



The Effects of Cooperative Education on the Social Intelligence of Primary School Students Looking at Social Reconstruction Approach

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ABSTRACT: This research aimed the effects of cooperative education on the social intelligence of primary school students looking at social reconstruction approach in curriculum was performed. For this, 60 subjects of fifth grade elementary female students in district 3 the education schools of Isfahan city in the academic year 2012-2013 were selected randomly and assigned to two control and experimental groups. All subjects of both groups completed two stages of pre and posttest questionnaire Selva social intelligence. The experimental group received the training about the study topic during six 90-minute sessions and then posttest was performed. Data were analyzed using both descriptive and inferential level. The results showed that there is a significant relationship between cooperative education and increasing social intelligence of student. The data analysis using covariance analysis tests significant level of $P < 0.05$ Showed that cooperative education has positive effects on increasing social intelligence of students looking at the reconstruction approach to social reconstruction. According to the results of this study could be suggested to holding cooperative education workshops at the same grade of primary school of students.

Key words: Cooperation, social intelligence, social skills, social awareness, social information processing, social reconstruction

INTRODUCTION

Continuing advances in industry and technology, and consequently changes in family and social structures, lifestyle, has faced human and our society with many numerous difficulties and challenges. Cooperation education and teamwork can be help a lot to gain social intelligence, and hence to social empowering of individuals in family and community life. Since elementary school period is very important period and a critical part of personality and individual characteristics of students is developed in these years, so precise identification of educational needs, including cooperative education and further appearing the social intelligence in this period is very importance. The primary aim of education in the childhood period is social rearing (Aspadk, 2007).

Since the primary purpose of education in the childhood period community is raising, the child faced with two types of social rearing that initially duties is familiar with his duties in the educational community and then should be familiar with his duties in the broader society in the future. (NAZARI Nejad, 2007). If cooperative education and the development of social skills programs is so arranged that in elementary schools to be begin easily and attractive, and encourage and foster sense of collaboration and accept the responsibility along with practical measures among students and in the study years in the junior and high school and the its practical aspect is combined with acceptance good and seriously supervision of interested teachers and then expand in colleges and universities, it can be hoped that the quantitative and qualitative development of cooperative from each perspective is provided to become generalized. As well

as currently, cooperative education in primary and secondary schools is includes students course materials of Argentina, Canada and India, except the student (Salim, 2006).

Social intelligence is the ability to establish interpersonal relationships in group and other cooperative, using the power of the mind and body to communicate effectively with others and better understanding them. The social intelligence is a particular characteristic is which our success causes in social relations. In fact, developing healthy relationships and in other words, the policy of establishing relationship is a particular ability. This capability does not exist to the same extent in people (Goleman, 2009). From six to twelve years of age, children learn the skills that society knows them valuable. The skills are not limited to reading, writing and physical skills, but also is consist of the ability to take responsibility and deal with people. Successful efforts in this regard leads to a feeling of accomplishment and failures efforts can lead to feelings of inferiority. So the fundamental responsibility at this stage is construction. (GHAZANFARI, 2008).

Curriculum as a specialty area was born with the publication of syllabus book by Franklin Bobit practically in the early twentieth century and then the issues of this field attract the attention of many experts and professionals of the education so that now field of curriculum has a special place as one of the branches of the education field (Fathi and Ajargah, 2009). The curriculum planning is mandatory for learning. In other words, each curriculum has the goals for learning and the methods to achieving the objectives. Curriculum

design is the of decisions result that are made according to three basic categories: the selection and arrangement of content, selection of educational activities for learning the content, the layout and maps to optimize the conditions for learning (Taghipour Zaheer, 2010).

Many studies have been done about social intelligence. Atofon Gokrik (2005) recognize five components (social reasoning, social memory, social perception, social creativity, and social knowledge) for social intelligence and its research findings showed there is a distinction between cognitive and behavioral components of social intelligence. He also shows overlap and correlation the components of emotional intelligence. Social intelligence is a combination of emotional intelligence, cognitive and behavioral components and includes awareness components of situation, honesty in behavior, having a positive attitude and ability to express. Gatchr, Herman (2009), in qualitative research that is regarding empathy and altruism in the tendency of people to cooperation culture have shown that feel empathy and altruism are the formation factors of attitude toward culture of group work and is a most important formation component of members' attitude toward cooperative culture.

Najafi (2009) showed that in the planning to face with poverty and employment, the cooperation establishment cannot be effective alone unless taking into account the economic, social and cultural conditions, the trust of the members and power management through recruit the efficiently manpower. The results of Pour Dabaghy (2009) had suggested that among five main indicators, two policy-making and planning and facilities and financial and non-financial assistance factors have been the greatest impact.

Avenue, Jones (2003) and Karpenter et al. (2004) in their research showed that the membership in the cooperative and social groups and having a sense of belonging and continuity to groups lead to people have a good imagination to work together. Solgi, Alipour (2012) in their study concluded that hemispheric dominance affect on emotional intelligence and social intelligence of students and it can be have important applications especially for left-handers. It is obvious that upgrade these capabilities will have a major role in their educational, occupational and social applications in life.

Rezaei, Khalil Zadeh (2009) in a research on the topic of social intelligence of principals and job satisfaction of school teachers concluded that there is a significant positive relationship between social intelligence of managers and job satisfaction of teacher and among three components of social intelligence,

social skills component and social information processing are the best prediction for job satisfaction.

Goleman in his investigations in regard to the new senior managers that had been employed due to motivation, intelligence and personal disciplinary found that after a while, due to lack in social fundamental skills have been left out and had failed from the viewpoints the professional and social. Social intelligence is a structure that is more based on the relationship between individuals. The researches in the last decade show that there is an obvious advantage in performance of individuals who have high social intelligence in comparison with those who have not take advantage of social intelligence. Social intelligence is beneficial especially in crisis (Mahgoub, 2008)

Despite a decade of research in social skills, can be mentioned the researches that their results are based on an undeveloped part of the theoretical. In this regard, Levinson (quoted Sigrin and Tailer, 2007) define the social skills as the ability to demonstrate the behaviors that reinforced positively or negatively and the ability of display behaviors that are punished by others (Shojaei, 2011).

Martin, Silvara, Yousin and Dahl (2001) have considered three aspects for social intelligence: a) social information processing) b) social skills c) social awareness (Chenin and Doghan, 2009)

The results of Beik Zadeh, Soltan Dadashi (2011) showed that some of the teachers who are affected of social reconstruction approach, want to reinforcing high development in addition to foster positive social relationships and change learning to exciting approach and since the elementary level in the education of a country has an undeniable importance and has a great special impact on shaping the social character of next generation. It can be ready people to enter to a social ideal life in the country and in the world.

Ouniue, Jones (2003) and Karpenter and et al (2004) in their research showed that membership in cooperative and social groups and having a sense of belonging and continuity in groups makes people to have a good imagine from team work.

The elementary students are reinforce through their cooperation education and partnership in their lesson programs about uplift social skills and social intelligence, in this case, the social that their graduates known in elementary and found their benefits and reinforce their social intelligence has desired effects on the development and future oriented society. In the researchers sought to determine whether cooperative education has any effect on the social intelligence of elementary school looking at social reconstruction approach, or not?

MATERIAL AND METHODS

The method selection depends on the nature and objectives of the research. The research is applied and the research method is semi experimental.

Population, sample size and sampling method

Population is the group of people, objects or events with at least one common attribute or attributes. The research population contains all of girls' primary schools in Isfahan Region 3 that the exact number of them was taken from the department of the Isfahan education which are 78 girls' primary school. Among them, the 60 students were selected from three schools by multistage random cluster and assigned to two experimental groups and one control group randomly. The data gathering tools are contain Silvera social intelligence questionnaire (2001). The way to do this was that the first two groups of experimental and control were pre-tested by questionnaire, then cooperation and its impact on social intelligence were learned to the experimental group during six one-hour sessions, and another time after the end of meetings of the experimental and control groups were tested by questionnaire.

Measurement tools

In the research, the social intelligence measurement has done by a standardized questionnaire in form of the answer packet that its questions is extracted from the Slvara questionnaire of social intelligence (2001), that the questionnaire contains twenty-one questions with a five - option range of completely agree, agree partially agree, disagree, completely disagree that the 1, 2,3,4,5 scores belongs to it, respectively (Silvara, 2001).

Despite the social intelligence questionnaires were standard and had structure validity, but after translation and slight modifications to the localization of it, the 5 cases of Educational Science Faculty of Education specialists and professors of Azad and Isfahan universities were selected and they confirmed superficial and content validity of above questionnaire. The reliability 0.89 obtained based on the Cronbach's alpha coefficient formula of social intelligence questionnaire. In this study, descriptive statistics methods of mean, standard deviation, also analysis of covariance inferential statistics methods were used.

RESULTS

Results are listed in Table (1) show mean and standard deviation of social intelligence and its aspects in the control and experimental groups at pre-test and post-test stages. The results of Table (1) Shows that in experimental group, post-test average has increased compared with the pre-test, but in control group, post-test average has not changed much compared with the pre-test.

Analysis of research hypotheses

The Main Hypothesis: the cooperation education of fifth grade students' social intelligence increase. First hypothesis: the cooperation education increases social awareness of fifth grade students.

As the results in Table 3 show, there is a significant difference at the level of $P < 0.01$ between groups in scores of social awareness. That is, the difference is statistically significant between the scores of social awareness in experimental and control groups. According to the mean of the experimental group in social awareness scores is more than control group. Accordingly, cooperation education has been able to increase the social awareness.

Second hypothesis: the cooperation education increase social skills of fifth grade students. As the results in Table 4 show, there is a significant difference between groups in social skills scores at the level of $P < 0.01$. That is, the difference is statistically significant between scores of social skills in experimental and control groups. According to the mean of the experimental group in social skills scores is more than control group, accordingly, cooperation education has been able to enhance social skills. Third hypothesis: the cooperation education increase social information processing of fifth grade students.

As the results in Table 5 shows, there is no significant difference between the groups in social information processing scores at the level of $P < 0.01$. That is, difference between the scores of social information processing is not significant in the experimental and control groups.

Table1. Descriptive statistics of social intelligence and their components in terms of group and test

Groups	Variables	Pre Test		Post Test	
		Average	Standard deviation	Average	Standard deviation
Experimental Group	Social Awareness	24.30	4.56	22.80	3.54
	Social Skill	23:10	4.63	19:23	4.31
	Processing Social Information	25.83	4.16	23.90	4.48
	Social Intelligence	73.23	11:04	65.93	8.86
Control Group	Social Awareness	20.86	3.21	22.86	2.71
	Social Skill	17.76	4.09	19:36	4.54
	Processing Social Information	27.34	3.83	23.63	3.98
	Social Intelligence	66.06	6.61	65.86	8.17

Table 2. Covariance Analysis of Social intelligence scores in the study groups

Source	Sum of Squares	Degrees of freedom	Mean square	F	Significant level	The Value	Eta	Statistical power
Pretest	1941.889	1	1941.889	36.276	0.001	0.389		1
Group	762.901	1	762.901	14.252	0.001	0.200		0.96

Table 3. Covariance Analysis of social awareness scores in study groups

Source	Sum of Square	Degrees of freedom	Mean square	F	Significant level.	The value	Eta	Statistical power
Pretest	55.088	1	55.088	2.846	0.097	0.049		0.381
Group	207.078	1	207.078	10.699	0.002	0.163		0.895

Table 4. Covariance analysis of social skills scores for study groups

Source	Sum of Square	Degrees of freedom	Mean square	F	Significant level.	The value	Eta	Statistical power
Pretest	380.135	1	135.380	7.458	0.008	0.119		0.765
Group	456.367	1	456.367	25.140	0.001	0.314		0.998

Table 5. Covariance analysis of social information processing scores in study groups

Source	Sum of Square	Degrees of freedom	Mean square	F	Significant level.	The value	Eta	Statistical power
Pretest	0.815	1	0.815	0.048	0.828	0.001		0.055
Group	69.500	1	69.500	4.053	0.052	0.069		0.507

DISCUSSION

The results of Table 2 show the intelligence community level of students participating in the experimental group has been show a significant increase at post test than in the control group. Therefore the research hypothesis based on that the cooperative education increases social intelligence level of fifth grade students is confirmed.

the results of the study are quite consistent with Yaghoubi and Parvizi results (2011) based on the attitude impact on the cooperative; Beik Zadeh and Soltan Dadashi (2011) based on to confirm the relationship between social intelligence, social awareness aspect and social skills aspect and the organizational health; Safarinaia, Solgi and Tavakoli (2011); Rezaei and Khalil Zadeh (2009), based on the relationship between social intelligence of administrators and job satisfaction of teachers and among three components of social intelligence, the social skills component and social information processing are the best predictor for job satisfaction.

The results in Table 3 show that the social awareness of participating students in the experimental group indicates a significant increase than the control group in post-test. Therefore the research hypothesis based

on that the primary school cooperative increases education social awareness is approved.

Also, results of the study is consistent with results of Karam Afrouz (2011) about the social reconstruction approach based on citizenship curriculum designed for junior students indicated that the objectives and content of the desired program in form of functional and n the field of social activities and problem-oriented for students. At social reconstruction approach related approaches and fusion techniques. Teaching methods used in social reconstruction approach include interactive methods, collaborative, problem-solving and role-playing.... Evaluation methods mainly focus on the emotional and mental-motional efficiency measurement methods. In the field of Philosophical foundations is cited to the philosophy of pragmatism and existentialism. In the Psychological foundations, the characteristics related to adolescence development and social learning theory and constructivism are discussed. In the field of curriculum theories, social perspective and its sub approach namely personal development and social reconstruction are invoked.

The findings are contained in Table 4 show that the amount of social skills of participating students in the experimental group has shown a significant increase

than the control group in post-test. Therefore the research hypothesis based on that the cooperative education increases social skills level of fifth grade students, is confirmed.

The results in Table 5 show that the amount of social information processing participating students in the experimental group has not shown a significant increase than the control group at post-test. Therefore the research hypothesis based on that the cooperative education increases social information processing level of fifth grade students, will not be approved.

Also, results of the study are quite consistent with research study results of Amali (2005) based on that the critical insights, social reconstruction and cultural citizen support to the development-oriented citizenship education approach. The perspective of democratic citizenship involves for both conservative and progressive citizenship education approaches and perspective of cultural transmission also is a conservative orientation on citizenship education.

Also, Yar Mohammadian, Foroughi, Abri, Jafari and Ghaltash (2010) study about evaluation the progressivist approach of citizenship education in the curriculum of elementary schools have concluded that in view of social reconstruction there are two main approaches in citizenship education and each approach also has important implications for curriculum elements. The two approaches are: development-oriented approach and the conservative approach. These approaches emphasize position and how to elements purpose, content, teaching methods and evaluation methods of learning. For this reason, development - oriented approach is recommended so that the formulation of citizenship education curricula of Iran, development - oriented approach is emphasized and is considered more.

Research limitations

The following research was confronted with the following restrictions:

- 1 - The inability of researcher to control and match experimental and control groups subjects
- 2 -The research resources limitation in the field of experimental study of cooperative and social intelligence

Practical suggestions

Based on the research results, the following recommendations are offered:

1. Social skills practical training at various levels of school
2. Social awareness training at various levels of school especially primary school
3. Social information processing training at different levels of school especially primary school

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