used to negotiate in a situation of conflict with somebody. Some people learn social skills easily and quickly, whereas others find more challenging, and may need to work on developing their social skills consciously.

The social skills are very important for pliability for various reasons. People with good social skills are naturally more popular than those with less socially adept peers. One should note that these skills may be defined differently from one culture to another. It includes both verbal and non-verbal forms of communication. They are often the way others determine a person's status, consider people as potential friends or mates, and consider them for employment or promotions in the workplace.

People with good verbal social skills are thought to speak with a clear voice, have inflection, speak appropriately to a situation, and have confidence in their voice. Poor verbal skills might be read as having a monotonal voice, saying the wrong thing, speaking too softly to be heard or too loudly to be tolerated, or simply speaking on boring topics. The person who can only address one topic is thought to have poor social skills (Raymond et al., (2005).

Moreover, the person with good social skills listens well. Nodding of the head, the occasional quick comment, and clearly taking in someone else's communications is valuable. People don't simply wish to be talked to; they want to be talked with. A sense that both communicators are taking equal part in a conversation demonstrates advanced social skills.

NEED AND SIGNIFICANCE OF THE STUDY

The significance of the present problem is to find out the influence of cooperative learning strategies on the social skills of the higher secondary school students. Every human being is a social animal and he is bound to live in a social set up. He or she frequently moves with other people, work

with them, share with others our emotions etc. Behaviour expressed by the people must conform with expectations of others and the norms of the society. Then only, one's own behaviour will be considered desirable and otherwise undesirable. Similarly social skills are very much needed to understand others especially their happiness and problems, and to establish a cordial relationship with others. It will also help the people to strengthen the interpersonal relationship with others.

Everyone must develop certain basic social skills such as eye contact, smiling at others, greeting others, exhibiting correct body language, saying thank you, saying good bye, etc. Such skills not only enhance personal happiness but also the happiness of others. These skills can be of great help in getting things done also coping with certain problems. These skills can also build up of positive traits of the students. The present study is an attempt to study the effectiveness of cooperative learning strategy and its influence on the social skills of the chosen sample for the study. Hence, the present study is the need of the hour.

TITLE OF THE STUDY

EFFECTIVENESS OF COOPERATIVE LEARNING STRATEGY ON SOCIAL SKILLS AMONG THE HIGHER SECONDARY SCHOOL STUDENTS - AN EXPERIMENTAL STUDY

DEFINITION OF THE KEY TERMS

Effectiveness

By this, the investigator refers to the degree to which particular thing or action is successful in producing a desired output or result towards success.

Cooperative Learning Strategy

By this, the investigator refers to the learning method or ways to help the learner learn together to learn a particular concept.

Social Skills

Social skills are most often thought of as a set of skills that allow people to communicate, relate and socialize with others. Operationally, it is the score obtained by the students on Social Skills Scale prepared and validated by the investigator.

OBJECTIVES

1. To find the significant difference between the pre-test mean scores of Control and Experimental Group Students in their Social Skills.
2. To find the significant difference between the pre-test mean scores of Control and Experimental Group Students in their Social Skills with regard to gender.
3. To find the significant difference between the post-test mean scores of Control and Experimental Group Students in their Social Skills.
4. To find the significant difference between the post-test mean scores of Control and Experimental Group Students in their Social Skills with regard to gender.

5. To find the significant difference between the pre-test and post-test mean scores of control group students in their Social Skills.
6. To find the significant difference between the pre-test and post-test mean scores of Control Group Students in their Social Skills with regard to gender.
7. To find the significant difference between the pre-test and post-test mean scores of experimental group students in their Social Skills.
8. To find the significant difference between the pre-test and post-test mean scores of Experimental Group Students in their Social Skills with regard to gender.

METHOD AND PROCEDURE

The investigator used experimental method of research. The researcher took 100 students, among which, 50 students are for control group and the remaining 50 are for experimental group. In every group, equal representation of male and female categories of students. The control group students were taught with traditional classroom method of teaching and the experimental group students were treated with three cooperative learning strategies namely, JIGSAW, Group Investigation and Think-Pair-Share. For data collection, the investigator prepared and validated a social skill scale. For data analysis, the investigator used 't' test.

ANALYSIS OF DATA AND FINDINGS

PART - I : Pre-test

1. There is no significant difference between the pre-test mean scores of Control and Experimental Group Students in their Social Skills.

Table - 1.

Difference between the pre-test means scores of Control and Experimental Group Students
in their Social Skills

Group	N	Mean	SD	Calculated 't' value	Table Value	Remark
Control	50	67.48	12.64	1.58	1.96	NS
Experimental	50	71.48	12.64			

From the above table, it is inferred that the calculated 't' value (1.58) is lesser than the table value at 5% level of significance, the null hypothesis is accepted. Hence, no significant difference is found between the pre-test mean scores of the control group and experimental group students in their social skills.

2. There is no significant difference between the pre-test mean scores of Control and Experimental Group Students in their Social Skills with regard to gender.

Table - 2.

Difference between the pre-test means scores of Control and Experimental Group Students
in their Social Skills with regard to Gender

Gender	Group	N	Mean	SD	Calculated 't' value	Table Value	Remark
Male	Control	26	65.23	12.79	1.13	1.96	NS
	Experimental	26	69.23	12.79			
Female	Control	24	69.92	12.27	1.13	1.96	NS
	Experimental	24	73.92	12.27			

From the above table, it is inferred that the calculated 't' value (male - 1.13, and female - 1.13) is lesser than the table value at 5% level of significance, the null hypothesis is accepted. Hence, no significant difference is found between the pre-test mean scores of the control group and experimental group students in their social skills with regard to gender.

PART - II : Post-test

- There is no significant difference between the post-test mean scores of Control and Experimental Group Students in their Social Skills.

Table - 3.

Difference between the post-test means scores of Control and Experimental Group Students in their Social Skills

Group	N	Mean	SD	Calculated 't' value	Table Value	Remark
Control	50	69.48	12.64	0.139	1.96	NS
Experimental	50	69.78	8.57			

From the above table, it is inferred that the calculated 't' value (0.139) is lesser than the table value at 5% level of significance, the null hypothesis is accepted. Hence, no significant difference is found between the post-test mean scores of the control group and experimental group students in their social skills.

- There is no significant difference between the post-test mean scores of Control and Experimental Group Students in their Social Skills with regard to gender.

Table - 4.

Difference between the post-test means scores of Control and Experimental Group Students in their Social Skills with regard to gender

Gender	Group	N	Mean	SD	Calculated 't' value	Table Value	Remark
Male	Control	26	67.23	12.79	0.228	1.96	NS
	Experimental	26	67.92	8.72			
Female	Control	24	71.92	12.27	0.042	1.96	NS
	Experimental	24	71.79	8.11			

From the above table, it is inferred that the calculated 't' values (male - 0.228; female - 0.042) are lesser than the table value at 5% level of significance, the null hypothesis is accepted. Hence, no significant difference is found between the post-test mean scores of the control group and experimental group students in their social skills with regard to gender.

PART - III : Difference between Pre-test and Post-test

Section - 1

5. There is no significant difference between the pre-test and post-test mean scores of control group students in their Social Skills.

Table - 5.

Difference between the pre-test and post-test means scores of Control Group Students in their Social Skills

	N	Mean	SD	Calculated 't' value	Table Value	Remark
Pre-test	50	64.80	13.056	7.222	1.96	S
Post-test	50	69.48	12.635			

From the above table, it is inferred that the calculated 't' value (7.222) is greater than the table value at 5% level of significance, the null hypothesis is rejected. Hence, significant difference is found between the pre-test and post-test mean scores of the control group students in their social skills.

6. There is no significant difference between the pre-test and post-test mean scores of Control Group Students in their Social Skills with regard to gender.

Table - 6.

Difference between the pre-test and post-test means scores of Control Group Students in their Social Skills with regard to Gender

Gender		N	Mean	SD	Calculated 't' value	Table Value	Remark
Male	Pre-test	26	62.85	13.719	5.533	1.96	S
	Post-test	26	67.23	12.788			
Female	Pre-test	24	66.92	12.229	4.733	1.96	S
	Post-test	24	71.92	12.265			

From the above table, it is inferred that the calculated 't' values (male - 5.533; female - 4.733) are greater than the table value at 5% level of significance, the null hypothesis is rejected. Hence, significant difference is found between the pre-test and post-test mean scores of the control group students in their social skills with regard to gender.

Section - 2

7. There is no significant difference between the pre-test and post-test mean scores of experimental group students in their Social Skills.

Table - 7.

Difference between the pre-test and post-test means scores of Experimental Group Students in their Social Skills

	N	Mean	SD	Calculated 't' value	Table Value	Remark
Pre-test	50	67.74	11.179	4.079	1.96	S
Post-test	50	70.80	10.246			

From the above table, it is inferred that the calculated 't' value (4.079) is greater than the table value at 5% level of significance, the null hypothesis is rejected. Hence, significant difference is found between the pre-test and post-test mean scores of the experimental group students in their social skills.

8. There is no significant difference between the pre-test and post-test mean scores of Experimental Group Students in their Social Skills with regard to gender.

Table - 8.

Difference between the pre-test and post-test means scores of Experimental Group Students in their Social Skills with regard to Gender

Gender		N	Mean	SD	Calculated 't' value	Table Value	Remark
Male	Pre-test	26	66.50	11.389	5.533	1.96	S
	Post-test	26	68.23	9.836			
Female	Pre-test	24	69.08	11.029	4.405	1.96	S
	Post-test	24	73.58	10.146			

From the above table, it is inferred that the calculated 't' values (male - 5.533; female - 4.405) is greater than the table value at 5% level of significance, the null hypothesis is rejected. Hence, significant difference is found between the pre-test and post-test mean scores of the experimental group students in their social skills with regard to gender.

DISCUSSION

From the findings of the present study, it is observed that the mean scores of pre-test of both control group and experimental group students are found to be same in their social skills. While studying the mean scores of post-test of experimental group, though they are statistically not significant, it is somewhat higher than that of control group students, which obviously showed the

influence of experimental variable - cooperative learning strategies adapted for the study.

Moreover, it is also noted that the pre-test and post-test mean scores of control group students significantly different in their social skills. This is because of the teacher behaviour may influence the students' interaction during the regular class hours and the freedom offered by the respective teachers handling the class may improve the peer group relationship, which in turn, their social skill may also be improved. Regarding the experimental group students, the mean scores of the selected sample treated with the chosen experimental variable recorded a better social skills when compared with their counterparts. This may be due to the significant influence of cooperative learning strategies. During the experimentation, the students are able to interact with one another easily and they can mingle with others. These things may promote their social skills in a remarkable manner and hence they are found superior in the social skills.

CONCLUSION

On the completion of this experimental study on the effectiveness of cooperative learning strategies on the social skills of higher secondary school students, the researcher concluded that the chosen experimental variable has the significant impact on the improvement of social skills of the higher secondary school students. So, it is opined that the cooperative learning strategy should be instilled in the minds of younger generation for improving their social skills that are inevitable one for meeting out the future challenges in the society.

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