

## Class Management by cooperative education and its effects on the students' achievement

**Dr. Hashim Baker Hareri**

### **Abstract**

The main goal of this study is to clarify the effects of applying cooperative education in class management to the students' achievement.

In order to answer the main question of this study, the researcher has formed various questions so that he could know if there are differences which indicate statistical significance between the experimental group and control group which are related to the students' achievement with regard to the following subjects (Science, English Language, History, Geography, Dictation and Grammar).

The researcher used the semi experimental method and descriptive analytical

method. The arithmetic average and the standard deviation as well as T. test were used to analyze the study results which were applied in **Al-Nasr School in Jeddah Province**. These results were mainly form the second semester **1420-1421 H.** (first grade). The groups were **40** students per each group (control and experimental).

### The Study Results:

There were differences, which have statistical significance between the two groups (control and experimental) in the students' achievement in these subjects (Science, English language, Dictation and Grammar).

The study showed that there were differences which have statistical significance. These differences indicated that the experimental group achievement is better than the control group achievement. This appeared clearly when the teachers used the cooperative education method in class management.

This method is new and the educational pioneers started applying it since it has good and positive reflections on the educational process in general.

The Study suggested that, the cooperative method in the educational field should be applied and teachers should be trained in such methods so as to improve their educational and professional performance.

Ô

Ô Ô

; ) 1

16) :- % - ) E

Ô

" % \$\*

% - %

Ô

*Cooperation in Classroom*

Ô

Ô

16% :- % - ) E

Ô

" E

Ô

1

1\*

1

1\*

1

•1

B B B

Ô

: ß ß

•३

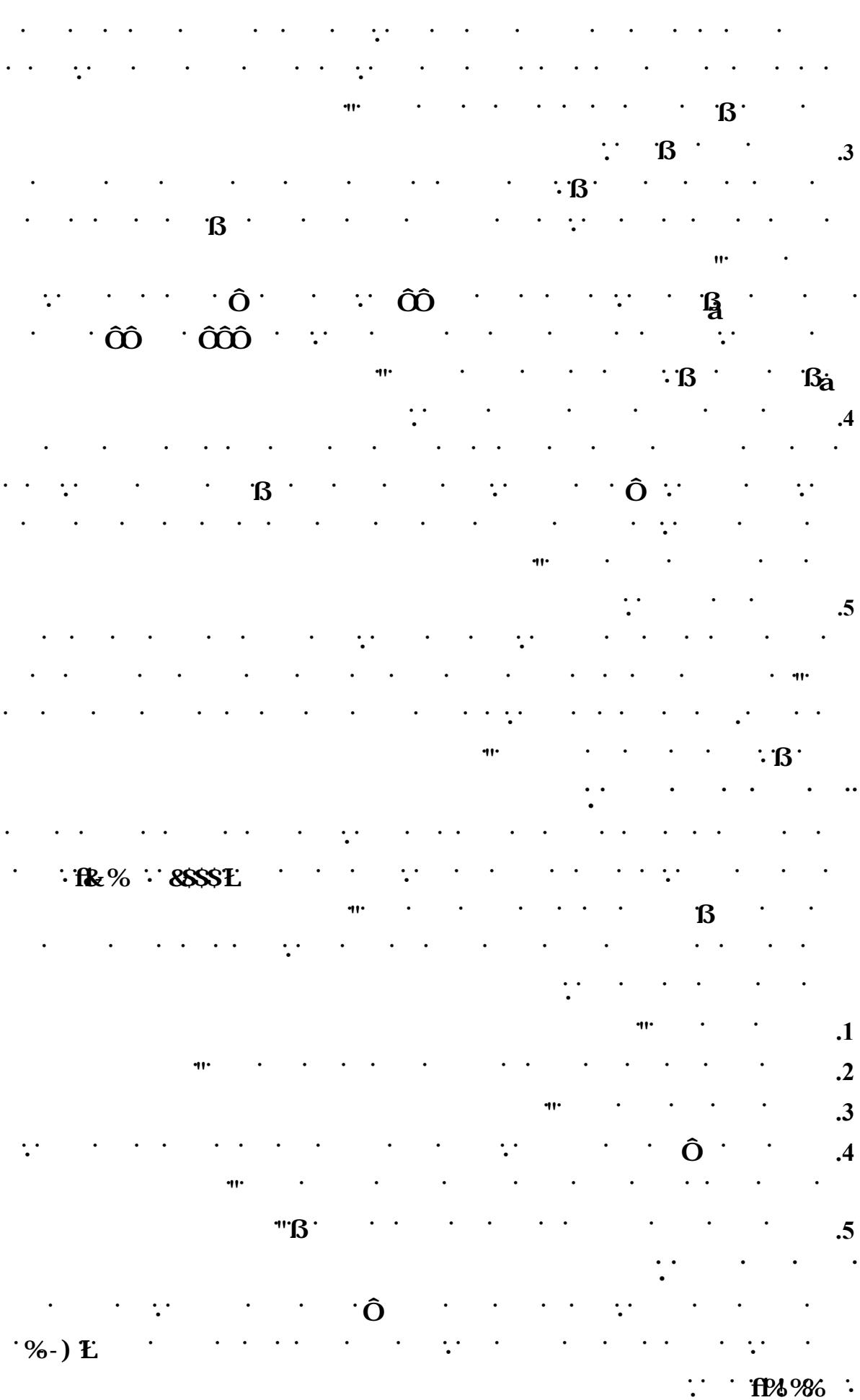
• Ô : B̄a





" . . . .  
" . . . .  
" . . . .

L . . . . . ; . . . . . & . . . . . f  
" . . . . . " . . . . .  
\$ . . ! . . . % ) L . . . . .



• • • • • • • • • • • .1

• • • • • • • • 2

• • • • • 3

• 8% - % - E

1

?

3

• • • • • • • •

• 3

Bā



fl+( :Ô%\$ ئ Ô

Ô

ب

.1

Ô Ô Ô

.2

.3

fl%&& %6 %,- ئ

ب a ب a ب

.1

ب a

.2

ب

Ô

.3

Ô

ب a

ب a

.4

.5

â

ß

.6

.....

.7

.....

.....

ž

fl E

fl E

Ô

"fl

E

fl E

fl&S\* % - &E

Ô

Ô Ô

ب ب

" fl E O O

ب a

ô

fl E O O O O O O

oo ب % & %

ب fsl fsl

ب fsl

fl

ب

ب

fl L

fl L





flE

•fl E

fl L							
\$- &	\$%\$	, "+&	- "+&	%"- *	%",)	( \$	.
\$(*%	\$+)	%\$"&	- "+,	% "%&	%" \$	( \$	.

ب

ô ô ô ô

ô ô ô ô

ô b ô ô ô

fl E

fl E

fl E

fl E							
fl E	'\$'\$%	& )	' "+	& )	%'(\$	%& )	( \$
fl E	'\$'\$&	' ")	' "(,	& (	%' '	%& '	( \$

E fl&,) E

fl "+" E fl&,) E fl&,) E fl&,) E

Ô Ô fl&," E Ô Ô fl&," E fl&," E fl&," E

" fl "(, E fl&,( E Ô Ô

fl&,) E fl E

fl") E fl") E fl") E fl") E

Ô

ب

ô

ô ô

ب

ب ب

& %

ب ب

ب

ب

م

م

م

ô

م

ô

م

ب

م

م

$\hat{o}\hat{o}$   $\hat{o}\hat{o}$

	flō%\$ E	.1
"	flō%&E	.2
"	flō%% E	.3
"	flō%&L	.4
"	flō%-- E	.5
"	flō% ) E	.6
fl	fl&ssse	.7
"	flō%\$ E	.8
"	fl% ) E	.9
"	fl%- &E	.10
"	fl%, -E	.11
"	flō%% E	.12

۹۶

Ô%&.  
"H "B E  
" " " "

.2

.3

.4

•β