EFFECT OF CO-OPERATIVE LEARNING MODEL ON THE IX STANDARD STUDENTS ACHIEVEMENT AND THEIR ATTITUDE TOWARDS GEOGRAPHY

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ABSTRACT

The science of geography is changing rapidly. Social and technical progress depends more and more on up-to-date geography in an increasing range of professions. This is because geography is becoming a more flexible tool than it ever was in many fields of life and culture, old and new alike. The purpose of this study was to examine the empirical support validating the effectiveness of the different methods of cooperative learning. In order to do so, it is first helpful to discuss why cooperative learning is so widely used. The investigator for the present study has used Co-operative Learning model that is Students Team Achievement Divisions (STAD) which is one of the popular method cooperative learning, developed by Slavin (1978). The objectives of the study was to study the significant difference between experimental and control groups with respect to pre test, post test and gain of pre and post test achievement in Geography of IX standard students. The study had pre-test, post-test, quasi-experimental study. The major independent variables of the comparative study that is Cooperative Learning and Conventional Method of Teaching along with Ability groups (low, average and high) and Gender (boys, girls); the dependent variables of the study were achievement, attitude towards Geography; control variables were intelligence and SES. The tools used were Achievement Test wherein investigator has constructed questionnaire consisting of 60 multiple choice questions pertaining to Geography (Topic: World Natural Regions),
Socioeconomic Status Scale of Upadhyay and Saxena (2008), Raven’s Standard Progressive Matrices (1960), Geography Attitude Scale developed by Unal Ozdemir (2012). In order to test the hypothesis Differential statistics and Co-relational analysis was used. The findings showed that, the students with high level ability in the experimental group had higher gain in achievement when compared to control group. Co-operative learning offered a rare opportunity for Geography learners to communicate with each other on an intellectual level in non-threatening environment. While performing mapwork activities, Geography learners were able to experience trust building as they established closer relationships with their peer. Geography lesson teachers have idea about the motive levels of the students to raise the motivations of the students towards geography lesson. The aim, importance and the importance of geography in daily lives should be taught to the students with low motivation level. Using the strategies to motive the students in geography curriculum, it should be useful for teachers to apply the motive strategies in lesson. Co-operative learning can be used to teach map work in Geography education.