

The impact of Group work on Learning in Education faculty of Sayed Jamaludin Afghan University in 2019

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ABSTRACT

This research shows the impact of Group Work on learning in the Sayed Jamaluddin Education University of Kunar Province. It is Practical, Mixed-method research. Line regression method has been used to determine the dependent variable (learning) and Independent Variable (Teaching Method, Group Work). The main aim of this study is to find the impact of Group work on students' learning. A number of as much as 1821 students who are studying in the Sayed Jamaluddin Education University of Kunar are the target participants of this study. A number of 160 students were selected for this study using the Rao Soft Simple Size Calculator considering the 99% accuracy and 1% doubt in calculation. A prepared questionnaire, and controlled-interviews were used as data collection tools by the researcher. SPSS computer program was used for data analysis. The findings of this study suggest that the group work has had a big impact on students' performance and learning. It suggests that using the Group Work method has been beneficial for the students, and they have learned a lot using this particular method.

Keywords: *Students, Teaching Method, Group Work, Learning*

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1. Preface

There were informal learning and teaching before the educational systems and curriculums came to existence. Students had been studying under the trees, in Masjids, Churches, Halls, houses of society elder before the building were built for schools. The primary style of teaching was Oral only which means scholars, and teachers were telling the youth, and young children about important life skills including hunting, and protecting themselves from the harm of animals. Afterwards, the formal type of education systems were created, and that caused changes in the forms of instruction as well, but the aim that students are the center of focus has remained the same. All the methods that were created and practiced have been for the good of the students.

Learning is a permanent change in behavior, the changes that are because of the experience and practice gained and done. Even though, learning can take place everywhere in our environment, but the educational systems are available (for the students to learn), and they must follow some techniques, and approaches so that students can learn more with minimum time and resources. Learning could be affected by a number of reasons, and every reason has its own significance at times. Teachers try their best to work on the available facilities and teach their students. The teachers who can fine-tune are appreciated, but teaching method is the way that effects students' performance hugely.

Since the students have different intelligence qualities, they will react to different methods differently as well. Some students may learn better in a particular method, but some will not.

Teachers use different teaching methods which are welcomed by some of the students, and some of the students learn better in a different method. This is important for the teachers to know which techniques or methods are good for their students, and also the teachers normally find out the learning styles of their students to decide on a teaching method based on it.

There are several teaching methods, and each has its own benefits. Teaching method is the way that a teacher decides to pass

on the information to their students. The more the teaching method is enthusiastic for the students, the better they learn. It is important for the teachers to know how to effectively and efficiently use the method for the good of the students in the class. Some particular methods may not work in certain subjects or situation, which is why it is important that the teachers should have a good knowledge practice of more than one method. Teachers choose a teaching method taking their objectives, subject matter, context, facilities, environment, and their skills into account while deciding a certain method for their teaching.

Group Work is among the most used teaching methods in the classes. Group work also called collaborative learning is one of the student-centered methods that teachers use in working on various subject matters with the students.

There are several researches about different teaching methods, and their importance which have different results. There are researches about Group Work as well which say Group Work is good, but some argue against it. Furthermore, every method has effect on students' social life outside the classroom. For example, Group Work can be effective in students' social growth, and give them a strong sense of working in a team.

A number of university lecturers use Group Work method in their classes. If used well, and based on students' interest, every method could be good for learning better.

In Group Work, the teacher divides the students into small groups to work and discuss on subject matters and share their opinions. Teacher's role is a facilitator and helps the students only if they ask for it. Group Work has its own special usages, but every method could be good if used correctly.

Even if a method is effective, using it for a long time in the class, and not changing it could cause the students to lose interest in the lesson. It can give them a chance to learn more and new ideas, but it can also cause them get tired of the method. That is why methods are important.

Considering the importance and role of teaching methods on students' learning, this paper tells about Group Work method, and the effect of Group Work on students' learning in the Education Department of Sayed Jamaluddin Education University, Kunar. It is possible that certain methods work well in certain situation, but it is important to know which method can enable students learning. Students are the center of every educational system in the world, and their demands, interest, talents, and abilities should be taken seriously. This is why the participants of this paper are the students of Education Faculty in Sayed Jamalludin Education University. Furthermore, this paper tells about other benefits of Group Work as well.

2. Research Topic

Every decision taken by the educational systems in the world for the students to learn new things, and change their behavior. Learning can take place anywhere in the world, but since the information is a lot and time is less, the main aim is to learn more in less time. Teaching Method is one of the important aspects of professional education which can help students learn fast. There are a lot of teaching methods which could be used (considering Objectives, Context, tools, setting, and time) in the classrooms. Our educational system focus on result based system in which Group Work is a good method and teachers use it in their classes throughout Afghanistan. But it is more important to see the importance of Group Work in the Education Department of Sayed Jamalludin Education University. In other words, what is the impact of Group Work on students' learning?.

3. Objectives of the Research:

This research is designed to achieve the following objectives:

1. To see the impact of Group Work on students' performance in the Education Department of Sayed Jamalludin Education University.
2. Finding the interest of students in Group Work.
3. Deciding the effectiveness of Group Work Method.

4. Research Questions

Main Question

How much is the Group Work effective on students in Sayed Jamalludin Education University?

Key Questions

1. Will the Group Work method be effective for the students?
2. Do students enjoy working in groups?
3. Is the Group Work effective for the students in different ways?

5. Research Type

This research which is conducted in the Sayed Jamaluddin Education University studies the effect of Group Work on Students. It is practical study, and it only tell the effectiveness of Group Work on students, and how much do the students like it. The teachers, and students in Sayed Jamaluddin Univeristy can use the results of this research.

6. Target Population and Sample

The target population for this study are the 1821 students of Sayed Jamaluddin Afghan University. The sample of the target population are 160 students who actively participated in the research. These students were selected based on Roa Soft Sample Size Calculator with 99% accuracy and 1% fault.

7. Data Collection Tools

In order to know about the impact of Group Work on the students of Sayed jamaluddin Afghan University, the researcher used a prepared questionnaire for the data collection, and had conducted interviews with 7 of the selected sample group of the students. This questionnaire has 25 questions which is 0.71% each. The collected data has been analyzed through SPSS, and the interviews has been analyzed through Most Common Answer method.

8. Limitations of the Study

It is obvious that every study has its own shortcomings, and challenges. Below is the list of challenges that the researcher faced while conducting the research.

- ✓ Lack of similar researches in the country.
- ✓ Lack of trustworthy resources for data collection in the country.
- ✓ Lack of interest from the students while answering the questionnaire.

There were some points in this research that had to be discussed with senior instructors and professors, but the researcher was not able to have their help in such points.

9. Literature Review

According to Solati et al (1389), Talibi (1383) had done a research on the impact of individual and group work on learning and has stated that the students working in groups are better learners than the students who worked individually.

Even though the debate method did not help in individual participation, but the average of scores were higher than the lecture method in the classes (Johnson and Mitin, 2005). Furthermore, Safari and et al argues that the average of scores had a commendable difference, but the there was not difference seen in the overall satisfaction of the students (Parizad, 1394).

A study conducted by Mashhadi (1381) showed that group work students had better academic progress than traditional teaching method students. Also, it was clarified that participatory learning has a positive relationship with independent learning. Gregory (1390) quotes Hamidi as saying: "As a result of his research, he has shown that teachers use active teaching methods, low to medium, depending on the degree of literacy." It also shows that there was a significant difference in the scores of experimental sciences between students who studied with active methods and those who used other methods (Gregory, 1390).

Slavin (1390) reported after analyzing twenty-five studies, most of which showed that co-learning students' personal relationships, classroom acceptance, and friendships between them. This method has been adopted and emphasized on increasing self-esteem, increasing love for school and teaching subjects, taking care of household chores and giving them time and working with others. Yariari, 1387). Hill (2000) ("Participatory learning as a tool to improve students 'social skills'"), concluded that participatory learning improves students' social interactions (Yariari, 1387). Gass (2003), in a study that showed the effect of joint learning on the development of reading skills in English, concluded that the group work method greatly enhances students' reading skills. But it has nothing to do with students' self-esteem (Kadivar et al, 1387).

Sheikhi Feni's research shows that traditionally teaching different subjects and concepts does not have the necessary effectiveness, students need to interact with each other for in-depth learning (Sheikhi Feni, 1387).

Al-Khatib and Juma (2000) also studied the effect of group work learning on algebraic subjects in 8th grade and found that there was no significant difference between group work and lecture method in student behavior. Nichols (2003) studied the effects of group learning on the perception and academic progress of nine students in geometry in high school, and the results of the study showed that the students who were in the group learning group were more likely to be in the group. He was in control, had good work ethic and his learning was goal-oriented, valued geometry lessons and showed good academic progress (Gregory, 1387).

Based on their personal experiences, Baghchaqi, Kohistani and Rezaee (2018) show that doctoral students who would have been less involved in theory discussions or discussions had less contact with bedridden patients or Also did not follow the rules of communication properly. They add, these doctors like to get the necessary information from the patient's file (Baghchaki and Friends, 1389).

One study, conducted on the effects of participatory and traditional classes on students 'self-confidence, concluded that participatory learning increases students' self-confidence (Halt Farther and Halt Farther, 1997).

Ayoubi (1377) in her research on the effects of participatory and lecture education on the development of Arabic language and the self-esteem of female students in the third grade of the humanities in the three regions of Tehran. Performed on 6 students, it was concluded that participatory learning leads to better academic progress of students. In addition, participatory learning has led to an increase in self-esteem among students. Concurrent research, however, showed that academic achievement was higher among test group students than with control group students. According to Yarayari and her colleagues, Kramati (1381), based on her research into the effects of co-learning on the social skills of fifth-grade students, concluded that Co-learning has positive effects on development; But the consequences for self-esteem vary. King Lim (1996) in his research on the effect of participatory learning on classroom atmosphere and self-esteem, concluded that participatory learning improves the classroom atmosphere; But it does not increase the self-esteem of the students (Yariyari et al, 1387).

Zesak (1998) in a study that shows the effects of participatory learning on the academic progress and self-understanding of chemistry students, concludes that this method affects the academic progress and self-awareness of the students in this class. Has a positive effect on. Chegernick and Gamson (1987), based on their research, concluded that students learn best when they actively study material (Gregory et al., 1390).

Silverman (1996) shows in his research that the level of learning of students who use active teaching is very different from that of other methods. Sharan's research shows that students who work in two- or four-person groups teach each other and receive a common reward, compared to students who study in an individual and regular way. He is well versed in the subject matter. The method also creates shared responsibility and positive feelings and interactions about each other and teaching tasks, builds good relationships between their peers and gives a better view of themselves to students with poor learning backgrounds. All in all, these results support the hypothesis that combined methods of learning have been used (Behrangi, 1386).

According to Malik Mohammadi (1384), a study has shown that there is more general learning in the group discussion method than in the lecture method (Malik Mohammadi, 1387).

A study conducted by Aliabadi and Karimi (1387) concluded that there is a desirable link between the factors and elements of learning styles and academic development, particularly between participatory learning and academic advancement. And such learning leads to an increase in academic progress (Gregory, 1390).

Reynolds believes that learning life skills, especially interacting and helping others, is better than the group discussion method, and from Domin's point of view, the group discussion method can strengthen the students' critical power (Baghchaki-Kohistani). And Rezaee, 1389).

10. Research results

In the inference analysis, simple linear regression is used to determine the effect of the group work method on students' learning. Here we have shown the effects of the independent variable (teaching method) on the related variable (student learning) with the help of simple linear regression. We have at this point derived from simple linear regression only the coefficients that were needed in this study. Such as: mean level (Sig), change level (T), beta, standard error (SE) and non-standard regression coefficient (B).

Beta are the same standard coefficients. To the extent that the beta and the level of variability (T) are large and the mean level (sig) is small, it is clear that the independent variable has a wider and greater effect on the dependent variable. In the next table, our report is presented in beta, not in terms of Adjusted R Square = R².

If the level of semantics is smaller than (0.05), it indicates that the independent variable can better explain the variables of the related variable and has a greater effect on it; However, if the magnitude greater than (0.05) is obtained, then the independent variable cannot better explain the variables of the dependent variable and the magnitude of the effect will be less.

Predictive variable	non-standard coefficient or B	standard error or SE	standard coefficient or beta	variable rate Or T	Maneuvering surface or Sig
Fixed amount	42.995	2.738		15.702	0.0001
Group work	1.125	0.065	0.811	17.412	0.0001
ADJ ² =0.655					

(1) Table. Effects of group work method on student learning.

The table above shows the effects of different methods (3, 4) on student learning. Such that the degree of change of meaning obtained (T) is meaningful at the level of meaning finding (1, 2) based on the quantity. Given that the level of meaning is lower than (1, 2) (1, 2), it is concluded that the group work method has a 5% impact on student learning, which is much higher. The effects show. This means that the group work method has proved to be very useful in student learning.

Interviews with students show that the group work method has a positive effect on communication, understanding, acceptance and courage.

11. Discussion

To conduct this study, Syed Soft-Din Afghan University, Faculty of Education, conducted (Rao) Soft Sample Size, taking into account (1821) percent confidence level and (90) error level, out of (10) students. With the help of Calculator (160) students were selected as a sample. This research highlights the effects of group work methods on students' learning. The results of the study are similar to some previous studies. But with some it is different. There has been a lot of research on the effectiveness of group work methods around the world, with a variety of results.

The findings of this study show that the group work method has a great impact on students' learning. The results of our study are consistent with those of Leak, Hervey and his colleagues at an American university. Their research shows that students' assessment scores in the group method are better than in the lecture method. Were more (Slavery and Pride, 1393 pp. 18). Also, the results of the Mashhadi (1381) study show that the students of the group work method have good academic progress (Gregory, 1390), which is also positively related to the present research. In our research, it was concluded from the interviews of the students that the group work method has a positive effect on the social relations and courage of the students and also leads to the understanding and acceptance of each other's views. 1990) Similar to the research done in this area. He pointed out that the combined learning method leads to increased student-to-student relationships, acceptance of classmates, increased friendships between them, focus on homework, love of subjects and increased self-esteem. 1387). Hill (2000) also showed in a study entitled "Participatory learning is a tool for improving social skills in students" that participatory learning improves students' social interactions (Yariari, 1387). The results of our research are consistent with the results of Hill's research. Ayoubi (1377) in his study (The effects of group work and lectures on the development of self-esteem in the third grade of humanities in the 3rd grade in the humanities of the 5 regions of Tehran) and on the self-esteem of female students) Conducted, concluding that participatory method learning leads to better academic progress of students than lecture method learning (Yariari, 1387), which the results of our research are consistent with this research. Johnson believes that the group work method allows students to connect, support, and increase self-confidence and understanding between groups and between groups (Baghchiki et al, 1389) and our research. Demonstrated that the group work method has a positive effect on communication and understanding between students.

The results of our research again differ from the results of the Dobin and Tavija studies. Dobbins and Tavija (1968) looked at the results of more than 100 studies over a 40-year period on the effects of lecture and group work methods on students' learning and found that There is no difference between group work methods (Shabani, 1394); But the results of our research showed that the effects of the group work method outweigh the lecture method.

12. Conclusion

This study examines the effects of group work methods on the education of students at the Faculty of Education at Syed Jamaluddin Afghan University. To determine the effect of the teaching method on students' learning, a researcher's handwritten questionnaire consisting of eight questions was used. The Cronbach alpha was used to determine the validity of the questionnaire, which was multiplied by (0.71) for (25) questions.

In addition to the teaching method, other factors affect students' learning; However, this study only examines the effects of group work on student learning. Teaching is a regular activity that is pre-planned. The teacher chooses a teaching method based on the objectives, content, possibilities, their own skills and the talents, demands and needs of the students to convey and present the lesson

content. On the other hand, all educational activities are conducted for the purpose of learning and learning creates a change in the potential behavior of students; Therefore, in choosing a teaching method, the teacher must pay close attention to the method by which the student can learn better.

Based on the findings of this study, it can be concluded that the learning of students is more effective than the teaching method and the effects of each teaching method on learning are different. In other words, the effects of each teaching method on student learning vary. The effect of group work method on the education of students of Syed Jamaluddin Afghan University Faculty of Education was 5%. The results of this study show that the group work method in the Faculty of Education at Syed Jamaluddin Afghan University was very useful.

Student calculations show that in a group work method, if the teacher encourages the students to respect each other's opinions and the teacher discusses important topics, the teacher has a positive effect on the learning process. Raises the level. The group work method can help them in their relationships, mutual understanding, tolerance and courage.

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