

# The Effectiveness of Cooperative Learning in Improving Students' Understanding of Business Services in Commerce

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**Abstract:** *Cooperative learning is an effective teaching method that promotes active learning, critical thinking, and social interaction among students. In this study, we aimed to investigate the difficulties faced by grade 12th students in understanding the concept of business services and to provide remedial measures to improve their learning. We also aimed to determine the difference between the pre-test and post-test scores of the students after the implementation of cooperative learning*

**Keywords:** commerce learning, Cooperative Method, experimental

## I. INTRODUCTION

E-Banking is very important in our day to day life. It saves time, provides ways for international banking. It provides banking throughout the year, 24/7 days from any place that has internet access. It provides some security and privacy to customers. Cooperative learning is called small group learning in which a small group of students work together on a common task. The task may be simple or complex. There are many types of learning strategies as follows : Jigsaw (cooperative) discussion method. But here the researchers are going to deal with the cooperative learning strategy. It helps to raise the achievement of students and helps to build positive relationships among students. It provides experience that develops both good learning skills and social skills and social skills. The study of E-banking provides well organised cash management for internet optimization.

## COOPERATIVE LEARNING METHOD

Group learning is a method of learning that takes place in the classroom in which students are given the opportunity to express their views and thoughts on a given topic. Group learning enables students to discover deeper meaning in the content and improve thinking skills. In group learning students work with their classmates to solve complex and authentic problems that help develop content knowledge as well as problem solving, reasoning. Communication and self-assessment skills.

## BENEFITS OF COOPERATIVE LEARNING METHOD

- Students are encouraged to become active rather than passive learners through cooperative learning methods.
- It encourages the development of critical thinking skills.
- Students could learn from and to teach each other.
- It facilitates greater transfer of previous knowledge and learning
- It enhances social skills and interactions.
- Group learning breaks the monotony and students get boosted.
- Students improve their Vocabulary skills.
- It makes the unit of study challenging, interesting, motivating, engaging and fun oriented.
- It focuses on a student centred approach to teaching and learning.
- Student from diverse backgrounds are provided with the opportunity to be heard share experiences & skills and to participate in unique ways

### NEEDS OF THE STUDY

- Students need to be much operationally disciplined and attuned to best practice e.g. Strategy formulation, learning and marketing.
- They need to be more entrepreneurial and innovative.
- They need to have greater accountability and be able to demonstrate impact and results.
- They need to operate in a financially sustainable way to earn profit.
- Providing students with experience of working in teams with the objective of developing their organisational skills and time management.
- Developing in students a sense of personal confidence in their ability and encouraging their versatility and adaptability.
- Problem faced by the students of Alpha College is they find difficulties in understanding the basic terms and rules of insurance and banking.
- Keeping in view the importance of various business services in day to day life this study aims to understand the difficulties faced by the students of alpha college and to give remedial measures to achieve a better standard or quality in comparison.

### OBJECTIVES OF THE STUDY: -

- To find out the difficulties faced by commerce students in business service topics.
- To provide remedial measures to improve learning of business service in commerce.
- To find out the difference between pretest and post test scores in commerce.

### HYPOTHESIS OF THE STUDY:

There are no difficulties faced by commerce students in business service topics.

There is no difference between the pre-test and post test scores in commerce.

## II. RESEARCH METHODOLOGY

Experimental research method was chosen to conduct the present study. Within the experimental research design pre experimental design i.e. one group pretest posttest design is used. One-group pretest - posttest design In this design the researcher administers a pretest, then the treatment and finally a posttest. The effects of treatment are judged by the difference between the pretest and posttest scores.

### Sample and Sampling Techniques

A sample is a small portion of the population that is selected for observation and analysis. The sample comprises 50 students of Std. 12<sup>th</sup> from Alpha junior college. Purposive sampling technique was applied to select college (Alpha junior\_college) and class (12<sup>th</sup>). Students were chosen by using simple random sampling techniques.

### Procedure

A sample of 50 grade 12th commerce students was selected for the study. A pre-test was conducted to assess the students' understanding of business services. Based on the results of the pre-test, the researchers identified the difficulties faced by the students in understanding the topic. Remedial teaching was provided to the students through the cooperative learning method. The remedial teaching included group discussions, problem-solving tasks, and peer feedback sessions. After the completion of the remedial teaching, a post-test was conducted to assess the effectiveness of the cooperative learning method in improving the students' understanding of business services.

## III. FINDINGS AND DISCUSSION

Basic concept of business services was found 20.33 therefore new hypothesis HO1 proves that students do not face difficulties in understanding the concept of business service. With reference to objectives and new hypothesis HO2 the difference between the mean score of the pre-test (12.33) and post-test (20.067) was found to be 7.74 therefore new

hypothesis HO<sub>2</sub> is rejected and it can be concluded that after the remedial teaching given by the researcher students were benefited and difference in the mean score of the pre-test and post-test was noted.

#### **IV. CONCLUSION**

From the result it can be concluded that after the identification of problems faced by grade 12th students in understanding the concept of business services. The researcher gives the remedial teaching using Cooperative learning which showed change and the frequency of wrong responses decreased in post-test. The remedial teaching showed improvement in understanding the topic. Co-operative Learning can be used as a tool to improve understanding of the concept of business services

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