



THE EFFECTS OF COOPERATIVE LEARNING ON STUDENTS' SELF-ESTEEM

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Abstract:

The purpose of this study was to investigate the effects of cooperative learning on students' self-esteem. The research method was causal-comparative. The study population consisted of all female students (3450 people) in secondary schools of Sanandaj city studying on the academic year 2015-2016. According to the study, a quasi-experimental one, students were classified into two distinct groups, trained and untrained, consisting of 25 people. These students were selected by using stratified cluster random sampling. To collect the data, first 5 lessons were trained (religious life, social studies, English, science, mathematics) by using cooperative learning methods for 10 weeks. Then, data were collected by using standard esteem questionnaire of Rozengerg (1965) including the average score of students before and after the implementation of cooperative learning methods. Validity and reliability has been confirmed in several preceding studies. After data collection, independent t tests were used to test the research hypotheses. It should be noted that all the statistical analysis and confidence was fulfillment by using SPSS software version 22 in error level 0.05. The results of the analysis of findings showed that the cooperative learning has a significant impact on students' self-esteem. In general, skill teachers are making use of group processes to enhance students' self-esteem. Some of these methods are celebrating of the gathering, of the students' constructive interaction and of the academic achievements realized by using cooperative learning.

Keywords: cooperative learning, self-esteem, students

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1. Introduction

Collaborative learning is working together to achieve common goals in collaborative situations. People in such situations follow the results that it is benefic for themselves and for the group. In the other words, in addition to interact with the working team and enhance the academic achievement in cooperative learning, students learn skills of counseling, leadership and organizing. In this way, the teacher has a guide role and solve student's problem, then students will assist at each other in the learning process (Johnson and Johnson, 2011).

However, long-desire of every society is the achievement and the excellence of its community as well as having educated and thoughtful citizens. Obviously any achievement in various areas including cultural, economic, social, political, requires having a thoughtful, creative and critical people that are able to take correct decisions and proper right planning, which depends on existence of dynamic and active educational system. So it can said that any achievement originated from an efficient and accurate system of education is benefic for the community and this depends on many factors including changes teaching methods and patterns and to use the new and active approach. In this context, much research has been done in the field of cooperative learning. Among these could be noted the investigation of Salvin (1990). The results showed that cooperative learning influences on interpersonal relationships, accepting of special needs school classmates, enhances the friendship between the students, increases self-esteem, augments interest on learning and on subjects being studied, increases attention to the task and bring efficiency to the time dedicated to homework and the ability to perform an effective work with others (Yazdanpour et al, 2007).

In between all the variables studied, self-esteem is variable that it influenced by the learning environment and its existence is affecting on all levels of life. In fact, various psychological studies show that if self-esteem not satisfied, the broader needs will not be satisfied such as creating and progress (Clemes et al, 2000). In view of some researchers, self-esteem is the value that it has psychological characteristics and attributes of self-concept to an individual and it arising from one's convictions about all the things that he has it (Bagherzadeh et al, 2002). The person who has self-esteem, positively evaluate himself and have a good deal with him and others. Self-esteem is confidence in his abilities in thinking and ability to cope with life's challenges (Ansarie Jaber et al, 1999).

On the other hand, nowadays educational practices and its performances have changed and now cooperative learning is an admitted cultural method that has been accepted at all levels of the educational system (Gillies et al, 2008). However, cooperative learning methods have been concern for many scholars and custodians of

education for years. This problem has been further studied, especially in developing countries, where most educational problems and difficulties are encountered. The presence of this issue is much more sensitive for Iran, which is seeking to achieve a scientific leap. So, our country needs the implementation of new learning methods in order to realize its goal, in order to accomplish achievement. Hence, in this regard, new innovative learning practices should be run in the education system of the country. For this reason, the importance of the issue is doubled for society and all institutions that are involved in education. By reviewing the empirical studies, as a study and investigations, no study has been found that directly investigate the impact of cooperative learning on self-esteem students. And with regard to the dominant style is traditional in most of the training class, so that students are less facing challenging situations in learning curriculum concepts and consequently, fewer opportunities provided for an interaction, consultation, cooperation and discussion teachers with students and students together. Not only, competition replaces cooperation, but also single footer increased among students. Also, a lack of suitable information makes the teacher manifest a false resistance on changing learning traditional methods to modern methods and be reluctant at the application of this important issue. So according to the issues expressed, this study seeks to answer the question that is cooperative learning impact on the self-esteem.

2. Research backgrounds

Hill (2000) in a research titled '*Cooperative learning as a means for improving social skills among secondary school students*' concluded that cooperative learning improves social skills of students.

Touzende Jani et al (2007) examined the relative effectiveness of cognitive-behavioral learning of self-esteem on student's social adjustment and concluded that the training are not correlated according to the demographic characteristics of subjects with social adjustment and self-esteem. In other words, self-esteem is not significant according to individual characteristic.

Yaryary et al (2008) in a study to evaluate the effect of cooperative learning on self-esteem and social skills and academic performance of students in third grade boy of city Mahneshan, concluded that the method of cooperative teaching have positive impact on social skills and academic performance, but students do not have a significant impact on self-esteem.

Aklechi and Mehri (2010) in a research titled '*Investigation of self-esteem in high school students in Sabzevar*' concluded that only 50% of students had favorable self-esteem. On the other hand, there had a significant positive correlation between the

dimensions of self-esteem in students. As well as the results of their study showed that the average self-esteem in students an friendly and emotional relationship protectionist parents reported, more than other people.

Hassanzadeh and Eimanifar (2010) investigated the relationship between creativity and self-esteem with academic achievement of adolescents and young adults. The results showed that there was no significant difference between creativity and self-esteem and academic achievement of students. There is no significant difference between creativity and self-esteem based on fields of study. There is no significant difference between creativity and gender. Self-esteem and creativity more than self-esteem and academic achievement as well as academic achievement is correlated with creativity.

Qureishi et al. (2013) examined the combined effect of cooperative learning on emotional intelligence, self-esteem and academic achievement. There was used questionnaire to measure the emotional intelligence and self-esteem and for academic achievement. The score of the first year of school was used. The results of the analysis of the findings showed cooperative learning have significant effect on emotional intelligence, self-esteem and academic achievement.

Mujahid and Mohammad (2014) were investigated effects of cooperative learning on students' self-esteem. The results of this study showed that an increase in collaborative learning is cause to an increase in self-esteem. In addition, it was found that cooperative learning increases social skills and responsibility of students.

3. Methodology

3.1 Research method

This research is functional based on results and it is quasi-experimental based as method. In quasi-experimental designs, according to the requirements of flexibility, the researchers could accurately identify uncontrollable factors and control some of the factors in their research.

3.2 Statistical population

The study statistical population consisted of all female students in schools of Sanandaj city within a period in the academic year of 2015-2016. According to statistics obtained, the number of the students' first period of high school is 3450.

3.3 Statistical methods and sampling

According to the study, a quasi-experimental study, students were divided into two 25 persons distinct groups that make up the sample. The stratified random cluster was considered as type of sampling.

3.4 Data analysis method

Statistical analysis performed in this research includes descriptive and inferential analysis. The descriptive was calculated statistics of mean, percentage, frequency, standard deviation and the cumulative percentage. The statistics offered to summarize and classify descriptive data in the form of tables and diagrams. In the part of inferential statistics also was measured the normality of the data distribution and with confirmed the default was used independent t-test. All data analysis was performed using SPSS v22 software.

4. Results

Table 1: Normal state of the data after the implementation of cooperative learning methods

	Variable	Parameters Normal		Statistic K-S	Sig
		Mean	Standard deviation		
Group trained	self-esteem	8.360	1.29	1.143	0.147
Group untrained	self-esteem	6.440	1.916	0.961	0.314

$p > 0.05$

According to the result of Table 1, because of the rate of significance level for all elements greater than the rate of 5% error, these variables have normal distribution.

Table 2: Test results different students' self-esteem based on cooperative learning methods

	Levin test		T-test						
	F	Sig	t	df	Sig	Mean difference	SD difference	Significance level	
								Low limit	High limit
The assumption of equality of variance	0.365	0.549	3.719	48	0.001	1.920	0.516	0.881	2.958
The assumption inequality variance			3.719	47.50	0.001	1.920	0.516	0.881	2.958

The above table shows that in addition to confirming the assumption of equality of variance, the significance level was 0.001 that the level of the test error $0.05 = \alpha$ less. As

well as the value of t was 3.719 that it is greater of critical value (1.96). So H_0 hypothesis has been rejected and H_1 (hypothesis research) hypothesis has been accepted. In other words, in the significance level (0.95), difference in academic achievement is significance using the method of cooperation learning between trained and untrained group. In fact, it can be said that cooperation learning is significance impact on students' self-esteem.

5. Discussion and conclusions

5.1 Descriptive results

- The results showed that of the 50 cases under investigation in both trained and untrained 27 patients (54%) were 13 years of age and 23 patients (46%) 14 years of age.
- The results showed that self-esteem was not different before the implementation of participatory teaching methods between trained and untrained groups. Because the mean and standard deviation obtained for both groups was about the same level.

5.2 Inferential results

The results showed in the significance level (0.95), difference in self-esteem is significance using the method of cooperation learning between trained and untrained group. In fact, it was determined that cooperation learning is significance impact on students' self-esteem.

The results of the analysis of the first hypothesis testing showed in the significance level (0.95), difference in self-esteem is significance using the method of cooperation learning between trained and untrained group. In fact, it was determined that cooperation learning is significance impact on students' self-esteem. This finding confirms the results of research such as Bertucci et al (2010); Ghorraishi et al (2013), and Mujahid and Mohammad (2014). But the results study of Yaryary et al (2008) is incompatible with this result. Self-esteem is as an expression of approval or disapproval of each person about themselves and shows to what extent the individual considers ability, valuable and important of him and in other words, self-esteem is a personal experience that an its expression can observed into the speech level and the meaningful behavior level.

When an individual have a positive evaluation of their performance, increased his self-esteem, and while if an individual have a negative evaluation of his performance, decreases his self-esteem. According to the defining of self-esteem, can say that students with high self-esteem and very confident to their abilities will be

successful more than students with low self-esteem in academic achievement. Experts believe that skilled teachers are used the group processes to enhance students' self-esteem. Some of these methods are celebrating of the gathering, of the students' constructive interaction and of the academic achievements realized by using cooperative learning. In fact, it is concluded, students which do group homework in a collaborative model, obtain better score in the tests, are more confident, have stronger positive social skills, and have better comprehension and mastery of their skills and abilities. However, the Yaryary et al (2008) are against such claims and argue that cooperative learning methods increase social skills and academic achievement but cannot enhance the self-esteem for students. It seems that the lack of a significant result is influenced by variety of factors: Yaryary et al. (2008) examined the boys but study population of this research focused on girls which was the population of the study.

5.3 Recommendation

- Given the importance of cooperative learning methods is recommended that learning and student achievement levels to be compared with the use of two separate forms A and B of the cooperative learning.
- A comparison between cooperative learning and deactivate learning method is recommended as further research.

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