

Comparative Study of Boys and Girls of Private School and Government School of Indore District in Terms Cooperation Skill

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Abstract

The main objectives of the present research were – 1.To compare the adjusted mean scores of Cooperation of Male and Female students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately. 2.To compare the adjusted mean scores of Cooperation of Government and Private School students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately. The hypotheses of research were – 1.There is no significant difference in the adjusted mean scores of Cooperation of Male and Female students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately.2.There is no significant difference in the adjusted mean scores of Cooperation of Government and Private School students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately. The sample was comprised of 169 students of Higher Secondary school from Indore district were selected through the use of purposive sampling technique. The schools were private and government both. The age of students ranged from 13 to 17 years. The students belonged to different socioeconomic status. The medium of instruction was Hindi in all the selected schools. In the present study the data were collected by Personality ‘Extroversion – Introversion Test (EIT)’ by Singh, R.A (1990), ‘Social Adjustment Inventory’ developed by Pal, R (1985), ‘Social Intelligence Scale’ by Mathur, S (2007) and ‘ Cooperation Scale’ by investigator was used. The present study was experimental in nature. Non equivalent control group design was used. The Data were analyzed with the help of One way Analysis of Covariance. Findings of the research were as follows-1.Cooperation of students treated through T-Group Model is independent of Gender when Social Adjustment, Social Intelligence, Personality and Pre Cooperation were

taken as Covariate separately.2.Private school students were found to be more benefited in development of Cooperation treated through T-Group Model when Social Adjustment, Social Intelligence, Personality and Pre Cooperation were taken as Covariate separately.

Keywords: Social Adjustment, T-Group Model

Introduction

T- Group Training is a technique of the job training method. It is a group experience designed to provide maximum opportunity for the individuals to expose their behaviour, give and take feedback and experience new behaviour and develop awareness about self and others. The T- Group training is also known as several names such as Sensitivity Training, Action Training, Human Capacity Movement, Group Dynamics, Awareness Expertise and as forth.This training involves development techniques to attempt to increase or improve human sensitivity and awareness. The goal of this training is to helping trainees to improve and participate in human affairs. T-Group training enables trainee to understand themselves and others, changed their attitude towards self, others and groups role, increase their interpersonal skills and provide organizational improvement as groups rather than individuals.In T-Group no one tells participates what they ought to talk about. The lack of direction results in certain characteristic responses, participants are silent or aggressive or struggle to start discussions or attempt to structure the group. It also provides climate of trust, support and permission needed for individuals to try new behaviour. T-Group, normally comprised of ten to twelve persons who spends anywhere from eight to forty hours together in a face to face group situation. The trainer does not serve as a leader or authoritative person but work as faciliator for valid communication and help in explore of development.

Objectives

1. To compare the adjusted mean scores of Cooperation of Male and Female students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately.
2. To compare the adjusted mean scores of Cooperation of Government and Private School students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately.

Hypotheses

1. There is no significant difference in the adjusted mean scores of Cooperation of Male and Female students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately.
2. There is no significant difference in the adjusted mean scores of Cooperation of Government and Private School students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately.

Sample

The sample was comprised of 169 students. For that, Higher Secondary school classes of Board of Secondary Education M.P. Bhopal from Indore district were selected through the use of purposive sampling technique. The schools were private and government both. From the selected schools, class IX students were taken up for study. The 92 Students were in Experimental Group (T- Group Model) and 77 Students were in Control Group (Traditional Approach). There were 40 males and 52 females in Experimental group. On the other hand, 49 males and 28 females in Control group. All subjects were from urban area. The age of students ranged from 13 to 17 years. The students belonged to different socioeconomic status. The medium of instruction was Hindi in all the selected schools.

Tools

In the present study the data were collected in respect of Personality, Social Adjustment, Social Intelligence and Cooperation by administering the standardized tools. The detail of each tool are given below –

Personality - 'Extroversion – Introversion Test (EIT)' by Singh, R.A (1990) was used. The Split – half reliability coefficient for Extroversion –Introversion was 0.83 and Test – retest reliability coefficient was 0.792. The validity coefficient was 0.362. Judge's evaluation and Item-discrimination power have been presumed as the criteria of validity.

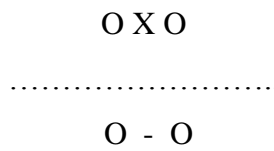
Social Adjustment - For the assessment of Social Adjustment ‘Social Adjustment Inventory’ developed by Pal, R (1985) was used. The test –retest reliability coefficient was 0.82.It had Concurrent validity.

Social Intelligence - Standardized Social intelligence tool ‘Social Intelligence Scale’ by Mathur, S (2007) was selected. The reliability coefficient for Social Intelligence Scale was 0.87 and the validity coefficient was 0.78.

Cooperation - Investigator develops a Cooperation Scale to assess the Cooperation skill among the Experimental and Control Group. The test-retest reliability coefficient for scale was 0.823 and it had Content validity.

Design

The present study was experimental in nature. Non equivalent control group design was used. The layout of design is as follow –



Where -

O - Observation

X - Treatment

- - No Treatment

.... - Non equivalent

Procedure Of Data Collection

Permission from the Principals of the selected schools was taken. The students taken up for the experiment were told about the objectives of the experiment with a purpose to establish rapport with them. The data in respect of variables - Cooperation, Personality, Social Adjustment, Social Intelligence were collected. Further, the care was taken not to administer more than one test on a day. After pre testing Experimental Group was treated through treatment for forty working days at the rate of 40 minutes per day in the form of activities through T- Group Model. Along with this, the Experimenter responded to students question or problem faced by them during and after the activities. During the Treatment the Personality of the students of Experimental and Control

group was assessed with the help of Extroversion Introversion Test of Singh, R.A(1990), Social Intelligence with the help of Social Intelligence Scale of Mathur, S(2007) and Social Adjustment with the help of Social Adjustment inventory of Pal, R (1985), Cooperation Scale by investigator. At the end of the treatment both the groups were post tested on the same variables using same tools as did at pre testing stage.

Data Analysis

(i)The data of first objective ‘To compare the adjusted mean scores of Cooperation of Male and Female students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately.’ was analyzed with the help of One way Analysis of Covariance. The results are given in Table 1.1

Table 1.1 Summary of One way ANCOVA for Cooperation by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately

Covariates	Sources of Variance	df	SSy.x	MSSy.x	F
Social Adjustment	Gender	1	99.23	99.23	1.43
	Error	166	11458.16	69.02	
	Total	168			
Social Intelligence	Gender	1	72.20	72.20	1.02
	Error	166	11735.67	70.69	
	Total	168			
Personality	Gender	1	76.02	76.02	1.08
	Error	166	11673.71	70.32	
	Total	168			

Pre Self	Gender	1	74.19	74.19	1.10
Control	Error	166	11149.24	67.16	
	Total	168			

From the Table 1.1, it can be seen F value for Gender are 1.43, 1.02, 1.08, 1.10, when Social Adjustment, Social Intelligence, Personality and Pre Cooperation were taken as Covariate respectively, which are not significant at 0.05 level of significance with degree of freedom 1/166. It indicates that adjusted mean scores of Cooperation of Male and Female students did not differ significantly. Thus, the null hypothesis that “There is no significant difference in the adjusted mean scores of Cooperation of Male and Female students treated with T- Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately ” is not rejected. Thus it can be concluded that Cooperation of students treated through T- Group Model is independent of Gender when Social Adjustment, Social Intelligence, Personality and Pre Cooperation were taken as Covariate separately.

(ii)The data of second objective ‘To compare the adjusted mean scores of Cooperation of Government and Private School students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately.’ was analyzed with the help of One way Analysis of Covariance. The results are given in Table 1.2

Table 1.2 Summary of One way ANCOVA for Cooperation by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately

Covariates	Sources of Variance	df	SSy.x	MSSy.x	F
Social Adjustment	Types of School	1	1666.946	1666.94	27.97**
	Error	166	9890.44	59.58	
	Total	168			

Social Intelligence	Types of School	1	1834.10	1834.10	30.52**
	Error	166	9973.76	60.08	
	Total	168			
Personality	Types of School	1	1782.08	1782.08	29.67**
	Error	166	9967.65	60.04	
	Total	168			
Pre Self Control	Types of School	1	1704.61	1704.61	29.72**
	Error	166	9518.82	57.34	
	Total	168			

** Significant at .01 level of significance

From the Table 1.2, it can be seen that the adjusted F value for Types of school are 27.97, 30.52, 29.67 and 29.72, when Social Adjustment, Social Intelligence, Personality and Pre Cooperation were taken as Covariate respectively, which are significant at 0.01 level of significance with degree of freedom 1/166. It indicates that adjusted mean scores of Cooperation of Government and Private schools students differ significantly. Thus, the null hypothesis that “There is no significant difference in the adjusted mean scores of Cooperation of Government and Private School students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre Cooperation as Covariate separately ” is rejected. In order to know between Government and Private schools whose adjusted mean scores of Cooperation is significantly higher the data were further studied in the Table 1.2.1

Table 1.2.1 Adjusted Mean scores of Cooperation of Government and Private school students treated with T-Group when Social Adjustment, Social Intelligence, Personality and Pre Self Control were taken as Covariate separately

Covariates	Types of School	Adjusted Mean scores of Cooperation
Social Adjustment	Government	41.06
	Private	47.52

Social Intelligence	Government	40.96
	Private	47.66
Personality	Government	40.98
	Private	47.63
Pre Self Control	Government	41.06
	Private	47.52

Further from Table 1.2.1, it is clear that the adjusted mean score of Cooperation of Government school are 41.06, 40.96, 40.98, 41.06 and Private school are 47.52, 47.66, 47.63, 47.52 which reveal that the adjusted mean scores of Private school is higher than the adjusted mean scores of Government school. Thus, it can be concluded that Private school students were found to be more benefited in development of Cooperation treated through T-Group Model when Social Adjustment, Social Intelligence, Personality and Pre Cooperation were taken as Covariate separately.

Results And Discussion

The result of first objective is ‘Cooperation of students treated through T-Group Model is independent of Gender when Social Adjustment, Social Intelligence, Personality and Pre Cooperation were taken as Covariate separately.’ The reason behind finding may be that in T - Group activities related to Cooperation involve equal chance of participation for Male and Female students. Another reason may be all six dimensions of Cooperation namely compromising, listening, sharing, encouraging, taking turns and doing part are equally distributed in each activity without gender biasness.

The result of second objective is ‘ Private school students were found to be more benefited in development of Cooperation treated through T- Group Model when Social Adjustment, Social Intelligence, Personality and Pre Cooperation were taken as Covariate separately.’ The reason behind finding may be in today’s condition Private school suffer from throat cutting competition. They put pressure on students for good result and students run behind the mark and feel mutual competition. It doesn’t means that Government school students are not sincere about result. But in comparison of Government school, Private school students live in

under pressure of competition. When students done the activities through T-Group Model they were relaxed and found new environment which is totally opposite to their daily routine. Thus, this may be reason of more benefited in development of Cooperation when treated through T-Group Model.

Findings

1. Cooperation of students treated through T-Group Model is independent of Gender when Social Adjustment, Social Intelligence, Personality and Pre Cooperation were taken as Covariate separately.
2. Private school students were found to be more benefited in development of Cooperation treated through T-Group Model when Social Adjustment, Social Intelligence, Personality and Pre Cooperation were taken as Covariate separately.

Implications

1. For enhancement of Cooperation , T- Group Model can be use without considering Gender.
2. Private school can use T- Group Model for solution of student's problems.
3. Policy maker can pay attention on use of T- Group Model when making policies for Government schools, so students get new change from routine activities.

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