Survey the Effect of Cooperative Learning on Confidence

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ABSTRACT: This study aims to investigate the effect of cooperative learning on the confidence. This Study was a quasi-experimental research with control group and pre-test, post-test. The students of Middle schools in Bandar Abbas form the statistical society and the sample was made of 25 girls and 25 boys for test group and 25 girls and 25 boys for control group. The test group taught by cooperative learning method in 12 sessions but the control group was being taught traditionally. To gather information Eyzenk confidence questionnaire used. Data analyzed using Covariance analysis. The results showed that cooperative learning method increases the confidence in the girls test group. But cooperative learning method does not increase the confidence in the boys test group significantly. Therefore, cooperative learning increases the confidence in girls more than boys.
Keywords: Cooperative Learning, Confidence, Students.

ORIGINAL ARTICLE

INTRODUCTION

Our basic need in life is considered as having a good feeling about ourselves. We need to consider ourselves valuable regarding physical, mental, and emotional matters. Such feelings motivate and drive us to succeed in affairs that we take charge of in our life. Self-Confidence is an emotional feeling, affection and love that an individual feels based on the value that he consider for himself (based on the level of worthiness 2010-2011) (Saberi-zafraqhandy et al., 2009).

Self-confidence is one concept that most psychologists and researchers has highly considered in recent years. It is defined in so many ways. One most important definition relevant to this concept is provided by Cooper Smith. Cooper Smith argues that self-confidence is a personal judgment about one's own worth/value. Part of these feelings is created from childhood and after that through feedbacks obtained from effective forms of treatment (Saberirizafarqhandy et al., 2000). Feedbacks that other individuals give a specified individual are considered as one important factor that creates self-confidence. Individuals that are given positive feedbacks from other individuals (such as parents, friends and teachers) have positive self-perceptions and beliefs about themselves (Jalali et al., 2008).

Good teaching methods and classroom environment can enhance students' self-confidence, because these conditions increase probability of students' success. Therefore, these situations have a significant effect on students' self-confidence (Tabibzadenoori et al., 2011).

In school learning, gaining success and confirmation or failure and lack of confirmation in a number of tasks in one hand increase learning in short term and on the other hand create self-confidence in long term. As a result, it may lead to overall self-confidence of the individual about the schools and school learning (Biabangard, 2004). Furthermore, when students gain success and confirmation or failure and lack of confirmation in school learning, they generalize this success or failure to themselves as learners and students after several years (after several successes and failures in various tasks in school learning, students learn to consider these successes and failures as their own achievement in the school). Finally, students should stop charging the school or teachers due to their own failures and consider themselves as the target of charge. They also learn to consider teachers and school's confirmation - due to their success - as their self-confirmation. A student who repeatedly succeeds in his tasks in the school, may generalize teachers' and school's confirmation as his self-confirmation. Therefore, he may create a generalized positive feeling about himself as a learner (Biabangard, 2004).

Collaborative learning may increase students' self-confidence since there is more contact/communication between various individuals in this method. Therefore, this study investigated the effect of collaborative learning on self-confidence of secondary school students. This study attempts to answer following question: whether collaborative learning increases students' self-confidence or not.

Johnson et al. (1994) concluded that collaborative learning not only affects both cognitive and affective/emotional dimensions, but it also has positive and high impact on students' self-confidence. Ghaith (2003) in a study concluded that collaborative learning method - compared to traditional methods - significantly increases students' English reading progress; however, collaborative method has no effect on students' educational self-esteem and their alienation feeling from the school.

Saberizafarqhandy et al. (2003), in a survey whose aim was assessment of self-confidence level of high school students in Semnan on a sample of 500 high school students, concluded that 12.6% of students had high self-confidence, 57.8% had mean self-confidence, 12.6% had low self-confidence. Mostamali et al. (2004) in a research showed that social skills training are effective in increasing female individuals' self-confidence. Omidi et al. (2011) in a research concluded that participating in self-confidence promotion training workshops has a positive impact on students' self-confidence.

Tabibzadenoori et al. (2011) concluded that social skills training increase students' self-confidence in students with this training compared to those students without this training. Yaryary et al. (2008) also concluded that collaborative learning method has no effect on self-esteem. However, Fahami et al. (2009) results showed increased social skills of fifth grade female students by collaborative learning. In a similar study by Jalali et al. (2008), research findings showed that social learning education model has significantly improved mean self-confidence scores.

Hesabi (2008) showed that there is a significant difference between students who were educated by Montesori method and students educated by common methods in terms of self-confidence. Sheibani and AkhavanTafti (2009) showed that position-control education based on cognitive approach affects self-confidence.

MATERIALS AND METHODS

Present study was performed through a pretest-posttest quasi-experimental method with a control group. The students of Middle schools in Bandar Abbas constitutive the statistical society. The research sample included 25 girls and 25 boys studying in the third grade of the middle school for the test group, and the same number of students for the control group. In the test group, the participatory method was applied for 12 sessions but the control group received traditional education. Eysenck self-confidence questionnaire was used in this research. This questionnaire is valid and standard. It includes 30 questions with Lickert scale. It was developed by Eisenach in 1997 and its reliability and validity is repeatedly confirmed by Iranian and foreign studies. In this questionnaire, the questions are designed in a way whose answers can only be yes, no, I don't know. The highest testing score is 30 in this questionnaire. This score shows the highest level of self-confidence. Covariance analysis was used as to analyze the research data.

RESULTS

Table 1 shows the average scores and standard deviations of confidence of the participators in this research. Table 2 shows the results of Levene's test. As it is observed in the table, the result of the equality of variances achieved through Levene's test is not significant for the variables. Thus, the covariance analysis can be applied in this research.

Table 3 shows the results of covariance analysis. The intercalated results in this table indicate that education through cooperative learning can increase the confidence of girls (P=0.034) but it does not increase the confidence of boys (P=0.146). These results also show that the effect of pretest is statistically significant in all three groups (p<0.001) and its effect on the results of posttest is also investigated in this research.

Table 1. Average scores and standard deviations of confidence of the participators in this research

Variable	Group	Gender	Pre-test		Post-test	
			Average	Standard deviation	Average	Standard deviation
Confidence	Test	Boys	19.80	3.35	19.98	3.36
		Girls	17.78	5.60	18.06	5.62
		Total	18.97	4.68	19.02	4.68
	Control	Boys	19.42	3.83	19.44	3.77
		Girls	17.96	4.09	17.98	4.07
		Total	18.69	3.99	18.71	3.95

Table 2. The results of Levene's test for assessment of equality of variances

Variable	F	Df1	Df2	Sig
Confidence	18.08	2	98	0.09
Confidence of boys	11.25	2	48	0. 08
Confidence of girls	8.31	2	48	0. 25

Table3. Summarized results of covariance analysis

Variable	Variation resource	MR	F	Sig	Power
Confidence	Pretest	1815.16	6208.86	0.000	1.000
	Education	1.11	3.81	0.054	0.489
Confidence of boys	Pretest	593.56	1406.16	0.000	1.000
	Education	0.356	0.84	0.363	0.146
Confidence of girls	Pretest	1149.13	6530.91	0.000	1.000
	Education	0.84	4.78	0.034	0.572

DISCUSSION

This study aims to investigate the effectiveness of collaborative learning education model on self-confidence of third grade students. The findings indicated that collaborative learning education model significantly improved female students' self-confidence scores. The results of this study were in line with results of following studies: Kalantari et al. (1999) about the impact of cognitive educational collaborative training on enhancement of self-confidence in female students, Taylor et al. (2007), Temple et al. (1991) about the effect of behavioral and social training in increasing self-confidence, Jalali et al. (2008), Hesabi (2008), Sheibani et al. (2009), Tabibzadenoori et al. (2011), Johnson et al. (1994). Further studies confirmed effect of psychological, social, cognitive and behavioral interventions in increasing self-confidence.

For example, following results were reported: Namazyzadeh et al. (2002) reported the role of sports participation, Mostalamy et al. (2005) reported the effect of socialization, interpersonal relationships, dating (finding friends) and anger control skills training, Malone (1994), reported the application of problem-solving techniques and Brown et al. (2004) reported the application of cognitive-behavioral group counseling in increasing students' self-confidence. The effect of social learning model on self-confidence arises when an individual feels he is valuable. This feeling is created when that individual's functional record is based on true appropriate behavioral records in society. Thus, to the extent that this report complies with social norms and criteria, the individual may possess greater personal and social skills, better sense of personal efficacy and higher confidence.

Participatory-based environment increases sympathetic feeling between students, decreases aggressive and antisocial behavior. It has also a significant effect on the quality of students' moral judgments (Joyce et al., 2008; translated by Behrangi, 2002). Face to face interactions force individuals to listen to each other. It also forces them to be accurate about performance assessment of their classmates. Furthermore, it forces students who do not pay attention to the lesson and are isolated and non-talkative in thr class to be more active in the class, ask questions from their classmates, explain the course material, propose some issues to their classmates, criticize their classmates, contradict or agree with their classmates' ideas. In collaborative training groups, students learn how to interact with their peers and how to increase their participation in the school and society. As a result, these issues increase self-confidence (Goodwin, 2007).

However, the results of this research showed that collaborative learning did not have a significant effect in increasing self-confidence of male students. This issue may have so many reasons. For example, personal characteristics changes, such as self-confidence, require adequate time to be shown. This adequate time was 12 sessions in this research. P-value was calculated as 0.54 which is close to level of significance. It can be claimed that if collaborative training sessions increases, increase of self-confidence in male individuals may be significant. (If collaborative training sessions increase, it may be proved that these sessions significantly increase self-confidence of male individuals). Since the most effective factors to increase self-confidence are families, peers and teachers, it is essential to attempt to help student to be more independent by giving them free right, self-control, responsibility, self-reform and avoiding coercion. Therefore, the children can show their capabilities and abilities in the best way. Furthermore, they feel useful and more relaxed.

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