

## EFFECTIVENESS OF CO-OPERATIVE LEARNING STRATEGIES ON THE EMOTIONAL INTELLIGENCE OF B. ED STUDENTS

Wadhe Pritesh Rama<sup>1</sup> & Rajendra Prasad<sup>2</sup>, Ph. D.

<sup>1</sup>Ph.D Research scholar, Department of Education, Shri Jagdishprasad Jhabarmal Tibrewala University, Jhunjhunu, Rajasthan

<sup>2</sup>Associate professor, Department of Education, Shri Jagdishprasad Jhabarmal Tibrewala University, Jhunjhunu, Rajasthan

### Abstract

Emotions play an important role in human life. Success of any professional is depends upon his ability to recognize and handle his own emotions. In the past period, a person with high level of Intelligence Quotient (IQ) was considered as successful in his career and life but nowadays along with IQ, Emotional Intelligence (EQ) is recognized as a vital requirement and key factor in every profession. Teaching profession is one of the professions where use of emotional intelligence is necessary. Co-operative learning strategies are successful learning strategies where students work in small groups to achieve their academic goals. Co-operative learning could be a good way to develop an emotional intelligence in B.Ed students. The present study is done to check the effectiveness of co-operative learning strategies on emotional intelligence of B.Ed students. The Post test only-two equivalent control and experimental design is used in this study. Findings of this study revealed a significant difference in the emotional intelligence of B. Ed students of control and experimental group after instructed by lecture method and co-operative leaning strategies respectively.

**Keywords:** Effectiveness, Co-operative learning strategies, Emotional intelligence, B. Ed students.



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### Introduction:

Emotions play a crucial role in everyone's life. Human life cannot be considered without emotions. In past period, success of human life was considered on the basis of his intellectual capabilities. A person with high level of intelligence quotient (IQ) was considered as successful in his career and life. As the period changed, people started to look for the other factors responsible for success other than IQ. Peter Salovey and John D. Mayer coined the term 'Emotional Intelligence' in 1990 first time and explained first time as a form of social intelligence which includes the ability to monitor one's own and others' feelings and emotions. Research shows that people with high levels of emotional intelligence have greater career success, job performance, foster stronger personal relations, have more effective leadership skills, and are healthier than those with low emotional intelligence (Cooper, 1997).

Emotional Intelligence (IQ) is recognized as a vital requirement and key factor in every profession. Teaching profession is one of the professions where use of emotional intelligence is a necessary. A teacher with a high emotional intelligence can understand and guide his student in better way and also can adapt with changing environment and can face challenges of teaching profession effectively.

Emotional intelligence includes 4 types of abilities

**1.Perceiving emotions:**

It's an ability to detect and decipher emotions in picture, voices, faces and cultural artifacts. It also includes ability to identify one's own emotions.

**2.Using emotions:**

It's an ability to harness emotions to facilitate various cognitive based activities like thinking and problem solving.

**3.Understanding emotions:**

It's an ability to comprehend language of emotions and to appreciate complicated relationship among emotions.

**4.Managing emotions:**

It's an ability to regulate emotions in both ourselves and in others

**Emotional intelligence is composed of following factors:**

- 1. Self awareness:** The ability to recognize and understand one's own mood and emotions and drives as well and their effects on others
- 2. Self regulation:** The ability to control or redirect disruptive impulses and mood. The propensity to suspend judgment- to think before acting.
- 3. Motivation:** A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence.
- 4. Empathy:** The ability to understand the emotional make up of other people. Skills in treating people according to their emotional reactions.
- 5. Social skills:** Proficiency in managing relationship and building networks. An ability to find common ground and build rapport.

**Co-operative Learning:**

Co-operative learning is composed of successful learning strategies where students work in small groups to achieve their learning goals. Co-operative learning could be a good way to develop an emotional intelligence in B.Ed students. Co-operative learning strategies are

based on social constructivism. In co-operative learning, students work in a small group and collectively for better learning. Students show an active participation in co-operative learning than a passive listener like in traditional teaching methods. Co-operative learning is a successful teaching strategy where students work in small groups and use variety of different activities to improve their understanding of content. In 1994 Johnson and Johnson described 5 elements namely Positive interdependence, Individual accountability, Face to Face interaction, Social skills and group processing essential for effective group achievement, effective group learning and higher order social, personal and cognitive skills ( e.g. Problem solving, Decision making, Reasoning, Planning, Organizing and reflecting)

**Co-operative learning strategies:**

Co-operative learning strategies are successful learning strategies widely practices at elementary level to college level instruction. Some cooperative learning strategies utilize students pairing, while other utilize small group of four and more students. e.g. Think Pair share. Three step interview, Round table or Rally table, Group investigation, Round Robin brainstorming, and Three minute interview, Jigsaw, Jigsaw II, Reverse Jigsaw, Reciprocal Teaching, Problem Based Learning (PBL), Student Teams Achievement Divisions (STAD), Team Game Tournament (TGT)

**Need of the study:**

Learning and practicing co-operative learning strategies would help B. Ed students to get some benefits like achievements, retention, improvements in relations, improved critical thinking skills, oral communication improvement, promoted social skills, heightened self esteem. It's a need to introduce co-operative learning strategies in the curriculum of B. Ed courses. It's essential to study the relationship of co-operative learning strategies and development of Emotional intelligence in student teachers.

**Importance of the study:**

It is very important for B. Ed students to understand the concept of emotional intelligence, different factors of emotional intelligence and its importance in their teaching profession .It is important to understand the correlation between his profession and emotional intelligence with respect to co-operative learning strategies Emotionally intelligent teachers can help students by motivating them, enhancing innovation, increasing their performance, effective use of time and resources, improved leadership qualities and improved teamwork.

### **Review of related literature:**

In the present research study, review of related literature was taken from institutional libraries and online resources. The material was obtained from there such as from books, research Journals, ERIC and M. B. Much volumes and Ph.D dissertations were mentioned in the chapter review of related literature.

### **Objectives of the present research study:**

1. To prepare lessons plans based on co-operative learning strategies and Lecture method on a selected unit of Science and Technology Education subject of B. Ed course.
2. To implement the lesson plans based on co-operative learning strategies and Lecture method on a selected unit of Science and Technology Education subject of B. Ed course on selected B.Ed students.
3. To check the effectiveness of co-operative learning strategies and lecture method on the Emotional Intelligence of B.Ed students.

### **Hypothesis:**

**Ho:** There is no significant difference in the effectiveness of Lecture Method and Co-operative Learning Strategies on the development of Emotional Intelligence of B.Ed students of control and experimental group.

### **Assumptions:**

1. Compelling relationship exist between students' emotional intelligence and their ability to work effectively within a team. ( Luca, J., & Tarricone, P ,2001).
2. Cooperative arrangements were found superior to either competitive or individualistic structures on a variety of outcome measures, generally showing higher achievement, higher-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned from one situation to another. (Barkley, et al, 2005)

### **Delimitations and limitations of the Present Research:**

1. This study is delimited to B. Ed students who are studying curriculum of S.N.D.T. Women's University, Mumbai
2. This study is delimited to Science and Technology Education subject content only.
3. This study is delimited to experimental method of research.
4. This study is delimited to 16 female students of B.Ed course
5. This study is delimited to use of Emotional intelligent scale as a tool of data collection.

**Design of the study**

**Methodology-** The present study is a quantitative research. The Experimental method was adopted for the present study. “Equivalent Group only Post Test Design” was used for the present study.

**Research variables:**

**1. Independent Variables:**

For Experimental Group: Instruction through Co-operative learning strategies (Think Pair Share + Context/Problem Based Learning (C/PBL) +Student Teams Achievement Divisions) (STAD)

For Control Group: Instruction through lecture method.

**2. Dependent Variables:** Emotional Intelligence is a dependent variable in the present study.

**Sample:**

In the present research work, researcher selected one college by purposive sampling technique of non probability sampling method. B. Ed. students of Science and Technology method were selected from selected college by Incidental Sampling technique of Non-Probability Sampling Method The sample taken for this study was small and previous researches has proved that small sample is more useful in the context of co-operative learning based experimental studies

	Control group	08	
Number of B.Ed students	Experimental group	08	Total Students 16

**No. of Selected B. Ed students**

**Tool of data collection:**

Emotional Intelligence scale was used as a tool of data collection to know the exact effect of co-operative learning strategies and Lecture method on the development of Emotional Intelligence of B. Ed students. Detailed literature on professional skills was done and also visited several experts in the field of Teacher Education for preparing a Emotional Intelligence scale. The item analysis procedure has been introduced and the split half coefficient of reliability measures is 0.48. There were 30 items in the final draft of professional skill scale.

**Tool of data analysis:**

In the present research t- test is used to study whether there were significant difference in the means of the score of control and experimental group after implementation of lessons plans based on co-operative learning strategies and lecture method

**Data analysis:**

The analysis of data was done by using raw data collected by the researcher by using descriptive and inferential statistics

Group	N	Mean	S.D	Obtaine d t - value	Table- t value	Level of significance (0.05) Two tailed
Control	08	124.2	4.23			
		5		2.8745	2.145	Significant
Experimental	08	132.6	7.07			
		3				

**Findings:**

From the above table it can be seen that the t-value was significant at 0.05 level. Hence, the null hypothesis is rejected. Therefore, there is a significant difference in the effectiveness of Lecture Method and Co-operative Learning Strategy on the development of Emotional Intelligence of B.Ed students of control and Experimental group.

**Conclusion:**

On the basis of result obtained after the data analysis, it is concluded that co-operative learning strategies are more effective in developing emotional intelligence in B, Ed students as compare to traditional lecture method.

**Contribution to knowledge:**

This study has been done by keeping in mind the importance of co-operative learning strategies at teacher education level. An attempt was also made to create an interest in B. Ed students for co-operative learning strategies. Researcher has tried to explain the importance of co-operative learning strategies to B.Ed students and its usability in developing emotional intelligence among them.

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