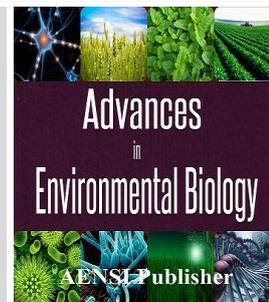




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## The Investigation of the Cooperative Learning Effect on the Social Skills and Educational Progression of Girl Students in KHOY City

<sup>1</sup>Neda Azimi and <sup>2</sup>Isa Barghi

<sup>1</sup>Department of Educational Management, Marand branch, Islamic Azad university, Marand, Iran

<sup>2</sup>Phd. Department of Educational Management, Marand branch, Islamic Azad university, Marand, Iran

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### ABSTRACT

The study aimed to investigate the effects of cooperative learning on social skills and academic achievement of high school students admitted temperament city. A sample of the secondary school female students in the city of Khoy (6500 people) that make up the Morgan and 362 were randomly selected for sampling. The method of this study from the aim is applied and from nature study is a descriptive survey. Information required by the questionnaire Moghimi cooperative learning, social skills were collected Matson, face validity was confirmed by experts and its reliability coefficient using Cronbach's alpha technique, respectively (0.78 and 0.84) to obtain respectively. Using descriptive and inferential statistical techniques (linear regression) were analyzed. The results show that the cooperative learning and collaborative learning social skills. There is influence the behavioral skills of students was %95 predicted. But there was no significant relationship between cooperative learning and achievement.

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## INTRODUCTION

The educational progression has been always aid attention by the educational systems and the degree of the educational progression is considered as one of the most essential and efficient criteria of the same educational system [9]. On the other hand, also these social skills are subjected to those subjects that have been paid roughly attention for many years potentially. Researchers and experts have considered the social skills as efficient relationship in one hand and in the other hand it can predict the most important social consequences judging all about others and making healthy people in this relationship efficiently. Of course it can increase the mental health of the same individuals potentially [3]. In the Iranian educational system teachers relying on the traditional methods particularly in lecture-based affairs try to courage their students to learn the scientific concepts and tendencies. Although the students' activity and mental growth is talked strongly, but these have been considered most theoretical-based case than practically affairs. In this process it is strongly talked all about the cooperation and intimacy between the students and their social growth but there is no taken any steps towards their potential efficiently and the cooperation and intimacy has been considered as the competence making no any progression in terms of their educational affairs going towards the students' failure in this pavement [5]. Since the educational progression and the social growth are considered as the main priorities of the Iranian community and due to the affection of the educational progression and personality and social skills by many various factors, the lack of teaching methodology ability can make the school officials and students to get suspicious for applying the related method in this pavement [4]. Among this, the active learning is one of the most essential learning methods making the learner's responsibility for the learning process. One of these active methods of the active learning is subjected to the cooperative learning process. In this method, the inhomogeneous groups try to reach to a purpose and the members of the group are relied on each other due to their role praising together to reach to their own targets and purposes efficiently. Thus it can be stated that in the stream of the group work, the mutual relationship of these members can make some situations for reaching to very important experiences such as ability of asking questions, explaining, criticizing and recalling the topics. On the other hand, the members of the cooperative groups should be grown in terms of the knowledge and

**Corresponding Author:** Isa Barghi, Phd. Department of Educational Management, Marand branch, Islamic Azad university, Marand, Iran

learning skills having the social skills along with suitable relationship in the path of the learning process. Due to the increase and expand of the mass media and informational resources as well as parents' knowledge increasing in this pavement, the importance and necessity of the educational affairs are also getting increased making the officials and decision-makers sensitive towards the educational fields and they try to enter these communicative and informational technologies into the educational fields. They also try to change the teaching process from teacher-oriented to student-oriented teaching methods. The necessity of getting out of these traditional affairs is subjected to the appearance of the modern and new teaching methods actively that the cooperative teaching is one of these methods potentially being appeared in the teaching methods strategically.

Since the researcher of the study has confronted with many students and their parents during the educational course, the students do not have the necessary educational progression complaining the class atmosphere. Hence, this topic is considered as one of the most challenging subjects of the researcher. On the other hand, the conscious of the active teaching methods and its effect on the educational progression and social skills made the researcher of the present study to investigate the influence of the cooperative learning method on the social skills and educational progression of KHOY City girl students.

Ashouri *et al* [6] concluded that the conceptual strategy and cooperative method influence on the educational progression of students in compare to the traditional methods but among these the motivation of the educational progression does not have significant difference in Biology Lesson. Rasouli *et al* [4] concluded that the cooperative teaching method is very effective than the lecture-based teaching method raising the whole students' creativity in this pavement. Husseininasab and Soltani [2] concluded that the social skills of the experimental groups are higher than the observation group and the difference between the groups is significant in this case. In addition, the boys group had higher cooperative skills in compare to the girls. Fahami and Ezzati [8] concluded that the cooperative learning method has not significant influence on the social skills. Karamati and Husseinini [9] concluded that students learned and trained with cooperative method have better educational progression than traditional learning method. Servet *et al* concluded that the cooperative learning method can lead to the students' educational progression regarding to the English Language Lesson. Alexander and Van concluded that the cooperative learning method can progress students' educational affairs. Chen in his study showed that the interaction of the learners groups includes the positive mutual dependency of the same groups regarding to the cooperative method raising their social skills in this pavement. Ching in his study showed that the cooperative learning method can increase the independency, learning, motivation, positive attitude, self confidence, growth of skills and social skills among individuals potentially. Bueno in his study concluded that the cooperative-based learning method can also increase the social skills.

## METHODS AND MATERIALS

The present study is based on scale type of research.

### *Statistical population:*

The statistical population of the study includes the girl students of KHOY City studying during 2013-2014 educational years. The number of these girls is 6500 people according to the related statistics.

### *Sampling method and determination of sample volume:*

The sample volume is about 362 people using Morgan Table. After specifying the number of the students, the sampling method is established based on accidental type of sampling. Then the researcher refers to the related city high schools distributing a questionnaire between these students accidentally.

### *Method and tool of information collection:*

Two following methods are applied in order to gather the related data:

a- Library studies: in this method the information is gathered by the related books, magazines, articles, papers, data bases and translation of foreign texts.

b- The applied tools of the present study are as following:

1- Questionnaire of cooperative learning: this questionnaire led by Moghimi and Ramazan [10] includes 13 questions and three elements of group dynamism, completion of project and feedback with LIKERT five scales domain that Moghimi and Ramazan has reported the validity coefficient or Cronbach alpha 0.86 in this study.

**Table 1:** Questions regarding to every dimension of the cooperative learning.

Dimension	Questions
Group dynamism	1-5
Achieving task on the project	6-10
Feedback	11-13

*Questionnaire of social skills:*

This questionnaire led by Matson includes 56 questions and five elements of suitable social skills, non-social behaviors, aggression and vibrating behaviors, power-seeking behavior and relation with co-ages established in five LIKERT Scales.

**Table 2:** Questions regarding to every element of social skill.

Dimension	Questions
Suitable social skills	1-18
Non-social behaviors	19-29
Aggressive behaviors	30-41
Power-seeking and high confidence	42-47
Relation with co-ages	48-56

*Validity and reliability of the data gathering tool:*

In the present study, the authentication of the related questions and variables has been carried out by the contextual authentication determination method. The reliability of the questionnaire questions has been also measured by Cronbach alpha technique between 30 girl students. The validity of the related questionnaire is also confirmed by the related experts particularly by the consultant professor in this study.

*Statistical data analysis method:*

The linear regression test has been applied in order to analyze the related data in this study. Totally, the all measurements have been carried out by SPSS Software (17). It should be mentioned that the assumptions of the study have been considered in 0.05 significance levels.

*Results:*

According to the regression test and table 4-4, it is observed that the sig level is  $p = 0.000$  below 0.05 and  $R = 0.97$ . There is a strong direct relationship between these two variables. According to the determination coefficient  $R^2 = 0.95$ ; thus, it can be stated that the cooperative learning can influence on the students' social skills at 95%.

**Table 4:** Regression coefficient of cooperative learning and social skill, educational progression, social skills, non-social behavior of students, power-seeking, self confidence of students.

Regression coefficient	0.97	0.03	0.87	0.043	0.11	0.94
Number	362	362	362	362	362	362
Sig level	0.000	0.65	0.000	0.50	0.08	0.000
Hypothesis	Confirmed	Rejected	Confirmed	Rejected	Rejected	Confirmed
Determination coefficient R2	95%	0.001%	76%	0.002%	0.013%	89%

According to table 4, it is observed that the sig level is  $p = 0.65$  higher than 0.05 and  $R = 0.03$ . So it can be stated that the cooperative learning has an effect on the students' educational progression by 0.001 degrees.

According to table 4, it is observed that the sig level is  $p = 0.65$  below 0.05 and  $R = 0.87$ . So it can be stated that the cooperative learning has an effect on the students' educational progression by 0.76% degrees.

According to table 4 it is observed that the sig level is  $p = 0.50$  higher than 0.05 and  $R = 0.043$ . So it can be stated that the cooperative learning has an effect on the students' educational progression by 0.002% degrees.

According to 44, it is observed that the sig level is  $p = 0.50$  higher than 0.08 and  $R = 0.11$ . So it can be stated that the cooperative learning has an effect on the students' educational progression by 0.013% degrees.

According to table 4, it is observed that the sig level is  $p = 0.000$  below than 0.05 and  $R = 0.56$ . So it can be stated that the cooperative learning has an effect on the students' educational progression by 0.31% degrees.

According to table 4, it is observed that the sig level is  $p = 0.000$  below than 0.05 and  $R = 0.94$ . So it can be stated that the cooperative learning has an effect on the students' educational progression by 0.89% degrees.

The mentioned results of table 4, it is represented that the cooperative learning influences on the students' educational progression by 95%. The cooperative learning makes a democratic and freedom atmosphere at class atmosphere making the possibility of students' comments to be stated in this pavement. In this relation, students are able to talk and discuss on their interested topics and this makes them to learn all materials potentially. The results of the present study are adaptive and coincident with the results of Shekari [5], Ghaffari and Kazempour [7], Fahami and Ezatti [8], Husseininasab and Soltani [2], Ching, Panitz and Buneo. The results of table 5-4 represent that the cooperative learning does not influence on the students' educational progression. In the representation of the hypothesis, it can be stated that the cooperative learning requires its own conditions and special skills and if the teachers and students do not have enough knowledge, the discussion will be broken down making teachers and students to get out of the related subject and wasting their energy and time for spending efficiently on the related topic. The results of the above mentioned study are not adaptive or coincident with the results of Ashouri *et al* [6], Esmaili and Hassani, Karamati *et al* [9], Rasouli *et al* [4], Alexander and Van, Servet *et al* and Pi Ninga.

The results of table 4 show that the cooperative learning method by 76% influences on the girl students' social skills. The construction of necessary flexibility during teaching and the interaction between the student and teacher is very essential regarding to the cooperative learning method. Hence the application of the cooperative teaching method can increase the informational interaction the students' knowledge necessarily. The cooperative learning is a suitable background for growing the social skills particularly in educational settings potentially. The positive sensation of student can also increase the personal responsibility along together. The results of the first hypothesis are coincident with the results of Shekari *et al* [5], Ghaffari and Kazempour [7], Chen, Ching, Patinz and Boneuo.

The mentioned results of table 4 represent that the cooperative learning method does not have influence on the girl students' social behavior changes. The cooperative learning can optimize and increase the personal responsibility feeling and raising the criticism temperament of the whole students. It also optimizes the emotional relations increasing the trust and mutual respect and growing the verbal skills reducing the stress of students potentially. Of course this reduces the dependency of students and non-social behaviors of the same students in this pavement. The results of the above mentioned hypothesis are coincident with the results of Shekari [5]. The mentioned results of table 8-4 represent that the cooperative learning method does not influence on the aggressive behavior of students. The participation of the students in relation to teaching affair and educational process can increase and optimize the emotional relations, reducing the sensations raising the knowledge of the whole students and they can potentially participate in the school atmosphere. The results of the above mentioned hypothesis are coincident with the results of Shekari [5] and Chen.

The mentioned results of table 9-4 represent that the cooperative learning method does not have influence on the girl students' power-seeking behavior. The cooperative learning can optimize and increase the personal responsibility feeling and raising the criticism temperament of the whole students. It also optimizes the emotional relations increasing the trust and mutual respect and growing the verbal skills reducing the stress of students potentially. Of course this reduces the dependency of students and non-social behaviors of the same students in this pavement. The results of the above mentioned hypothesis are coincident with the results of Shekari [5]. The mentioned results of table 8-4 represent that the cooperative learning method does not influence on the aggressive behavior of students. The participation of the students in relation to teaching affair and educational process can increase and optimize the emotional relations, reducing the sensations raising the knowledge of the whole students and they can potentially participate in the school atmosphere. The results of the above mentioned hypothesis are not coincident with the results of Shekari[5] but it is adaptive with the results of Chen.

The mentioned results of table 4 represent that the cooperative learning method by 89% has a relationship with the girls' co-ages. The cooperative learning makes students to get familiar with different cultures and comments increasing their ability for accepting the pros and cons of different topics among other students. This will make their viewpoints open towards their friends' comments potentially. As a consequence, they will have better social relations in this pavement.

The personal ability coming along with others will be also increased and the behaviors of people get optimized along to others. The results of the above mentioned hypothesis are coincident with the results of Hichen (2010) and Ching (2009) but it is not adaptive with the results of Shekari [5].

#### Conclusion:

The educational system of every community makes the foundations of the economical, political and social affairs. By investigation of the influential factors of the advanced countries, it can be found out that the powerful educational systems are one of the most essential factors of the advanced countries' success in terms of the same educational issues. There have been represented many various variables for growing the educational affairs. One of the most important and successful factors of these processes is subjected to the active teaching methods. The prevention of applying the traditional teaching and learning methods can make the countries to reach to the newest approaches of the teaching process potentially. The application of the democratic approaches along with the thinking methods can be effective for growing students' high potential affairs regarding to the learning issues. Students using the new and modern teaching and learning approaches have better efficacy regarding to the educational affairs and they will also enjoy educational issues at class settings as well. of course, the cooperative learning is not only limited to a special situation but also it considers a collection of methods that teachers can apply them in every condition.

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