



A Study of the Effectiveness of Art and Work Experience Activities in Developing and Interest in Collaborative Work among Primary School Students

Mr. Rahulkumar V. Patil
 Research Scholar

Dr. Gajanan M. Khekade
 Research Guide
 Assistant Professor SES R. C. Patel College of Education, Shirpur Dist-Dhule

Abstract

The present study entitled "A Study of the Effectiveness of Art and Work Experience Activities in Developing an Interest in Collaborative Work among Primary School Students" aimed to study the effectiveness of art and work experience activities in developing collaborative work among primary school students. The study adopted an experimental research method with a pre-test and post-test research design. The sample consisted of 40 Grade IV students selected through a purposive sampling technique from a primary school in Dhule Taluka. An Interest in Collaborative Work Scale with an observation sheet was used for data collection. The collected data were analysed using Mean, Standard Deviation, and 't' Test. The study concluded that art and work experience activities were effective in developing an interest in collaborative work among primary school students.

Introduction

Education is not limited to the development of school knowledge; it also aims to develop social-emotional attitude, creativity, cooperation, and problem-solving skills among students. In the primary education, children learn to interact with others, share ideas, and work together to achieve common goals. Collaborative work is an important skill that helps students develop communication, responsibility, confidence, and respect for others' opinions.

Art and work experience activities provide meaningful opportunities for students to learn through active participation and practical experiences. Activities such as poster making, collage making, craft work, cleanliness drives, gardening, and preparation of teaching aids encourage students to work in groups, share responsibilities, and cooperate with their

classmates. These activities create a joyful and supportive learning environment where students can develop interest and positive attitudes towards teamwork.

At the primary school level, especially in Grade IV, students are at an important stage of social and emotional development. Providing opportunities for collaborative activities helps them understand the importance of teamwork and collective efforts. However, traditional classroom practices may provide limited opportunities for students to engage in cooperative learning experiences.

Therefore, the present study was undertaken to examine the effectiveness of art and work experience activities in developing an interest in collaborative work among primary school students. The study aimed to assess students' interest in collaborative work before and after the implementation of selected art and work experience activities. A pre-test and post-test experimental research design was used to measure the effectiveness of these activities.

The findings of this study may provide useful suggestions for teachers to incorporate more group-based activities into classroom teaching and promote collaborative learning among primary school students.

Statement of the Problem

To Study of the Effectiveness of Art and Work Experience Activities in Developing and Interest in Collaborative Work among Primary School Students.

Objective

To study the level of interest in collaborative work among primary school students before implementing art and work experience activities.

To implement art and work experience activities among primary school students.

To compare the pre-test and post-test scores of students' interest in collaborative work.

Hypothesis

There is no significant difference between the pre-test and post-test mean scores of primary school students' interest in collaborative work after participating in art and work experience activities.

Research Methodology

Method- The present study adopted the experimental research method.

Population and Sampling - The population of the present study comprised all Grade 4 (Standard IV) students studying in primary schools of Dhule Taluka. A purposive sampling technique was adopted for selecting the sample. Since the researcher was teaching a Grade 4 class, the students of that class were purposively selected as the sample for the study. This

sampling method was considered appropriate because it enabled the researcher to implement the intervention effectively and observe the students' participation throughout the study.

Research Design - A pre-test and post-test research design was adopted for the present study.

Experimental Group



Pre-test (O_1) (Interest in Collaborative Work Scale)



Treatment (X) (Art and Work Experience Activities)



Post-test (O_2) (Interest in Collaborative Work Scale)



Comparison of O_1 and O_2 Scores

Research Tools- The research tool used in the present study was the Interest in Collaborative Work Scale. The scale was developed to assess the level of students' interest in collaborative work before and after the intervention. An observation sheet was prepared as part of the scale to evaluate students' participation and collaborative behaviour during art and work experience activities. The observation sheet included indicators such as active participation, cooperation with peers, communication, sharing of responsibilities, respect for others' ideas, and completion of group tasks.

Art and Work Experience Activities: in this study researcher use following activities

Group Poster Making (Cleanliness, Environment, Save Water)

Collage Making using waste materials

Paper Craft (Paper flowers, greeting cards, paper bags)

Clay Modelling in groups

School Cleanliness Drive

Tree Plantation and Garden Care

Best Out of Waste (Pen stand, flower vase, photo frame)

Making Teaching Aids/Charts in groups

Statistical Tools for Data Analysis In the present study, the researcher used the following statistical tools for the analysis and interpretation of the collected data:

Mean (M): The mean was used to find out the average scores of students' interest in collaborative work before and after the implementation of art and work experience activities.

Standard Deviation (SD): The standard deviation was used to measure the variability and dispersion of students' scores around the mean score.

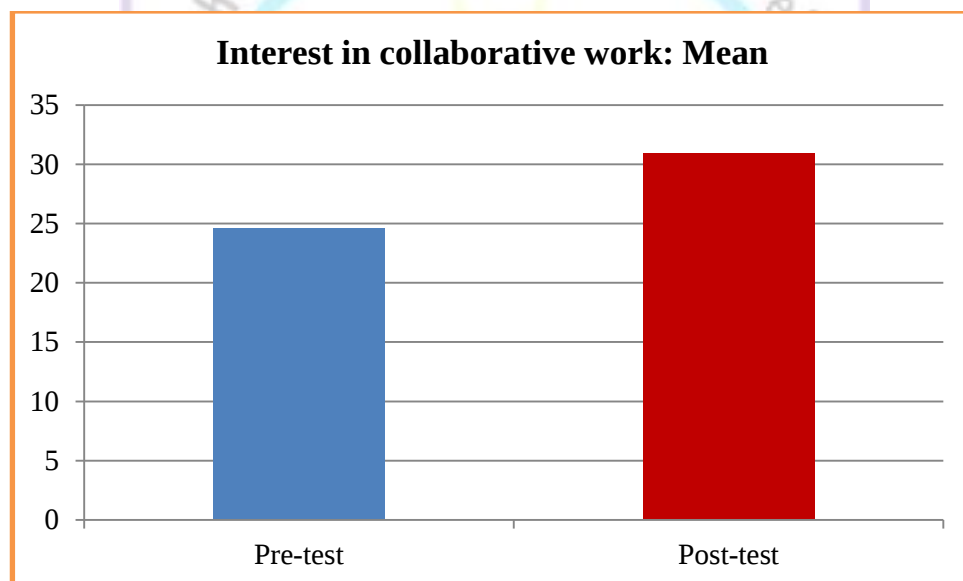
‘t’ Test: The ‘t’ test was applied to determine whether there was a significant difference between the pre-test and post-test scores of students' interest in collaborative work after conducting art and work experience activities.

Data Analysis and Interpretation

There is no significant difference between the pre-test and post-test mean scores of primary school students' interest in collaborative work after participating in art and work experience activities.

Table no. 01

Interest in collaborative work	No.	Mean	SD	Table ‘t’ value	Obtained ‘t’ Value	Accepted/ Rejected
Pre-test	40	24.63	4.96	2.00	5.96	Rejected
Post-test	40	30.96	4.59			



Analysis and Interpretation-

According to the table no. 01 The mean score of the students in the pre-test was 24.63 with a standard deviation of 4.96, whereas the mean score in the post-test was 30.96 with a standard deviation of 4.59.

The obtained ‘t’ value (5.96) is higher than the table ‘t’ value (2.00) at $df = 78$, the null hypothesis is rejected.

It indicates that There is significant difference between the pre-test and post-test mean scores of primary school students' interest in collaborative work after participating in art and work experience activities.

The post-test mean score (30.96) is higher than the pre-test mean score (24.63), which indicates that *art and work experience activities were effective in developing an interest in collaborative work among primary school students.*

Finding

There is significant difference between the pre-test and post-test mean scores of primary school students' interest in collaborative work after participating in art and work experience activities. (Art and work experience activities were effective in developing an interest in collaborative work among primary school students.)

Discussion

The post-test mean score (30.96) was higher than the pre-test mean score (24.63), which indicates that art and work experience activities were effective in developing an interest in collaborative work among primary school students. Based on this finding, it is suggested that teachers should provide more opportunities for students to participate in team-based activities and group work. Working in teams helps students develop cooperation, communication, understanding, leadership qualities, and a sense of responsibility. Teachers should regularly organize group projects, art activities, and work experience activities where students can share ideas, divide responsibilities, and complete tasks together. Teamwork-based learning creates an active and supportive classroom environment and encourages students to learn from their peers. Therefore, teachers should include collaborative activities as an important part of the teaching-learning process at the primary school level.

Reference

- Best John W.& Kahn James V. (2006). *Research in Education*, New Delhi: Prentice Hall of India Private LTD.
- Garrett H. E.(2006) *Statistics in Psychology & Education*, New Delhi: Sujeet Publications.
- Hughes, R.L. and Jones, S.K. (2011), Developing and assessing college student teamwork skills. *New Directions for Institutional Research*, 2011: 53-64. <https://doi.org/10.1002/ir.380>
- Strom, P. S., & Strom, R. D. (2011). Teamwork skills assessment for cooperative learning. *Educational Research and Evaluation*, 17(4), 233-251.