

# The Effect of Cooperative Learning Technique on Students' Academic Achievement and Retention at Secondary Level

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## ABSTRACT

This trial thinks about inspected the impacts of helpful learning on the achievement and information maintenance of 100 understudies at optional level toward the English subject over the four weeks of instructing at Govt Centennial Model School for Girls District Bannu KP Pakistan. These learners were disseminated into two synchronized arrangements of 50 to be polished by the comparative educator. In the exploratory set, agreeable learning was executed, while in the control set, address based training was connected. The results uncovered that after very nearly four weeks understudies who were instructed by methods for agreeable learning achieved extensively more noteworthy checks on the fulfillment and information maintenance posttests than did understudies who were trained with address based customary system of instructing. The review bolsters the productivity of helpful learning in teaching English at auxiliary level.

**KEYWORDS:** Cooperative learning, learning together, conventional method, Academic attainment, Knowledge retention.

## 1. INTRODUCTION

Education is a matter of teaching learning procedure. Learning is totally dependent upon instruction. Throughout training, a child cannot be treated as a blank vessel into which any kind of knowledge can be passed down. A teacher must discover means and ways of encouraging and stimulating learning in the learners. He should inspire them and inflame their attention to learn. He should generate environments in which they feel the requirement to learn. A lot of teachers use conventional approaches of instruction in Pakistan. It may be challenging to persuade the students to learn English predominantly to the students of a large class with outmoded learning techniques.

The student of a large class has to cover the broad syllabus in a restricted period of time. The teacher in traditional learning setting has no chance to give distinct attention to all the students. The end is that gap between weak and able students grows. Co-operative learning assists the learners in such situation.

This problem is more severe in the public schools where English is imparted merely as a compulsory subject besides it is not used such as a medium of instruction. In maximum of the government institutes, teachers have to teach an outsized class in which eighty to hundred students study together. A great number of the teachers in government institutions use competitive individual learning and traditional method. Consequently, there is felt a need to bring development in prevailing instructional approaches in schools chiefly in government schools.

## 2. REVIEW OF RELATED LITERATURE

In current time, thinks about containing agreeable learning, one sort of understudy focused strategy has showed up as comprehensively noteworthy zone of sociology research among agents (Slavin, 2011). Different reviews have been steered in assorted foundations of training in which various assortments of agreeable learning methods were devoured. These strategies are Student Teams Attainment Division (STAD), Jigsaw Setting, Learning Together (LT), Teams-Games-Tournaments (TGT), Set Investigation (GI), and Team Accelerated Instruction (TAI). An acknowledge connection between the higher subjective and full of feeling results and helpful learning approaches has been found in a progression of research studies. (Johnson and Johnson, 2005). In the circumstance of Pakistan Secondary training, address based educating as one sort of conventional strategy for direction has been as yet the incomparable transcendent instructional approach (Harman and Nguyen, 2010). Interestingly with agreeable learning strategies, address based guideline has been depicted to be less capable to satisfy the requests of intellectual

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and full of feeling results (Slavin, 2011). A substitute to address based instructing can be helpful learning with the point of enhancing understudies' psychological results (Tran and Lewis, 2012a&b). This technique has been chosen to build up understudies' achievement, and their insight maintenance (Johnson and Johnson, 2009).

Helpful learning contains "instructional strategies fit as a fiddle understudies into little groups, which at that point work all in all to bolster each other learn scholarly substance" (Slavin, 2011, p.344). Agreeable learning comprises of five basic fundamentals: constructive association, promotive cooperation, singular responsibility, educating of relational and social abilities, and estimation of set administration. Learning conditions are not helpful if understudies are composed into grasps denied of positive association (Johnson and Johnson, 2009). The significance of positive relationship in agreeable learning conditions is this that understudies are required to work aggregately as a brought together bunch to achieve shared learning objectives (Yager, 2000). In such kind of practice, students are liable for their impossible to miss learning and for the accomplishment of other partners' learning (Slavin, 2011). In further sentiments, understudies are guaranteed that different colleagues of their group additionally understand the errands at that point get the scholarly results. The subject of the lesson won't be helpful if learners don't "swim together" in the set learning achievements (Johnson and Johnson, 2008). Positive reliance is required to be worked in agreeable learning hovers with the end goal of supporting understudies' battles and study on the whole. as a result of positive association shared correspondence is upgraded among learners, which is underwriter for every one's satisfaction and productivity. Promotive cooperation emerges as people encourage and empower each other's battles for achieving the set's finishes. In agreeable learning accumulations, understudies cooperate with each other on learning obligations (Johnson and Johnson, 2008). Understudies trade thoughts, elucidate things, confer others and surviving their understanding, they request bolster, guarantee their foremost work, show their methods of insight, learn as much as possible, take their duties really, help the set capacity sound, other than deal with each other that is Individual obligation (Johnson, 2009). Positive relationship is recognized to produce "obligation compels" that upsurge the individual risk of set partners for acknowledging shared work and facilitating other set associates' work (Johnson and Johnson, 2005). Without individual responsibility, one generally two set members may do all the exertion while others do nothing. Set colleagues are urged to ensure that every set partner ace the material being contemplated on the grounds that achievement of the group relies on upon the learning of each set associate, (Slavin, 1996). The obligation powers increment when there is existed both individual and aggregate responsibility in the set, (Johnson and Johnson, 2009). Reality, there are less odds of viable cooperation if socially unpracticed understudies are sorted out into one gathering (Johnson& Johnson, 2006). The errand given to the set can't be done viably in time if key learning abilities on helpful connection are not bestowed, Cooperative learning is more intricate contrasted with conventional learning strategies as a result of the principle trademark that understudies are for all intents and purposes occupied with learning assignments and they work aggregately (Johnson and Johnson, 2005). In this way, there is have to show relational and social and abilities, for example, listening circumspectly, arranging deferentially and addressing agreeably to help understudies cooperate proficiently in the set. Besides, each set part should be outfitted with administrative abilities that how to deal with the set; how to unravel clashes that emerge among set individuals and how to decide. Helpful learning exercises are not really effective if understudies are not educated these aptitudes (Slavin, 1996).

In all levels of preparing understudies in supportive conditions fulfilled more conspicuous academic, social and mental favorable circumstances (Johnson and Johnson, 2005). Specifically, supportive learning has been represented to improve understudies' academic accomplishment (Beck and Chizhik, 2008). Understudies achieve well with helpful learning than they do with substitute strategies for educating, as portrayed in the above reviews, which more approves the results of various past audits of agreeable learning research (Slavin, 1996; Johnson and Johnson, 1989). In creating greater achievement, certain extra reviews depicted that agreeable adapting additionally increments more noteworthy maintenance of adapting, for example, called attention to by understudies' outcomes on postponed fulfillment tests (Sousa, 2006). For example, Sousa (2006) portrays the typical rate of LM maintenance following 24 hours when learners were instructed by assorted educating strategies. He called attention to that there is maintenance of 40% of material learned in the verbal confrontation set, 70% subsequently of study by practice, and 80% when learners impart others. Moreover, Moore (2008) depicts considers introducing that a blend of "telling" and "appearing" techniques brings about more amazing maintenance (70%) following four days. It is hence contended that the top approach to master something superbly is to mastermind to show it. In different contentions, whoever clears up, assimilates (Sousa, 2006). Showing others other than clarifying ideas are the premier attributes of helpful learning. Agreeable learning will be learning by doing and clarifying the thoughts being conferred are every now and again clarified in helpful learning conditions (O'Donnell, 2000). The general clarification of learning thoughts gives learners who either gather the clarification or the individuals who give the clarification with a significant comprehension notwithstanding a more exhaustive maintenance of the thoughts being savvy for a lengthier retro of time (Chianson, Kurumeh and Obida, 2010).

A few reviews have depicted the impacts of different strategies for instructional method on maintenance of learning. For example, a motivating review gone on for 4 weeks was guided by Tanel and Erol (2008) in which the value of the jigsaw learning system and traditional showing strategy were thought about on achievement and maintenance in a Physics course in a University in Turkey. An exploratory set got the jigsaw procedure and a control set got customary direction. a posttest was overseen at the lapse of the treatment, while the deferral test was coordinated 4 weeks a short time later the treatment. The posttest and defer test mean signs of the jigsaw set were extensively upper ( $p < .05$ ) than those of the control set. The test learners would do well to accomplishment and long-haul achievement when contrasted with those in the control set. An examination of posttest stamps and defer test marks for both set shows that four weeks thereafter the analysis the understudies in the test bunch held about 97% of their insight on the postpone test while those in the control group held roughly 80 percent. The finishes of the above reviews confirm the results of a two-week retro coordinated by Abu and Flowers (1997) in which the effectiveness of the STAD strategy other than address construct direction system was likened in light of two ward factors (accomplishment, and maintenance) in a monetary course in an Academia of America. An agreeable learning set got the STAD strategy and a control set got regular guideline. At the conclusion of the treatment, a posttest was coordinated, and a postpone test was overseen 3 weeks next the treatment. Comes about demonstrated that the understudies in the STAD group had predominant post-test and defer test marks than those in the ordinary educating bunch.

The survey demonstrated that exceptionally constrained research considers have been directed to look at the impacts of helpful learning on understudies' scholarly fulfillment in Pakistan A solid relationship between agreeable learning methods and more prominent accomplishment alongside more noteworthy long-haul achievement uncovered in the writing underpins the resulting speculations:

### **Objectives of the Study**

The following given below are the objectives of the study.

1. To pinpoint the impact of co-agent learning methods and customary methods of learning on understudy s' achievement in the subject of English at optional level.
2. To inspect the effect of co-operative learning techniques in the retention of students who were studied by the co-operative learning mode (experimental set), and those who were studied by the traditional modes (control set).

### **3. The Hypotheses of the Study**

1) There is no factual impressive variety at the level (0.05) in scholarly fulfillment of understudies who contemplated utilizing the helpful learning strategy (test set), and the individuals who examined with the customary technique (control set).

2) There is no factual significant variety at the level (0.05) in the maintenance of learning English among understudies who concentrated devouring the helpful learning procedure (exploratory set), and the individuals who considered utilizing the customary technique (control set).

### **Research Method and Procedure:**

The pretest posttest equal outline was figured out how to discover the impacts of helpful learning in the exploratory set. The plan paralleled a control set utilizing preservationist showing technique with a trial set utilizing agreeable learning in light of three noteworthy focuses: (i) pre-trial of understudies' English accomplishment was given to both trial and control sets, (ii) control and exploratory sets were guided by the one educator (one from same school) who had over fifteen years of showing background in English. Same instructor showed two classes in school in one scholastic session for the span of 4 - weeks; (iii) post-trial of understudies' English fulfillment was given to both exploratory and control sets.

**Table1: Pre- and -post- test control set design**

Set	Pre-test	Treatment	Posttest
A (n = 50)	O1	X	O2
B (n = 50)	O1	X	O2

## 6. Research design

The outline rehearsed in this review was the pretest-posttest proportionate control - set plan (Table 1). This outline was picked especially for the reason that it might help watch the circumstances and end results connection between the reliant factors and the free factor. Since the subjects were haphazardly distributed to control and in addition treatment sets, a few dangers (choice development, choice inclination, determination relapse, and choice - instrumentation, other than choice history) to the inward and outer legitimacy were existed. Accordingly, these dangers were considered. According to both the control and test sets took the comparable pretest (sooner than the examination) likewise posttest (later than the investigation), and the experimentation secured the equivalent time traverse for whole subjects, testing, instrumentation, development, Furthermore, the English educator alone taught to both the control in addition to treatment set.

## 7. Experimental procedure

Prior to the initiation of the academic year, students of class 10<sup>th</sup> at Govt Centennial Model School Bannu were carefully chosen for the study before these classes were scheduled. Pretest was arranged and on the basis of pretest marks students were randomly distributed in to two sets, named control and experimental sets, one set was randomly selected to get lecture-based instructional technique and represented as the control set, and the other got STAD technique and represented as the treatment set in the subject of English for 4 weeks. A pretest on was figured out how to both sets before the treatment. The English course was comprised of 4 units; a similar educator instructed both sets. In the control set, instructor taught understudies utilizing address and board (talk and chalk strategy), understudies worked all in all class set, while in the treatment set, the educator encouraged understudies to take in the substance devouring the STAD method. In this set, the educator honed the ensuing eight stages (1) the instructor prearranged the LMs and recognized the reasons for the topic, (2) the teacher displayed the structure of the lesson, and raised the results assessed, (3) the educator composed sets, (4) the teacher moved understudies to sets assigned, (5) the educator gave the LMs to understudies, (6) students concentrated their specific LMs, (7) understudies helped each other to take in their LMs, (8) learners introduced their comprehension of the entire unit, and (9) the educator assessed understudies' understanding by their introduction before the whole class. This entire procedure was repeated various circumstances, one time for every unit of work. Understudies in both sets participated in one showing session of 40 minutes for every day for every unit over the 4 weeks. Not long after the treatment, both sets took a posttest measuring understudies' achievement in the two months and a maintenance test identifying understudies' maintenance in the four weeks.

## 8. Analysis of Data

An autonomous examples t-test was utilized to think about the sets' posttest and maintenance test scores. All examinations were tried for hugeness at the .05 level.

Ho1. "There are no measurable pivotal changes at the level (0.05) in scholarly achievement between understudies who considered utilizing the helpful learning strategy (exploratory set), and the individuals who examined utilizing the conventional technique (control set)".

To substantiate the legitimacy of this speculation, the factual importance of the changes between the methods for the exploratory and control set had been figured, and the estimation of t was extricated as appeared in Table,

**Table: 2, Mean, standard deviations and t value for the attainment of the study sets**

<i>Sets</i>	<i>Students</i>	<i>Mean</i>	<i>SD</i>	<i>T-Value</i>	<i>df</i>	<i>Sig(2-tailed)</i>
Control	50	24.90	8.10	26.89	98	.000
Experimental	50	35.52	6.13			

### Significant at 0.05

Table 3 demonstrates a measurable earth shattering fluctuation at the level (0.05) between the methods for execution at the accomplishment test by the trial and control sets for the advantage of the exploratory set, The outcomes demonstrated a low level of execution for the control set in the achievement test contrasted and the level of execution of the test set. Free example t-test was directed for looking at the achievements of the two gatherings. The post-test mean scores of understudies' fulfillment for the test set who were instructed by the helpful learning was 35.52 (SD = 8.10), and that for the control set educated by the customary educating was 24.90 (SD= 6.13). The mean for the exploratory gathering (M = 35.52) was more noteworthy than that for the control set (M = 24.90). The variety between these two post-test mean scores was significant  $t(98) = 26.89$ ,  $p < 0.05$  for the trial set, which

uncovered that the execution of exploratory set was unfavorably more amazing than control set. Naturally, helpful adapting completely influences understudies' fulfillment.

Ho2: "There are no measurable groundbreaking differences at the level (0.05) in the maintenance of fulfillment among understudies who examined utilizing the agreeable learning mode (exploratory set), and the individuals who were contemplated utilizing the obsolete technique (control set)".

To test the validation of this theory, the scientist masterminded achievement test for the third time following 30 days from the finish of the investigation,

The specialist received autonomous example t-test for comparing the methods for execution of the two arrangements of the review on the maintenance test. The outcomes were as appeared in Table underneath.

**Table: 3, Mean, standard deviation and t value of control and experimental sets on the retention test.**

Sets	Students	Mean	S.d	t-Value	df	Sig(2-tailed)
Control	50	19.52	7.19	3.67	98	.000
Experimental	50	31.52	6.06			

#### Significant at 0.05

Table 3 exposed that there was a statistical momentous variation at the level (0.05) between the means of performance on the retention test for the benefit of the experimental set, where the mean for the control set was 19.52(S.D=7.19) while it was 31.52(S.D=6.06) for the experimental set in the retention test. The variation between these sets mean scores was significant  $t(98) = 3.67$ ,  $p < 0.05$  in favor of experimental set on retention test, which exposed that the performance of experimental set on retention -test was considerably greater to control set.

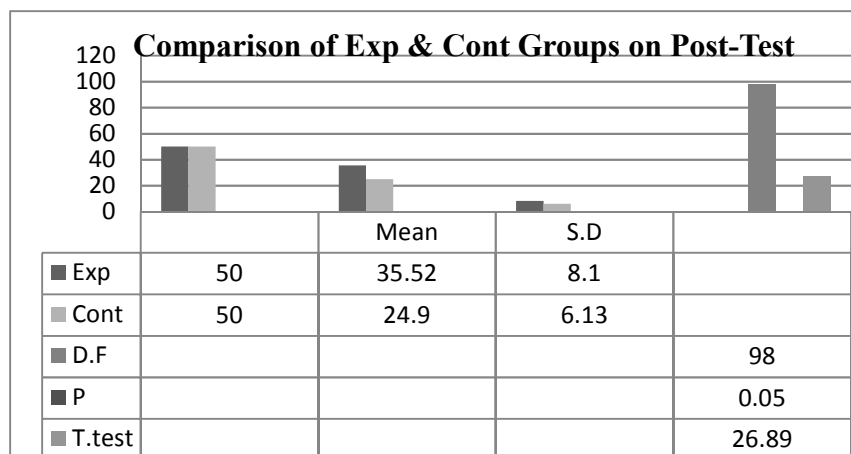
The result is supportive of the second speculation that learners who are prepared by helpful learning method has more prominent maintenance of data educated in the English course than those instructed through address based instructing. In this review understudies in the agreeable learning set, which included higher support during the time spent learning, had more noteworthy long haul achievement on the English postpone test than understudies in the correlation set, which determines that helpful learning brings about more fantastic long haul accomplishment than the conventional address based educating set.

### 9. Findings, Conclusions and Recommendations.

#### Findings

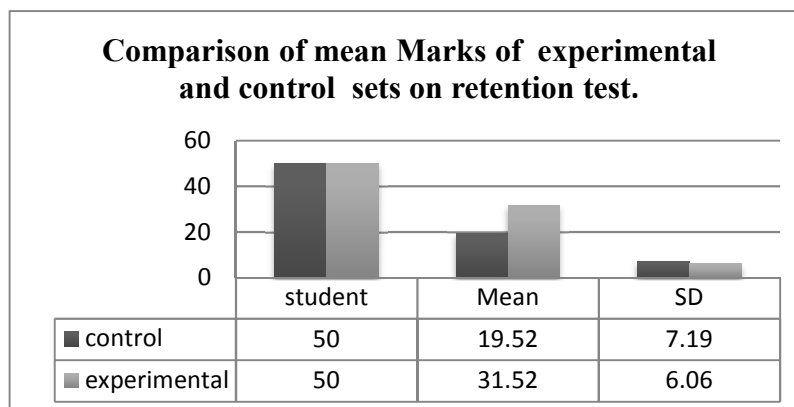
Free specimen t-test was led for looking at the accomplishments of the two gatherings. The post-test mean scores of understudies' accomplishment for the trial assemble educated by the agreeable learning was 35.52 (SD = 8.10), and that for the control amass instructed by the regular educating was 24.90 (SD= 6.13). The mean for the trial set (M = 35.52) was more noteworthy than that for the control gathering (M = 24.90). The fluctuation between these two post-test mean scores was critical  $t(98) = 26.89$ ,  $p < 0.05$  for the test gathering, which uncovered that the execution of trial social event was expressively more advantageous than control set. Characteristically, agreeable adapting completely influences understudies' achievement.

**Figure 4.8: Comparison of the two groups' mean Marks of on Posttest.**



There was a measurable noteworthiness contrast at the level (0.05) between the methods for execution on the maintenance test for the benefit of the test set, where the mean for the control set was 19.52(S.D=7.19) while it was 31.52(S.D=6.06) for the experimental set in the retention test. The variance between these control set besides experimental set mean scores was substantial  $t(98) = 3.67$ ,  $p < 0.05$  in favor of experimental assemblage on retention test, which exposed that the enactment of experimental set on retention -test was meaningfully superior than control set.

**Figure.2. Showing the evaluation of mean marks of Experimental and control sets on retention tests.**



### Conclusion

Helpful learning fortified subjective exercises, advanced more elevated amounts of accomplishment and Data support. Yet all understudies in the treatment set were habituated to an educator centered style of heading, they could conform to this new accommodating style of learning in 4 weeks of rule in an Asian getting the hang of setting. It can be fought along these lines that Pakistani understudies are exceptionally flexible in obliging to a Western style of learning.

Thus it creates the impression that learning styles are not socially based but rather relevant. In this review, the adequacy of agreeable learning on understudies is good with the necessities of showing development in Pakistan Secondary instruction (MOET, 2009). The discoveries give Pakistani instructors more experimental support for advancing beneficial changes in instructing strategies to enhance understudy learning. Along these lines, helpful learning is profoundly prescribed as an option instructional teaching method in the present influx of instructive change in Pakistan auxiliary training. To advance the usage of agreeable adapting viably, both instructors and understudies would need to experience an instructional class in this sort of learning. In spite of the fact that the present discoveries articulate the handiness of agreeable learning for understudies' satisfaction and their insight maintenance, the example of this review is limited to just 100 members. In this manner, future reviews ought to apply agreeable learning with more members to produce more proof on the impacts of helpful learning.

### Recommendations and Suggestions

Expressing the results of the review a few proposals and recommendations could come up as

Takes after:

- 1) Re-arranging and rearrangement of the substance of showing English involving various exercises that assistance the methodology of agreeable adapting—together—with Student Team Achievement Division strategy.
- 2) Training courses for the improvement of English instructors in the scope of agreeable figuring out how to enable them to build up the standard of their learners in the accomplishment of English.
- 4). Rising new strategies of assessment to amount the understudies' fulfillment in the subject of English making utilization of the test sorted out by this review to outline comparable English tests.,
- 5) Embolden different instructors to exercise and utilize agreeable learning system in educating every other subject.
- 6) Conduct parallel reviews on a more prominent specimen than the contemporary review test with a specific end goal to achieve prevalent results.

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