Original Article

IEEPJ Vol. 4, No. 4, 2022, 123-137

http://ieepj.hormozgan.ac.ir/

Iranian Evolutionary and Educational Psychology Journal

IEEPJ

Classroom Leadership Based on Cooperative Approach versus Traditional Teaching Method Effects on the Social Skills and Academic Self-Efficacy

Mohammadreza Keramati[1], Fatemeh Hamidnia[2*], Rahmatollah Allahyari[3]

1- Associate Professor, Department of Management and Educational Planning, University of Tehran, Tehran, Iran

2- Master's student, Department of Educational Sciences, Educational Management, University of Tehran, Tehran, Iran

3- Assistant Professor, Department of Management and Educational Planning, University of Tehran, Tehran, Iran

* Corresponding author's Email: f.hamidnia061@gmail.com

Abstract: This study main aimed to compare the effect of classroom leadership based on the cooperative approach and the traditional teaching method on the social skills and academic self-efficacy in fifth grade students of Ahvaz (Iran). The study design was a semi-experimental pre-test-post-test with a control group. Participants were 30 fifth grade students who were selected using the accessible sampling method and were randomly assigned to cooperative and traditional teaching groups (15 students in each group). Gresham and Elliott (1990) social skills questionnaire and Jinks and Morgan (1999) self-efficacy questionnaire were used to collect data. Cooperative learning method was designed based on the Ellis and Wallen (2007) approach and implemented in the cooperative teaching group. In the second group, the traditional method was performed in the usual way of classroom. Covariance analysis was used in SPSS-23 software to analyze the data. The results indicated that there was a significant difference between the classroom leadership based on the cooperative group and the traditional teaching group in the effectiveness of social skills and its dimensions in students (0.05 >P). Also, according to the findings, there was a significant difference between the two groups in academic self-efficacy and its dimensions (P<0.05). Based on the findings, it can be concluded that classroom leadership based on a cooperative approach compared to traditional method can lead to the more improvement of students' social skills and academic self-efficacy.

Keywords: Cooperative approach, traditional method, social skills, academic self-efficacy

Introduction

Education is an important organ in the society, and students are the main pillar of the system, which should be provided with a suitable environment for raising them to be healthy, responsible and skilled people in solving problems. Educational and psychological issues form a significant part of the pressures of adolescence. Among these pressures, we can mention the difficulty and complexity of courses, the heavy competitive atmosphere between students, inflexible teachers, unconventional evaluation criteria, and the unfriendly and unsympathetic classroom environment. The existence of these pressures and challenges, along with the rapid cognitive and social changes that occur during adolescence, creates a difficult situation for students that may lead to their failure or withdrawal from school (Cho, 2011). Providing the necessary conditions to reduce these pressures is affected by various factors that one of these factors is academic self-efficacy. People with this characteristic believe that they can effectively deal with events and situations and because they expect to succeed in overcoming obstacles, they persevere in doing things and often perform at a higher level (Daliri et al., 2021; Samavi, 2022).

Article information: Received: 2022/09/21 | Accepted: 2022/11/1 | Published: 2022/12/1. https://doi.org/10.52547/ieepj.4.4.123

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[DOR: 20.1001.1.25884395.2022.4.4.11.7]

[DOI: 10.52547/ieepj.4.4.123]

According to Bandura, self-efficacy is a constructive ability that human skills such as cognitive, social, emotional and behavioral are organized in an effective way to achieve different goals (Bandura, 2006). The concept of self-efficacy means the ability of people to organize their future actions and manage the situations ahead of their lives, and in fact, it is a confidence by which a person performs a certain behavior according to the situation and expects the results (Livarjani et al., 2019).

Altunsoy et al. (2010) consider academic self-efficacy as a concept related to general self-efficacy. Academic self-efficacy refers to people's perception in relation to their competence and ability to learn and their performance in performing educational tasks and assignments. People's confidence in their educational abilities is influenced by their self-efficacy beliefs. These beliefs powerfully influence their academic motivation and self-regulation strategies in the matter of education and ultimately in academic success (Schunk & Miller, 2002). Academic self-efficacy with different academic variables such as academic achievement (Altunsoy et al., 2010) and effective learning strategies, self-regulation, adaptability and success in school, getting help from others in educational matters (Shih & Alexander, 2000). Also, academic self-efficacy has significant relationship with academic motivation, academic success (Dogan, 2015), achievement goals (Huang, 2016), belief in high intelligence (Zuffianò et al., 2013), planning (Luszczynska et al., 2011), dropping out of school (Peguero & Shaffer, 2015).

On the other hand, one of the main goals of education for students is achieving social adaptation and establishing useful and effective relationships with others and accepting social responsibility and improving social skills (Moradi, 2021). Social skills are learned prosocial behaviors that lead to positive responses and avoidance of negative responses. McDaniel et al. (2017) state that social skills are techniques that teach people to increase their competence, be calm and establish correct and pleasant communication in various situations.

Education, by using the expansion of opportunities for students' involvement, can help to learn the development of general social skills (Elliott et al., 2015). One of these opportunities is the use of teacher leadership approaches in the classroom. The classroom as a group and social system is a place for education and training. Class groups as a secondary group have common beliefs, norms and values, which are called a small community. The classroom is the focus of attention of educational and curriculum planners and educational psychologists to create learning opportunities and facilitate the teaching-learning process and is the favorite of educational managers to increase the effectiveness and efficiency of teachers. Educational experts to the set of skills that teachers need to achieve an attractive, constructive and effective educational environment, classroom management and leadership (Karamati et al., 2018).

Since the responsibility of managing the classroom to achieve educational goals lies with the teachers, they are managers who must use managerial functions to maintain order and control of the classroom and educational activities (Sieberer-Nagler, 2016). Classroom leadership is a set of techniques and skills that enable teachers to control students, create a positive environment for learning and include planning

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and organizing e appropriate teaching strategies (Kalargyrou et al., 2012). Class management is a skill that teachers need in order to achieve an attractive, productive and effective educational environment (Sebastian et al., 2019). Therefore, classroom management is the concept of creating the necessary conditions for the realization of learning (Saadatee Shamir et al., 2020). Based on that, classroom management skills are the cornerstone of successful teaching, and this structure includes controlling learners with the help of discipline and creating the right environment to facilitate learning and change behavior (Pisula & Porębowicz-Dörsmann, 2017).

The dominant style in most classroom education in Iran is traditional. In the sense that students are faced with less challenging situations in the field of learning course concepts and less opportunities are provided for interaction, mutual thinking, cooperation and discussion between the teacher and the students and the students with each other (Gul Mohammadnejad Bahrami, 2017). The traditional and teacher-centered teaching methods are based on the positivist principle that objective knowledge is a reality independent of humans and the teacher can convey it to students using language (Emaliana, 2017). In this view, the teacher is the transmitter of knowledge and the student is the receiver in a one-way communication with the students. It is the responsibility of the teacher to specify the topic of education, transfer information, evaluate the level of student learning and strengthen desirable behaviors in students (Mehrmohammadi, 2016).

Among the characteristics of these methods, we can mention reductionism, one-sidedness and emphasis on bottom-up processing. Although these methods are beneficial in the development of low cognitive functions, they pay less attention to the development of high cognitive functions and the emotional and social dimensions of students (Gul Mohammadnejad Bahrami, 2017). Therefore, one of the tasks of education specialists is to identify the appropriate methods for faster and better learning of learners and optimal use of limited training time. One of the newest educational approaches is the method of teaching and learning through cooperation and participation. Collaborative approach is an approach in which students work together in small groups to maximize their learning (Laal & Laal, 2012). Collaborative learning is the science and art of teaching-learning (O'Donnell & Hmelo-Silver, 2013) and a very powerful tool to replace friendship instead of competition among students (Van Ryzin & Roseth, 2018), strengthening learning (O'Connor et al., 2017), increasing the improvement of students' social relations (Slavin & Cooper, 1999), strengthening perseverance and effort-oriented spirit (Vaughan, 2002) and also the development of students' social skills in different levels of education (Keramati, 2020).

Collaborative learning is based on the idea that learning is inherently a social act in which participants talk to each other and learning happens through talking to others; In other words, cooperative learning is an education that engages learners in groups, under the conditions of positive dependence, individual responsibility, promoting interaction, appropriate use of cooperative skills, and group process in order to achieve a common goal (Daniels & Walker, 1996).

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Various researches have been carried out regarding the effects of cooperative learning. In the most important of these researches, it has been determined that collaborative learning has a significant effect on social skills (Gul Mohammadnejad Bahrami, 2017; Khalegkhah et al., 2021; Law et al., 2017) and students' academic self-efficacy (Fernandez-Rio et al., 2017; Poellhuber et al., 2008; Raelin et al., 2011). As mentioned above, there are many researches that have studied the effect of cooperative learning method on social skills and academic self-efficacy. However, no study has been carried out regarding the comparison of the effect of classroom leadership based on the collaborative approach and the traditional teaching method on the development of social skills and academic self-efficacy, especially in the fifth-grade students. In recent years, various classroom leadership approaches have been implemented by the teachers, and each of these approaches has had different effects on the academic and psychological dimensions of students. However, elementary teachers are definitely not aware of the effect of classroom leadership based on the collaborative approach and traditional teaching method on social skills and academic self-efficacy. Therefore, this research aimed to compare the effect of classroom leadership based on the collaborative approach and the traditional teaching method on the development of social skills and academic self-efficacy in the fifth grade students in order to answer the questions whether classroom leadership based on the collaborative approach and traditional teaching methods have a significant effect on the development of social skills and academic self-efficacy and which of the classroom leadership styles (cooperative approach and traditional teaching method) is more effective on the development of social skills and academic self-efficacy in fifth grade students?

Material and Methods

The present research method is a semi-experimental type of pre-test-post-test designs with a control group. The statistical population in this research was all fifth-grade male students of a school of Ahvaz (Iran). Considering the problems of gathering students from different schools in one school and teaching in a collaborative way, the researcher in this research used a purpodive and accessible approach to determine the sample. In this way, among the elementary schools of Ahvaz city, one of the schools of this city that has two branches in the fifth grade was selected as a sample. We try to have at least 15 students in each branch.

Inclusion criteria: studying in the fifth grade, not taking drugs, not being in tense families (using a clinical interview with the student regarding the relationship of parents with each other and with their child).

Exclusion criteria: If the students did not cooperate and were absent for more than 2 sessions, they were excluded from the research process.

Data collection tool

Jinks and Morgan's academic self-efficacy questionnaire: This scale developed by Jinks and Morgan (1999) and has 30 questions and three subscales of talent (2, 6, 10, 11, 14, 16, 18, 19, 21, 25, 26, 27,

30), effort (1, 5, 9, 22) and context (3, 4, 7, 8, 12, 13, 15, 17, 20, 23, 24, 28, and 29). The items have a of this Likert four-point scale of 4 (completely agree), 3 (somewhat agree), 2 (somewhat disagree) and 1 (completely disagree) and questions 4, 5, 15, 16, 19, 20, 22 and 23 are scored in reverse. The creator of the scale reported the internal consistency of 0.82 using Cronbach's alpha method. Also, the Cronbach's alpha coefficient of the three subscales of talent, effort, and texture has been reported as 0.78, 0.66, and 0.70, respectively. In Iran, Jamali et al. (2013) also used Cronbach's alpha coefficient to obtain reliability, and the reliability coefficients for overall self-efficacy were 0.76, subscales of talent 0.79, texture 0.62, and effort 0.59.

Gresham and Elliott Social Skills Questionnaire: This scale developed by Elliott and Gresham (1987) and was prepared for three levels of preschool, primary and high school and has three special forms for students, parents and teachers. The scale of "Social Skills Grading System - Student Form" measures these skills from the perspective of an elementary school student, with 27 questions. The students received the questionnaires and answered the questionnaire themselves with the guidance given by the researcher in connection with each question. In the scale, four factors "expression, cooperation, empathy, self-control" have been included, and each factor is defined by questions. This questionnaire has 4 dimensions of self-control (8 items and score range between 0 and 16), empathy (7 items and score range between 0 and 14), self-expression (6 items and score range between 0 and 12), cooperation (6 items and the score range is between 0-12). The scoring of this questionnaire is in a three-option spectrum (never happened = 0, sometimes happened = 1, often happens = 2).

The results of Vahab et al. (2012) study in Shiraz University show the good reliability of the questionnaire using Cronbach's alpha coefficient and semi-reliability. Its re-measurement reliability with a time interval of two months was equal to 0.73. The internal reliability and re-measurement of SSPS and its construct validity and concurrent validity are favorable and the use of this system in numerous researches confirms its wide application in assessment and diagnosis. In the research of Sabzevar et al. (2015), the reliability of the questionnaire was determined by Cronbach's alpha coefficients for social skills as 0.86 and for the dimensions of social skills as self-expression (0.62), cooperation (0.74), empathy (0.68). and the control (0.70) has calculated.

Research implementation method: Considering the problems of gathering students from different schools in one school and implementing teaching in a collaborative way, the researcher in this research used a purposive and accessible approach to determine the sample. In this way, among the elementary schools of Ahvaz city, one of the schools of this city that has two branches in the fifth grade was selected as a sample. We try to have at least 15 students in each branch. In the next step, the researcher, referring to this school and coordinating with Ahvaz city education, asked the teacher of one of these branches to teach in the traditional way for at least 2 months. On the other hand, the second branch should undergo learning based on a collaborative approach for at least 2 months (a pre-test was taken from the students

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before the implementation of the training). In this research, branch A was considered as the control group (traditional education) and branch B as the experimental group (cooperative education).

In this research, cooperative learning method was planned based on Ellis and Whalen (1990) viewpoint. In this way, the students were divided into several groups and the members of each group were assigned special duties and tasks. After completing their tasks, each group should present it in the class and report on the performance of individual tasks of the group members. In this way, in addition to group evaluation, the number of individual tasks is also considered and evaluated. In the traditional learning method, the lecture method was also applied. After the end of the set time for cooperative and traditional education, the questionnaires of social skills and academic self-efficacy were again implemented on both groups and after two months, the questionnaires were implemented again and the results were recorded.

Data analysis method: In order to statistically analyze the data obtained from the questionnaire, descriptive statistics including mean and standard deviation were used, and covariance analysis tests were used to examine the research hypotheses. The software for data analysis was SPSS-24 software.

Results

As the findings of table 1 show regarding the normality of the data, it was found that the significance level of the Kolmogorov-Smirnov test in all variables is greater than 0.05, and the variables of this research have a normal distribution.

Testing the research hypotheses

Main hypothesis: There is a significant difference between the effectiveness of classroom leadership based on the collaborative approach and the traditional teaching method on the development of social skills and academic self-efficacy in fifth grade students. According to table 2, the findings of the multivariate covariance analysis for the main hypothesis test showed that all the effects (Wilks' lambda, Pillai's trace, Hotelling's trace, and Roy's largest root test statistics) have a significance level of 0.001 (less than 0.05). From these findings, it can be concluded that there is a significant difference between the scores of the variables (social skills and academic self-efficacy) in the traditional teaching group and the collaborative teaching group in the post-test. This difference is caused by the type of teaching used for students. In other words, collaborative teaching has caused 85.3% difference and changes in the variables (social skills and academic self-efficacy) compared to the traditional teaching group. Therefore, the main hypothesis of this research was confirmed.

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Table 1. Results of data normality

Variable		Traditional			Cooperative		
		K-Z	p	Result	K-Z	p	Result
Self-control	Pertest	0.142	0.118	Normal	0.11	0.200	Normal
	Posttest	0.114	0.200	Normal	0.173	0.200	Normal
Sympathy	Pertest	0.169	0.200	Normal	0.129	0.200	Normal
	Posttest	0.216	0.058	Normal	0.209	0.076	Normal
Assertive	Pertest	0.152	0.200	Normal	0.193	0.136	Normal
	Posttest	0.184	0.182	Normal	0.143	0.200	Normal
Cooperation	Pertest	0.214	0.064	Normal	0.163	0.200	Normal
	Posttest	0.171	0.200	Normal	0.201	0.104	Normal
Social skills	Pertest	0.162	0.200	Normal	0.154	0.200	Normal
	Posttest	0.189	0.154	Normal	0.138	0.200	Normal
effort	Pertest	0.158	0.200	Normal	0.164	0.200	Normal
	Posttest	0.129	0.133	Normal	0.185	0.177	Normal
talent	Pertest	0.157	0.200	Normal	0.176	0.163	Normal
	Posttest	0.143	0.118	Normal	0.19	0.148	Normal
Texture	Pertest	0.132	0.200	Normal	0.204	0.093	Normal
	Posttest	0.174	0.200	Normal	0.197	0.122	Normal
Academic self-efficacy	Pertest	0.137	0.200	Normal	0.169	0.200	Normal
	Posttest	0.115	0.200	Normal	0.199	0.112	Normal

Table 2. Multivariate covariance analysis (MANCOVA) for testing the main hypothesis

Test	Value	F	DF1	DF2	p	Eta
Pillai's trace	0.853	72.638	2	25	0.000	0.853
Wilks' lambda	0.147	72.638	2	25	0.000	0.853
Hotelling's trace	5.811	72.638	2	25	0.000	0.853
Roy's largest root	5.811	72.638	2	25	0.000	0.853

The first hypothesis test: There is a significant difference between the effectiveness of classroom leadership based on the collaborative approach and the traditional teaching method on the social skills in fifth grade students.

Table 3. Multivariate Covariance Analysis (MANCOVA) of the first hypothesis

Test	Value	F	DF1	DF2	p	Eta
Pillai's trace	0.766	17.231	4	21	0.000	0.766
Wilks' lambda	0.234	17.231	4	21	0.000	0.766
Hotelling's trace	3.282	17.231	4	21	0.000	0.766
Roy's largest root	3.282	17.231	4	21	0.000	0.766

According to table 3, the findings of the multivariate covariance analysis for testing the first hypothesis showed that all the effects (Wilks' lambda, Pillai's trace, Hotelling's trace, and Roy's largest root test statistics) have a significance level of 0.001 (less than 0.05). It can be concluded from these findings that there is a significant difference between the scores of the variables (self-control, empathy, self-expression and cooperation) in the traditional teaching group and the cooperative teaching group in post-test. This difference is caused by the type of teaching used for students. In other words, collaborative

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teaching has caused 76.6% difference and changes in the variables (self-control, empathy, self-expression and cooperation) compared to the traditional teaching group. Therefore, the first hypothesis of this research was confirmed.

Table 4. The results of covariance analysis of the first hypothesis

The dependent variable	Source	SS	DF	MS	F	p	Eta
Self-control	Pretest	15.165	1	15.165	2.771	0.108	0.093
	Group	217.974	1	217.974	39.828	0.000	0.596
	Error	147.768	27	5.473			
	Total	3223.000	30				
Sympathy	Pretest	2.862	1	2.862	0.902	0.351	0.032
	Group	56.162	1	56.162	17.700	0.000	0.396
	Error	85.671	27	3.173			
	Total	1584.000	30				
Assertive	Pretest	7.814	1	7.814	2.917	0.099	0.098
	Group	48.728	1	48.728	18.192	0.000	0.403
	Error	72.319	27	2.678			
	Total	1806.000	30				
Cooperation	Pretest	5.187	1	5.187	1.941	0.175	0.067
	Group	48.507	1	48.507	18.153	0.000	0.402
	Error	72.146	27	2.672			
	Total	1579.000	30				

As can be seen in table 4, there is a significant difference between the two groups of cooperative learning teaching and traditional teaching in terms of the subscales of social skills (self-control, empathy, self-expression and cooperation). In other words, there is a significant difference between two groups in self-control ($F = 39.828$ and $P < 0.05$), in empathy ($F = 17.700$ and $P < 0.05$), in self-expression ($F=18.192$ and $P>0.05$) and in cooperation ($F=18.153$ and $P>0.05$). Considering that the average dimensions of social skills in the post-test stage in the cooperative teaching group were higher than in the traditional teaching group, it can be concluded that the classroom leadership based on the cooperative approach has a positive effect on the social skills in fifth grade students.

The second hypothesis test: There is a significant difference between the effectiveness of classroom leadership based on the collaborative approach and the traditional teaching method on the academic self-efficacy in fifth grade students.

Table 5. Multivariate Covariance Analysis (MANCOVA) of the second hypothesis

Test	Value	F	DF1	DF2	p	Eta
Pillai's trace	0.653	14.459	3	23	0.000	0.653
Wilks' lambda	0.347	14.459	3	23	0.000	0.653
Hotelling's trace	1.886	14.459	3	23	0.000	0.653
Roy's largest root	1.886	14.459	3	23	0.000	0.653

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According to table 5, the findings of the multivariate covariance analysis for testing the second hypothesis showed that all the effects (Wilks' lambda, Pillai's trace, Hotelling's trace, and Roy's largest root test statistics) have a significance level of 0.001 (less than 0.05). From these findings, it can be concluded that there is a significant difference between the scores of the variables (talent, effort, context) the traditional teaching group and the cooperative teaching group in post-test. It is caused by the type of teaching used for students. In other words, collaborative teaching has caused 65.3% difference and changes in variables (talent, effort, texture) compared to the traditional teaching group. Therefore, the second hypothesis of this research was confirmed.

Table 6. Results of covariance analysis of the second hypothesis

The dependent variable	Source	SS	DF	MS	F	p	Eta
Talent	Pretest	17.526	1	17.526	2.204	0.149	0.075
	Group	199.353	1	199.353	25.065	0.000	0.481
	Error	214.741	27	7.953			
	Total	15200	30				
Effort	Pretest	26.009	1	26.009	4.131	0.052	0.133
	Group	135.615	1	135.615	21.540	0.000	0.444
	Error	169.991	27	6.296			
	Total	13771	30				
Texture	Pretest	7.128	1	7.128	.762	0.391	0.027
	Group	276.037	1	276.037	29.489	0.000	0.522
	Error	252.738	27	9.361			
	Total	14700	30				

As can be seen in table 6, there is a significant difference between the two groups of cooperative learning teaching and traditional teaching in terms of academic self-efficacy subscales (talent, effort, context). In other words, there is a significant difference between two groups in talent in ($F = 25.065$ and $P < 0.05$), in effort ($F = 21.540$ and $P < 0.05$) and in texture in traditional teaching ($F=29.489$ and $P>0.05$). Considering that the average dimensions of academic self-efficacy in the post-test in the cooperative teaching group were higher than in the traditional teaching group, it can be concluded that the classroom leadership based on the cooperative approach had a positive and significant effect on the academic self-efficacy in fifth grade students.

Discussion

The analysis of the data of this research showed that there is a significant difference between two groups in the scores of the variables (self-control, empathy, self-expression and cooperation) in the post-test. In other words, collaborative teaching has caused 76.6% difference and changes in the variables (self-control, empathy, self-expression and cooperation) compared to the traditional teaching group. Therefore, the first hypothesis of this research was confirmed. Also, regarding the effectiveness of classroom leadership based on the collaborative approach and traditional teaching methods on the dimensions of students' social skills, it was determined that there is a significant difference between the two groups in the subscales of social skills, i.e., self-control, empathy, self-expression and cooperation.

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Our findings are consistent with the findings of previous studies (Gul Mohammadnejad Bahrami, 2017; Karamati et al., 2018; Raelin et al., 2011; Vaughan, 2002).

In explaining the findings, it can be stated that cooperative learning is based on this opinion that cooperative learning is inherently a social act in which participants talk to each other and learning happens through talking to others; In other words, cooperative learning is an education that engages learners in groups, under the conditions of positive dependence, individual responsibility, promoting interaction, appropriate use of cooperative skills, and group process in order to achieve a common goal ((Gul Mohammadnejad Bahrami, 2017).

Its basic view is that social discourse is critical to the development of knowledge and cognitive functions. In collaborative learning, small groups of learners collaborate and communicate with each other to discuss a topic, solve a problem, or create a product. By doing this, they acquire certain competencies such as higher-level thinking, critical thinking, oral communication, self-management, leadership, decision-making, and conflict management skills (Laal & Laal, 2012). In cooperative learning groups, participants depend on each other and learn from each other by working together. They help each other, actively collect and share knowledge, and evaluate the team's performance together while they are all accountable for their tasks (Kalmar et al., 2022).

Cooperative learning is defined as an approach to teaching and learning in which groups of learners work together. Collaborative learning includes group discussions with participants to solve a problem and complete a task. The key factors for collaborative learning are active social interaction, shared group goals, and individual responsibility (Mari & Gumel, 2015). If students are taught to work with others on a regular basis, they develop those social skills that allow them to work or play comfortably with a large group of people in and out of the classroom. they earn; Skills such as listening to others, taking turns, expressing opinions, expressing one's thoughts clearly, encouraging others, criticizing opinions instead of criticizing the individual, etc., all these skills lead to growth of social skills.

The data analysis regarding the second hypothesis showed that there is a significant difference between the scores of the variables (talent, effort, context) in the traditional teaching group and the cooperative teaching group and in post-test, and this difference is due to the type of teaching. The findings from the results of this hypothesis are aligned and consistent with the findings earlier studies (Aryanti & Widodo, 2020; Rahayu & Suningsih, 2018). Learning through participation increases discussion. When students are regularly faced with opinions and ideas that are against their own, they learn to check their opinions and correct them if necessary. Forcing to express individual thoughts in front of other members of the group helps students to clarify their opinions on the one hand, and on the other hand, it forces them to resist the arguments of others. Also, cooperative learning helps to develop students' understanding, because in group activities, students are often involved in higher levels of learning, while in general discussions in the class, which mainly deal with the level of knowledge and understanding ((Khalegkhah et al., 2021).

Combining the improvement of learning with the dynamic atmosphere of collective cooperation and getting positive feedback from others are also the reasons for the effectiveness of cooperative learning

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[DOI: 10.52547/ieepj.4.4.123]

education. Positive dependence leads to mutual interaction between people, which increases the productivity and success of each member of the group. In addition, in cooperative learning groups, students are required to verbally interact with each other while performing learning activities. In other words, the students not only had discussions in collaborative groups, but also received feedback and evaluation after the end of the discussion process, which prevented them from feeling useless. Therefore, in the students of this group, who play an active role in their learning and that of other members of the group, the belief that they can achieve their academic goals has increased academic self-efficacy.

One of the main limitations of the current research was its implementation at the beginning of the reopening of schools after the Corona era. Also, this research was conducted on fifth grade male students Ahvaz city, therefore the results of this research cannot be generalized to other cities. Therefore, it is suggested to implement it on other statistical communities of students and compare its results with the findings of this research. As much as possible, the education authorities should try to familiarize the managers and teachers of different educational courses with the collaborative learning approach by organizing in-service courses and by organizing scientific conferences, managers and teachers should be introduced to the latest research in the field of learning.

Conflict of interest: The authors state no conflict of interest in the study.

Financial sponsor: The authors acknowledge that they have not received any financial support for all stages of the study, writing and publication of the paper.

Acknowledgements: We hereby thank and appreciate all the people who participated in the implementation of this research.

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[DOR: 20.1001.1.25884395.2022.4.4.11.7]

[DOI: 10.52547/ieepj.4.4.123]

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