

# CO-OPERATIVE LEARNING: ATTITUDE AND PERCEPTION IN ONLINE AND TRADITIONAL INSTRUCTIONAL SETTING

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## Abstract

*The purpose of the study is to explore the attitude and perception of Under Graduate students towards cooperative learning. Keeping in mind the above stated criteria, the researcher selected the Under Graduate students Baripada as population and from this population 120 Under Graduate students from various departments were selected as samples by the utilization of simple random sampling techniques. The investigator used self-made rating scale Perception Towards Co-operative Learning and standardized for the purpose of data collection. This tool consists of 30 items. Finally the study found that there is exists significant difference in attitude and perception between students studying in online and traditional instructional setting towards co-operative learning. There is significant difference between science and Arts Under Graduate students attitude towards co-operative learning.*

**Keywords:** *Attitude, Under Graduate students, Co-operative learning*

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## Introduction

Kessler (1992) states the application of cooperative learning to classroom teaching finds its root in the 1970s. It is designed by Israel and United states first time in classroom context. Now cooperative learning is applied in almost all school content areas and increasingly in higher education also. But it is more effective in traditional classroom as research studies stated but no evidence of online learner. Kagan, (1990) is revealed that cooperative learning is an effective teaching and learning method used in classroom. Cooperative learning utilizes group interaction to improve understanding of content distributed within a particular course. It also has been associated with higher achievement, more positive attitudes and motivation, as well as socialization skills. Cooperative learning is beneficial for learner in a number of ways (Xiaping, 2003). Further, Christison (1994) also states that cooperative learning increased motivation and retention to help students develop a positive image of self and others and encouraged collaborative social skills among students. Cooperative learning enhanced socialization and learning among students (Johnson, 1981)

Since cooperative learning refers to instructional methods and techniques in which students work in small groups, this study is expected to find out the perception of students those were learning in online and traditional instructional setting.

## Objectives of the study

1. To assess the Under Graduate students attitude and perception towards co-operative learning.
2. To study the significant difference in attitude between students studying in online and traditional setting towards co-operative learning.
3. To study the significant difference in attitude between science and arts students towards co-operative learning.

## Hypotheses of the study:

1. There exists significant difference in attitude between students studying in online and traditional setting students towards co-operative learning.
2. There exists significant difference in attitude between science and Arts Under Graduate students towards co-operative learning.

## Methodology:

The study was based on case study method. In this study the Under Graduate students of a university were taken as population and from this above population 120 Under Graduate students from different departments were selected as sample by the utilization of simple random sampling techniques. Keeping in mind these criteria the investigator made rating scale as the most suitable tool for the collection of relevant data. Since the rating scale consist of both positive and negative statements. The investigator used self-made rating scale tool and standardized for the purpose of data collection. This tool consists of 30 items .Here the investigator developed 5 point scale as Strongly Agree, Agree, Neither agree nor disagree, strongly disagree, disagree. The scale was measured for its test retest by administering upon a group of Under Graduate students (N-24) including male and female students. The time interval between two testing was one month. The content is reliable at 0.71 because it comes within the range of (0.6 -1).The reliability of the study was established with the help of split half method by administering two halves of the attitude scale as well as complete attitude scale on a representative sample of Under Graduate students selected from MPC Autonomous College, Baripada.

## Analysis and interpretation

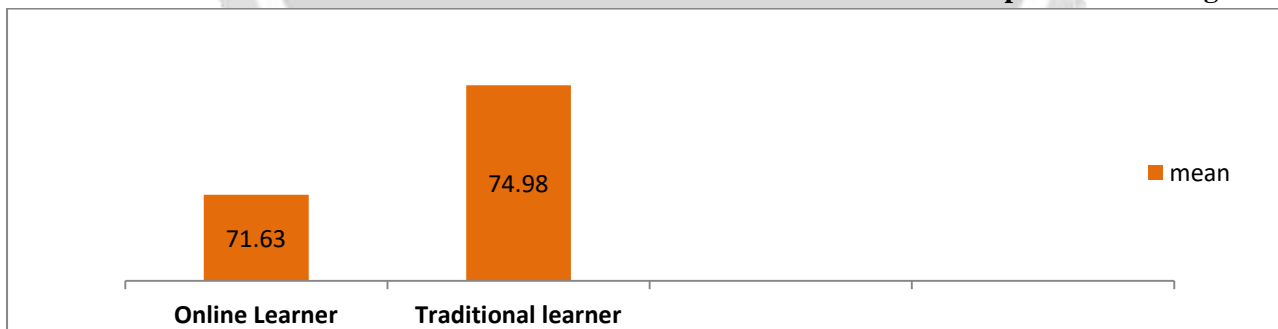
**Table No-1**  
**Significance of difference in attitude between students studying in online and traditional setting towards co-operative learning.**

Group	N	Mean	SD	t-ratio	Level of significance
Online setting	70	71.63	5.83	2.76	.01
Traditional setting	50	74.98	6.06		

It is revealed from the table no.4.1, that the mean scores of Under Graduate students studying in online and traditional setting attitude towards co-operative learning are 71.63 and 74.98 with SDs 5.83 and 6.06 respectively. The t-ratio come out from above two groups is 2.76, which is significant at both level of significant. That means there is no significant difference between Under Graduate students studying in online and traditional setting attitudes towards co-operative learning. Thus the hypothesis-1 “there exist significant difference between Under Graduate students studying in online and traditional setting attitude towards co-operative learning” is accepted.

Further the mean score of students studying in online and traditional setting attitude towards co-operative learning in general is depicted in the figure-1

**Fig.No-1**  
**Mean of male and female Under Graduate students attitude towards co-operative learning**



**Table.No-2**  
**Significance of difference in attitude between science and arts Under Graduate students towards co-operative learning.**

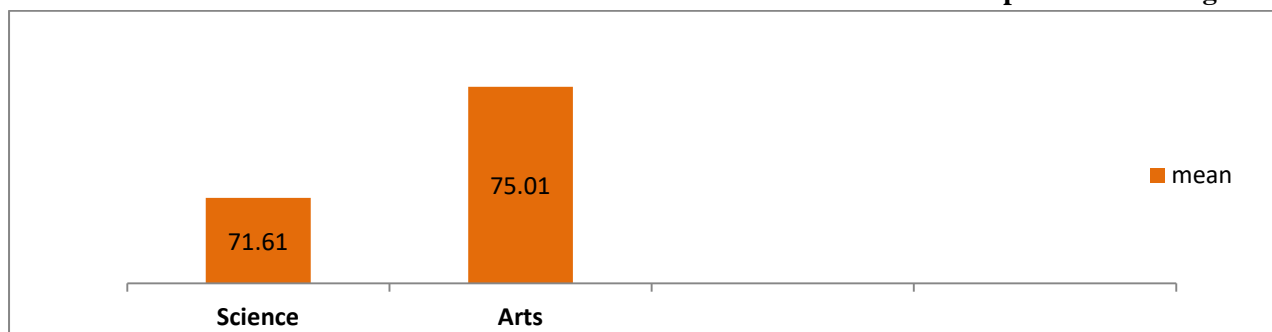
Group	N	Mean	SD	t-ratio	Level of significance
Science	40	72.61	4.73	2.82	.01
Arts	80	75.01	6.25		

In this Table No-2 the mean scores of science and arts Under Graduate students' attitude towards co-operative learning are 72.6 and 75.01 with SDs 4.73 and 6.25 respectively. The result of t-ratio 2.82 come out from the above two groups, which is significant at both level of significance. That means there is significant difference between science and arts

Under Graduate students attitude towards co-operative learning. Thus, the hypothesis-2 “There exist no significant difference between science and arts Under Graduate students towards co-operative learning” is retained.

Further the mean score of science and arts Under Graduate students attitude towards co-operative learning in general is depicted in figure-2

**Fig.No-2**  
**Mean of science and arts Under Graduate students attitude towards co-operative learning**



### Discussion and Conclusion:

The overall findings of the study revealed that there exists a significant difference in attitude and perception between students studying in online and traditional instructional setting towards cooperative learning. Students studying in traditional setting had more positive attitude towards cooperative learning ( $M=74.98$ ) as compare to the traditional setting learners ( $M=71.63$ ) Further, there exist a significant difference in attitude and perception between arts and science post graduate students towards cooperative learning. Arts students had more positive attitude and perception towards cooperative learning as compare to their science students. So it is suggested that class size should be less and appropriate in number to implement co-operative learning. Traditional classroom environment is appropriate for organizing co-operative learning. Hence, teachers, curriculum framer and administrator should promote traditional instructional setting for cooperative learning. Further more practical and group work activity should be organized among science students for developing attitude towards cooperative learning.

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