

## **CHAPTER VI**

### **FINDINGS OF THE STUDY**

#### **6.1 Introduction**

This section presents the findings of the present study emerged from data analysis and interpretation depicted in the previous chapter. The findings of the study have been presented into four sections.

The first section presents findings that emerged from the Life Scale Assessment Scale and Situational Test, dealt with the initial level of life skills of students. The second section presents findings pertaining to process of enhancement of life skills. The third section presents findings pertaining to enhancement of life skill among students. Lastly, the fourth section presents findings pertaining to reaction of students towards cooperative learning.

#### **SECTION 1: FINDINGS PERTAINING TO STAUTS OF STUDENTS IN INITIAL LEVEL OF LIFE SKILLS**

1. With regard to the presence of initial level of life skills, it was found that majority of the students fall between average and low level and very few students were at very low level in all the ten core life skills.

#### **SECTION 2: FINDINGS PERTAINING TO PROCESS OF ENHANCEMENT OF LIFE SKILLS**

1. Being conditioned in the traditional method of teaching and learning style, almost all the students were not able to adjust with cooperative learning techniques embedded in constructivist pedagogy.
2. As the teaching and learning activities carried out was non practiced, it was found that almost all the students had shown lack of involvement and seriousness.
3. The initial stages of CLT activities such as "Round Table," "Write Around," and "Structured Problem Solving" had showed low performance of students. Many students faced issues understanding these activities, which necessitated the researcher to provide guidance and continued support. Despite continued support some students' performance remained low throughout the study.

### **SECTION 3: FINDINGS PERTAINING TO ENHANCEMENT OF LIFE SKILLS AMONG STUDENTS**

1. The study revealed that implementing Cooperative Learning Techniques (CLT) significantly enhanced all ten life skills, including self-awareness, empathy, effective communication, interpersonal skills, critical thinking, creative thinking, problem-solving, decision-making, coping with emotions, and coping with stress.
2. Group activities such as "Reciprocal Teaching," "Three Stay One Stray," and "Jigsaw II" promoted inclusive participation, thoughtful consideration and constructive dialogue among students. Specifically, the dynamic interaction within the "Three Stay One Stray" technique demonstrated members' ability to support each other in navigating complex discussions and reaching consensus effectively.
3. The "Three Step Interview" activity significantly improved effective communication among students. This method fostered a productive environment prioritizing understanding and clear communication.
4. "Write Pair Share" was found to enhance the creativity among students by fostering shared perspectives and understanding, allowing students to bring out their creative thinking skills collaboratively.
5. In the "Jigsaw II" technique, students exhibited a strong inclination to express their feelings and thoughts to their peers, reflecting enhanced empathy and self-awareness.
6. The cooperative decision-making process, characterized by active participation, open dialogue, and collective decision-making, was evident in the "Group Problem Solving" technique. This method showcased the students' abilities to engage actively and make decisions collectively.
7. Individual accountability emerged as a key factor, as students took responsibility for their contributions during discussions, ensuring that each member played an integral role in the group's success.
8. The cooperative nature of activities, where each member had the opportunity to both ask and answer questions, fostered engagement and interaction within the group. This was particularly evident in activities like "Numbered Heads" and "Three Stay One Stray," where students demonstrated excellent interpersonal skills, including active listening and making their peers feel heard and valued.

9. Structured problem-solving techniques was found to be an impetus among students as they assisted each other formulating solution, working collectively towards achieving the best outcomes for their tasks.
10. The researcher observed that students enjoyed working in groups in open environments such as gardens and playgrounds. This setting contributed to enhanced engagement and enthusiasm among students towards learning.
11. The "Reciprocal Teaching" activity significantly enhanced students' critical thinking skills. Students participated enthusiastically as they were given worksheets to be filled cooperatively by all group members. This activity promoted active involvement and deeper understanding of the material.
12. Group settings proved beneficial for students. Students felt valued as their voices were heard, had opportunities to consider multiple perspectives and enjoyed collaborative work with their peers. These settings fostered a sense of inclusion and mutual respect.
13. Working in groups helped students fostered the sense of empathy among students. When students faced challenges, their peers showed excellent consideration by providing support and encouragement. This collaborative environment cultivated empathy and cooperation.
14. Initially, students experienced stress in completing assigned tasks productively. Over time, they learned to manage stress and remain calm under pressure. This skill development was crucial for their overall performance and well-being.
15. Students developed a keen interest in the discussion process as each student had a definite role to play which fostered a sense of responsibility and active participation.
16. The activities which involved students to work in pairs were also found to be effective as each student coached their partner and provided corrective suggestions. This interaction helped all students become experts in their respective roles, promoting a deeper understanding of the content.
17. By participating in cooperative learning techniques students were able to remember the content of social science. By studying the content and then working on it collaboratively, students reinforced their learning and were found to retain information more effectively.
18. Throughout the implementation of cooperative learning techniques (CLT), a noticeable increase in participation was observed among several low achiever students. Compared to their initial levels of engagement, these students became

more involved in group discussions and activities, demonstrating a significant improvement in their willingness to participate and contribute.

19. By the end of the activities, twenty-three students exhibited substantial progression in various skills. These skills included self-awareness, empathy, effective communication, interpersonal skills, critical thinking, creative thinking, problem-solving, decision-making, coping with emotions and coping stress. The structured and supportive nature of cooperative learning technique facilitated this development, providing students with opportunities to practice and enhance these essential life skills in a collaborative environment.
20. The implementation of cooperative learning techniques significantly enhanced the students' life skills, fostered inclusive participation and promoted constructive dialogue. These activities created a supportive and collaborative learning environment where students actively engaged with their peers, developed essential life skills and worked together towards common goals.
21. A positive correlation was observed between various skills. Problem-solving skill demonstrated a strong relationship with decision-making skill, while critical thinking skill had a close connection with coping with stress. Additionally, empathy showed a significant link with interpersonal skill. This indicates that the development of one skill can significantly influence the enhancement of another.
22. The life skills of students were found to be enhanced through the teaching of social science by employing CLT.

#### **SECTION 4: FINDINGS PERTAINING TO THE REACTION OF STUDENTS ON COOPERATIVE LEARNING TECHNIQUE**

1. In the study present it is found that all students expressed a preference for cooperative learning techniques (CLT) over traditional teaching methods. They reported that CLT made studying social science easier and more enjoyable. A significant majority (86%) of the students felt comfortable sharing their thoughts during cooperative learning activities, and (86%) of the students felt their viewpoints were valued by their peers. Furthermore, 97% of students expressed a desire to learn all subjects through CLT, and 93% reported building friendships with their classmates.
2. In terms of engagement, 94% of students did not find working in CLT classes boring. 67% of the students preferred group work rather than working alone. Only

13% of students felt pressured by the responsibilities in CLT, while 23% found the cooperative learning environment to be noisy.

3. The cooperative learning techniques (CLT) offered students a fresh and engaging learning experience. They appeared to enjoy the various pair and group activities, each thoughtfully selected to align with different topics, adding an element of interest and variety to their learning process.
4. The researcher observed that most students developed a positive attitude towards cooperative learning techniques (CLT) and towards the roles and tasks assigned to each group member. Students showed significant improvement in personal attributes, including listening to others, cooperating effectively, adaptability, commitment, accountability, focus on tasks, clarity of roles and responsibilities and leadership skills.

## **6.2 DISCUSSION OF FINDINGS**

The findings from the present study on enhancement of life skills through cooperative learning techniques (CLT) in social sciences revealed a multifaceted landscape of educational outcomes and pedagogical implications. This discussion has integrated the findings with the review of related literature thus emphasizing the alignment, contradictions and unique contributions of the current study to the existing body of knowledge.

The initial assessment of life skills among students revealed generally low to average level, particularly in areas like empathy, communication and coping with stress. This aligns with study by Dhingra and Chauhan (2017) which highlight the necessity of life skills education to bridge gaps in adolescent competencies. The findings resonate with Srikala & Kishore (2010) and Parvathy & Pillai (2015) who emphasized the impact of life skills programs in improving self-esteem and coping abilities among adolescents. This underscores the critical need for targeted interventions to enhance essential life skills from an early stage.

The present study found that using Cooperative Learning Techniques (CLT) effectively enhanced various life skills, such as self-awareness, empathy, effective communication, critical thinking and coping with stress. This supports the findings of Maryam et al. (2011) and Kaur (2022) who also found that well-structured life skills programs have a positive impact on students. The employment of techniques such as numbered heads together and jigsaw II was also found to increase the engagement of students as it made

learning environment conducive. These methods are recognized in the research as being very effective for teaching life skills.

The enhancement of all ten life skills in the current study has pointed towards the interconnectedness between the life skills as supported by (Khera & Khosla (2012), Godi (2017) and Ezra (2018), who found that the growth of one ability positively impacts the development of another. This demonstrates a strong connection between various life skills.

The process of improving students' life skills through Cooperative Learning Techniques (CLT) faced several challenges at the beginning. Students had trouble working together as a team, some didn't take the tasks seriously and there were issues with maintaining discipline and understanding the activities. These challenges show how difficult it can be to introduce new ways of teaching. Researchers like Amandeep (2016) and Saki & Darhour (2023) have pointed out that creating a supportive environment and providing clear instructions are crucial when teaching life skills. Amandeep (2016) study found that students needed a lot of guidance at first, but they gradually got better over time. Learning new skills takes time and practice and teachers play a key role in helping students improve.

Additionally, other studies by Odja & Mursalin (2019) and Abdelgelil (2022) also show that cooperative learning is very effective in improving life skills. They found that using cooperative learning in different subjects like physics and swimming helped students think critically, solve problems and work well with others. These consistent results across different subjects suggest that cooperative learning is closely connected to developing important life skills.

The present study found that students got better at interacting with others, communicating effectively and showing empathy. This matches the findings of Roodbari et al. (2013) who showed that life skills training helps students develop socially and become more emotionally stable. The results also agree with studies by Godi (2017) who found that life skills education boosts emotional intelligence and helps students do better in school.

The findings from the present study underscores the significant role that cooperative learning techniques play in enhancing various student life skills. This observation is well-supported by numerous studies reviewed in the literature. For instance, Kaymak

et al. (2022) and Sholissafitri (2022) have documented the positive impact of cooperative learning models on academic achievement and student engagement. Specifically, the Jigsaw technique has been highlighted as an effective method for fostering critical thinking and social competence, which aligns with the findings of this study that cooperative learning enhances problem-solving and decision-making skills

Studies by Singh (2014) and Chopra (2019) showed that cooperative learning especially using the Jigsaw method is better than traditional teaching methods. These studies found that the Jigsaw method helps students think critically, work well with others and succeed academically. The Jigsaw method is particularly effective in teaching social sciences as it not only improves grades but also helps students develop important social skills like empathy and good communication. This research backs up the current findings that cooperative learning enhances student skills significantly.

The significant improvement in students' willingness to participate and contribute in cooperative learning have also been reported by Faiza (2018) and Peldon & Chalermnirund (2018) who found that cooperative learning enhances students' engagement and collaboration.

The findings of the present study suggests that individual accountability was a key factor as students took responsibility for their contributions during discussions, ensuring that each member played an integral role in the group's success. When students are accountable, they are more likely to engage actively, prepare thoroughly, and participate meaningfully in discussions and activities. Additionally, individual accountability prevents social loafing, where some members might rely on others to do the work thereby promoting a fair distribution of effort and participation.

As the students found learning social sciences enjoyable, particularly when engaging in cooperative learning techniques, this is supported by the findings of Purwanto et al. (2018) who suggested that students who learn social science through cooperative learning simultaneously have higher levels of learning motivation. To enhance the learning of social sciences through cooperative learning, it is recommended to implement structured cooperative techniques, where each student is responsible for learning and teaching a specific part of the content. Teachers should create diverse groups to promote different perspectives and encourage students to engage in meaningful discussions.

The students liked using Cooperative Learning Techniques (CLT) more than traditional teaching methods. This shows that CLT makes learning more motivating and engaging for them. The findings align with that of Yusuf (2010), Salako et al. (2013), Singh (2014) and Faiza (2018) who reported that students prefer to work in groups rather than learning through traditional methods.

The observation showed that students developed a positive attitude towards cooperative learning techniques (CLT) and towards the roles and tasks assigned to each group member, this corroborates with the findings of Korkmaz & Tay (2016) who stated that cooperative learning method and systematic teaching and constructivist learning approaches had a positive impact on the retention of the knowledge students learn.

### **6.3 CONCLUSION**

The findings and their elaborate discussion have highlighted the overall enhancement of life skills. The progression in the students displayed that cooperative learning proved to be fruitful technique to enhance life skills in social sciences. The student's positive reaction towards cooperative learning highlights the success of the program. The summary explains the overview of the entire thesis which is presented in the next chapter.