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ABSTRACT

The main purpose of the present study was to determine the difference of the group method education and lecture and occupational syllabus design impact on the social skills of the first year high schools students of Nazar Kahriz district during 2013-2014. The research methodology was of the experimental type of study. The statistical population of the present study included the whole high school students of Nazar Kahriz Town. The accidental sampling method was applied to take up the statistical sample so that one high school was accidentally taken up from the high schools of Nazar Kahriz Town due to the given limitations to achieve the group method teaching by the ministry of the education. Among the selected high school classes, one class for group teaching and another one for lecture-base teaching with 70 students were chosen in this regard. There was a questionnaire regarding to the social skills in order to gather the related data; the validity of the questionnaire using Cronbach alpha was obtained α=0.85 in this study. T test statistical test was also applied in order to testify the hypotheses of the study. The results of the study showed that there is a difference between the communicative, contrastive, self-controlling, social services, social understanding and the determination of the social values as well as courage of students in Nazar Kahriz Town due to the type of group and lecture education affairs.

INTRODUCTION

Today, due to the nature and essence of various sciences, the process of teaching the whole sciences with traditional method is not possibly established because of the lack of enough effectiveness of the learning process [8]. Therefore, the necessary requirement of the new teaching methods can be roughly felt in order to understand and digest the related comments and concepts regarding to the lesson and non-lesson issues particularly in relation to the behavior being conducted by teachers for transferring their knowledge to students. In the educational plans the concepts of the lesson books have been represented by two general teaching methods:

a- Teacher-based pattern aiming at forming the behavior based on a pre-determined pattern; teacher is the main point or coordination of this pattern. Learners learn the whole concepts but they forget the topics soon in this pattern [13].

b- Student-based pattern: the whole lesson issues have been paid attention to students’ abilities and skills potentially [3].

Although the lecture method is a common way of many various schools in the country, about 80% of the given educational materials will be forgotten during eight weeks by this method [1]. Group discussion teaching method is subjected to the student-based methods using the discussion method making the whole students to participate in the learning affairs potentially. Teaching by group discussion method enhances the process of learning among students [13]. In the other hand, socializing children correctly and the necessary skills have been considered as the most essential processes of the educational purposes in this pavement. For the reason, the social growth and appearance can make a healthy adaptation and relationship for the children making them to
reach to their potential in blossoming their talents and gifts in this regard. Hence the correct and precise study, preliminary planning and accurate targeting as well as continuous struggle for training and raising the social skills are the main and necessary issue in this pavement. According to the above-mentioned issues, the researcher of the present study seeks to determine and recognize the difference of the group and lecture-based education methods on the occupational and educational planning impact on the first high school students’ social skills in Nazar Kahriz district during 2013-2014. It is obvious that the obtained results of the study can be applied by the educational officials and experts as well as educational fanatics. Adibnia et al. [2] in a study titling “the investigation of the problem-solving teaching method comparison and discovery-based teaching method on the girl students’ social skills in social sciences of fifth grade students” showed that the related process can be considered as the most potential ways of teaching materials. It has been also carried out on the students of Kerman City regarding to the social skills of the same students. The research method is a semi-experimental method and the pre and post tests plans were also applied in this regard. Dizorila social skill questionnaire is used in order to gather the related data (1982-1999). The validity of the test for the questionnaire is 0.68 to 0.91 and its alpha coefficient is between 0.069 and 0.95. The obtained results of the study include these following cases: 

Pre test scores for both groups of experimental using problem-solving and discovery-based methods with controlling impact of post test in 0.05 significance level have significant statistically difference in this regard. It increases the level of students’ problem-solving issue with 95% confidence level more than the discovery method. The significant difference between the ability of social problem-solving in terms of the positive and negative dimension and vibrating method of students is not confirmed in this pavement. The significance difference between the ability of social problem-solving in the dimension of the logical problem solving and the avoidance method is confirmed among students being trained by the problem solving and discovery teaching methods. Shaabané Sichani [14] carried out a study regarding to the impact of the teaching methods in increasing the cognitive and emotional abilities of students; he believed that in today’s complex world everyone needs the educational affairs and it is considered as the main part of the human beings life issues; if the whole teachers consider the basic and fundamental issues of the education, they will make their own best efficacy on the whole students. The main important factor of the development and mental scientific growth is subjected to the educational system in a community. In this system, the scientific morality, social behavior, personal perception and social confrontation with problems are directly being trained. The process of teaching is one of the most essential elements of the education playing a key role in the educational system efficacy. According to William Van Till the process of education without the criticism and discussion will be exposed to a kind of hidden and dangerous problem; the process of teaching in our schools is only subjected to the transformation of the knowledge to students making these students’ minds full of unsuitable information and they will also mimic like a parrot what they have learned; this makes the process of learning more boring destroying the real impact of the teaching process in terms of the scientific activities; in the recent decades, teaching methods and patterns have been compiled for assisting the whole students to become efficient in educational issues; this raises the social skills and commitments of the whole students.

Research purposes:

The degree of cognitive, emotional and behavioral abilities is specified in teaching methods.

Research hypotheses:

There is difference between students’ educational progression in teaching methods of discovery, group discussion and lecture. There is difference between students’ educational progression in teaching methods. There is difference between the self education emotions in teaching methods. There is difference between the emotions regarding to the lesson subject in teaching methods. There is difference between the emotions regarding to an institute in teaching methods. There is difference between the emotional features in teaching methods. There is difference between the self esteem of teaching methods. There is difference between the performances of teaching methods. Latefi Kerachi [10] has carried out a study regarding to the investigation of the lecture-display training teaching methods and discovery learning conducted on the educational progression of the boy second guidance school mathematic lesson in Shiraz during 2000-2001; the results are as following:

In learning test, the conducted discovery learning method was effective than other two methods. The discovery and conducted discovery learning methods were also effective in transforming the process of learning in compare to display (lecture) method. Byler and Snowman (2005) have represented some studies titling the learning methods towards cognitive skills of students and hyper-cognitive issues and they have compared and investigated these two experimental and observation groups with students’ experimental research method; they concluded that the students of experimental group had got higher scores in compare to the observation group of students in the field of reading and comprehension issues and the attention towards the cognitive and hyper-cognitive skills of these students are effectively represented. The results of pre and post test comparison showed that the participation learning method had positive impact on the social skills of students functions in this regard.
but it did not make any influence on the students self esteem (Yaryari et al, 2008). The obtained results of the separate MANOVA analysis showed that the social atmosphere of the school not only has an influence on the growth of social skills among learners, but also it can influence on the common variance of these skills potentially. The conceptual study of every social skill showed that these skills are actually effective. The conceptual study of every social skill showed that the common variance of the social skills has been rooted from six other variables that they are as following:

Self conscious, self esteem, expanding trust and privacy feeling, attention to personal difference and flexibility [16].

Results:

The analysis and comparison of the obtained information from the pre and post test showed that the completion of the displaying social skills can increase the self esteem of the students. Also the analysis of the subscales of the social skills showed that the completion of the displaying skills can make significant impact on the interpersonal skills and behaviors regarding to the social skills test dimensions. However, there is no found any relationship between the impact of the displaying and the behaviors of the environmental issues.

Conclusion:

The displaying fluidity techniques can be applied in order to increase the social skills and self esteem of the whole students [11]. The results of the study showed that training the social skills, attitude, courage, stress management and self efficacy of students have been recovered and this change has been kept during its time potentially. As a consequence, training social skills can grow the social affairs optimistically [4]. Based on the results of the social skills of the under-study students, they had not got any suitable level in this path. This makes the process to be recovered in relation to the educational and training issues imperatively because it can also optimize the social skills and educational plans potentially [7]. Keshmiri [9] in a study titling the comparison of the social skills of students with learning disability concluded that the students with the most suitable element of social skills have better function in compare to their co-ages regarding to the process of learning potentially. The study of Soleimani [15] titling the impact of the social skills training on the social adaptation and students' educational function showed that training these social skills can increase the social skills, social adaptation and educational progression. The carried out study by Gage and Berliner [6] in relation to the positive impact of the active methods of teaching methods on students' educational progression indicated that the quality of learning in active teaching methods such as group discussion and participation method is higher than the inactive methods such as lecturing, practice and repetition; the ability of logical deduction and the satisfaction of students' cognitive requirements and motivation for learning can be achieved by the active teaching methods possibly and the application of the participation method is considered as the active teaching method influencing on the educational quality in this pavement. In a study led by Banke (1994), three approaches have been applied in order to reduce the unsuitable behaviors of students going towards the social growth as following:

1- A series of fundamental activities to produce the social skills
2- Direct training of social skills
3- Participation and group skills being achieved only to make some out of class opportunities

The results of these mentioned approaches showed the reduction of the unsuitable behaviors and the increase of the social skills among the whole students. In a study led by Collinson et al (1998) on the American high school students being achieved by an interview-based approach and paying attention to the educational progression of these students, the concluded that there are no found any opportunities for growing the students in classes and the social skill of these students have been paid attentionout of the class atmosphere.

During the recent years, the specialists and experts of the social growth and adolescence socialization issue believed that the schools are the main location for praising students to participate in the group-based activities. They concluded that the school has a positive impact on the students' responsibility feeling than others welfare and ability of the same students; it can make the highest influence on their social skills making better relations for them to be connected to others socially [11]. The results of Verduyn et al (1990) in the UK titling "training the social skills at school" showed that a considerable recovery can happen for the whole students in terms of the activities and social behaviors after the related intervention.

The results of Shemanti and Terri Livase [12] have shown that the social skill training program can influence on the social behaviors such as self controlling, cooperation and intimacy potentially.

Statistical population, sample and sampling method:

The statistical population of the present study included the whole high school students of Nazar Kahriz Town. The accidental sampling method was applied to take up the statistical sample so that one high school was accidentally taken up from the high schools of Nazar Kahriz Town due to the given limitations to achieve the group method teaching by the ministry of the education. Among the selected high school classes, one class for
group teaching and another one for lecture-base teaching with 70 students were chosen in this regard. The clustering sampling method has been applied in order to take up the under-study people of the study. Thus a one high school is chosen and two classes for teaching methods of group and lecture-based issues have been also taken up among the related high schools.

Data gathering instrument:

Data gathering instrument of the present study is subjected to a questionnaire regarding to the social skills. The social skills: Lazarus has divided the social skill into seven skills the same social skill questionnaire has been also applied to measure the related variables.

Statistical data analysis methods:

The information has been carried out by the use of T-test statistical test of two groups of independent to the hypotheses test and questions.

METHODS AND MATERIALS

The research methodology is a semi-experimental type of study. After the governance of the same level of the social skills of both groups, the same social skills were taught in five sessions (1.5hours) into seven skills framework:

1- Communicative skills
2- Courage skills
3- Skills regarding to grow the cooperative sensation, responsibility and friendship
4- Self controlling skills
5- Social understanding skills and recognition of social values
6- Skills regarding to the familiarity with social regulations and the application of social services
7- Overcoming skills

And finally, a one test is achieved from the whole students in this case. The educational and occupational lesson planning books have been applied in order to determine the content of the education subject.

Results:

Table 1: Descriptive information of t-test of two independent groups regarding to the difference between the courage skill of Nazar Kahriz students with attention to type of group and lecture educational issues

<table>
<thead>
<tr>
<th>Name of skill</th>
<th>Explanation of variable</th>
<th>Mean</th>
<th>Std deviation</th>
<th>Degree of t</th>
<th>Sig level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>Group method</td>
<td>10.7</td>
<td>1.7</td>
<td>4.018</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Lecture method</td>
<td>8.8</td>
<td>2.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicative</td>
<td>Group method</td>
<td>13.7</td>
<td>2.6</td>
<td>2.519</td>
<td>0.014</td>
</tr>
<tr>
<td></td>
<td>Lecture method</td>
<td>12.3</td>
<td>1.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confrontation</td>
<td>Group method</td>
<td>12.5</td>
<td>2.4</td>
<td>2.014</td>
<td>0.048</td>
</tr>
<tr>
<td></td>
<td>Lecture method</td>
<td>11.3</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social understanding and social values</td>
<td>Group method</td>
<td>13.5</td>
<td>2.5</td>
<td>2.734</td>
<td>0.008</td>
</tr>
<tr>
<td></td>
<td>Lecture method</td>
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<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social services</td>
<td>Group method</td>
<td>12.5</td>
<td>1.95</td>
<td>2.237</td>
<td>0.029</td>
</tr>
<tr>
<td></td>
<td>Lecture method</td>
<td>11.4</td>
<td>1.91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td>Group method</td>
<td>13.2</td>
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<td>1.455</td>
<td>0.150</td>
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<td>12.3</td>
<td>2.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self controlling</td>
<td>Group method</td>
<td>13.7</td>
<td>2.6</td>
<td>2.419</td>
<td>0.018</td>
</tr>
<tr>
<td></td>
<td>Lecture method</td>
<td>12.3</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained results of the above-mentioned table are as following:

1- There is difference between the communicative skill of Nazar Kahriz students due to the type of group and lecture education issues.
2- There is difference between the courage skill of Nazar Kahriz students due to the type of group and lecture education issues.
3- There is difference between the overcoming skill of Nazar Kahriz students due to the type of group and lecture education issues.
4- There is difference between the self controlling skill of Nazar Kahriz students due to the type of group and lecture education issues.
5- There is difference between the cooperation skill of Nazar Kahriz students due to the type of group and lecture education issues.
6- There is difference between the social service skill of Nazar Kahriz students due to the type of group and lecture education issues.
7- There is difference between the social understanding and social values determination skill of Nazar Kahriz students due to the type of group and lecture education issues.

Discussion and conclusion:
1- There is difference between the courage of Nazar Kahriz students due to the type of group and lecture training. The results of Abuzari research (1997) titling the investigation of the deductive thinking method on the educational progression of science lesson of first guidance school class of Tehran 10th district are coincident with the obtained results of the present study. Also the results of Shaabani [14] in a study showed that there is a difference between the courage of students in group and lecture training issues.
2- There is a difference between the communicative skills of Nazar Kahriz students due to the type of group and lecture training issues. Along with the obtained results of the hypothesis 2 [14], it is concluded that the communicative skill of students is higher along with group teaching method. Also, the results of Abuzari (1997) titling the investigation of the deductive thinking influence on the educational progression of the science lesson of the first guidance school students of Tehran are coincident with the present study.
3- There is a difference between the overcoming skill of Nazar Kahriz students due to the type of group and lecture training methods. The result of Shaabani research [14] is coincident with the present study; he concluded that there is a difference between the overcoming skill of students in group and lecture training issues.
4- There is a difference between the self controlling of Nazar Kahriz students due to the type of the group and lecture training; the results of the present study are not coincident with the study of Collinson et al carried out on the American students; they concluded that there is no opportunity for growing the self controlling and social growth of the same American adolescents.
5- There is no difference between the cooperation of Nazar Kahriz students due to the type of group and lecture training issues; this is not coincident with result of Hilda and Taba research after carrying out many various studies in 1966 in the field of three training methods and they carried out about 95% of the class activities and said that only teacher is the main facilitator of the learning process. The information management responsibility is merely granted by the same teacher causing to the students' cooperation skill.
6- There is difference between the social services of Nazar Kahriz students due to the type of group and lecture training issues. The mentioned result is coincident with the results of Adibnia et al [2].
7- There is difference between the social perception skill and value determination of Nazar Kahriz students due to the type of the group and lecture training issues; the mentioned result is coincident with the study of Byler and Snowman (2005). Also the mentioned results are coincident with the results of Latifi Kerachi [10] showing that the type of group and lecture training is different due to the mentioned results in this case.

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