The Effect of a Training Program Based on The Cooperative Learning Strategy the Development of Social Skills of Students with Learning Disabilities in Southern Mazar- Jordan

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Abstract

The purpose of this study was to investigate the effect of cooperative learning based training program on developing social skills among students with learning difficulties in Southern Mazar educational directorate.

This study aimed at the effect of using the cooperative learning strategy in developing the social skills of the students enrolled in the source rooms in the Directorate of Education of the Southern Mazar educational directorate. The sample consisted of (82) students (59) male and (23) female students distributed in (9) schools where the sample was randomly divided into experimental group studied through cooperative learning and another studied through the traditional method. The researcher has developed a scale to measure social skills which has been verified through the implications of validity and reliability.

The study found that there were statistically significant differences at the level of ($\alpha \leq 0.05$) between the average teachers' estimates on the performance of the sample members in favor of the experimental group in the development of social skills and the absence of significant differences at the level of significance ($\alpha \leq 0.05$) Due to the gender variable and grade level among students with learning difficulties on the social skills index that was developed for the purposes of this study after the application of the training program.

Keywords: cooperative learning, social skills, learning disabilities.

1. Introduction

The idea of cooperative learning emerged in 1900 by the scientist (KurtKoffka), one of the scientists of the Gestalt theory, as he explained importance to work in groups and its reflect on everyone within the group, and that the success of the individual in the group is a success for the whole group, then (KurtLewin) 1984, (Johnson) introduced a new concept of cooperative learning. He divided students into small groups to achieve comprehensive goals for the group according to the teacher's instructions (Zayed, 2007).

Malkawi & Al-Khatib (2008) noted that cooperative learning is an educational strategy that moves from the theoretical to the actual practice in the classroom to help students become successful learners where learning occurs within of (2-6) of students so that they work together and effectively they help each other to develop each individual's level and achieve the common educational goal.

According to Al-Ghannam (2000) our schools have this group of children with learning difficulties, we must form a clear knowledge through which we identify the child his learning difficulty; so that we can develop remedial educational strategies that help the group to agreement and harmony with learning and with others.

There are many definitions of learning disabilities(L D), the most common is the Federal Definition of Learning Disabilities, which means disruption in one or more of the basic psychological processes involved in the understanding and use of spoken or written language, which can express itself through a lack of ability in listening, or thinking, or speaking, or reading, or writing, or in making calculations. The terminology includes cognitive disabilities, brain injury, simple cerebral dysfunction, dyslexia, and aphasia. But the terminology does not include learning problems resulting mainly from visual, auditory or motor disabilities, mental retardation, emotional disturbance, or environmental, cultural and economic deprivation (Smith, Polloway, Pation, & Dowdy, 2007).

As Mcainnis & Goldsteing stated in Obaidat (2006), the goal of teaching students' social skills is to design implementing these skills in and out of the classroom. According to educational programs and basic rules that they are interested in teaching as an academic topic or subject and allowing students to criticize performance and to provide a feedback in order to treat the weakness of skills to ensure the practice of the skill for a longer period of time.

It should be shown that disability may limit the ability of students to learn through the normal teaching methods, which requires the provision of special educational programs that include the use of teaching tools adjusted equipment adapted and modified methods (Mustafa, 2005).

1.1 The Problem of the Study and Its Questions

Through the work field of the researcher with this group and according to the characteristics and problems experienced by students with learning difficulties, the most important of which is the low social skills in addition to the low level of academic achievement. The development of social skills alongside with the development of academic skills is necessary and complementary issues to various aspects of growth.

Based on the effectiveness of the cooperative learning strategy and its social and educational effectiveness in encouraging students with learning difficulties to cooperate and share with others and develop their social skills, the problem of the study is to identify the impact of a training program based on cooperative learning strategy in developing social skills among students with learning disabilities In the Directorate of the Southern Mazar. This study will answer the following questions:

1. What effect did the training program based on the cooperative learning strategy have on the development of social skills among students with learning difficulties in the Southern Mazar?

2. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in social skills due to gender (male, female) after the application of the program?

3. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in social skills due to the variable grade (fourth, fifth) after the application of the program?

1.2 The Importance of the Study

Many students with learning disabilities face weaknesses in academic achievement and social skills, which have negative effects on the nature of their adaptation in school. The importance of this study is that it attempts to show the effect of using cooperative learning strategy in developing social skills for students with learning difficulties in the Southern Mazar District, through which information, experiences, values and attitudes are accomplished to students to provide them with balanced growth in the personal, physical, mental, psychological and social aspects in general. And in particular to develop the skills of interacting between students with learning disabilities in a positive cooperative way.

The study will also benefit the teachers of the resource rooms in identifying and applying modern teaching strategies with students with learning disabilities to build social relationships that will contribute to the development of their social skill of the student.

The study also contributes to teachers paying more attention to the development of social skills in the target students. The study is expected to encourage students with learning difficulties to improve their learning and adapt to the environment through cooperative work that helps to the development of their social skills.

1.3 Operational Definitions

1.3.1 Cooperative Learning Strategy

In this study, the cooperative learning strategy is defined as a strategy of teaching strategies whereby students are divided into small groups (4 to 6 students) that are homogeneous, each of which has different levels of achievement, and each of them learns cooperative learning according to the Learning Together method. , And in the educational situation, students are allowed to interact with each other and learn together to achieve the desired goals under the supervision of the teacher who promotes each group. In this study, students with learning disabilities were distributed in the experimental group to train them on the required social

skills according to the program that is specific to this study,

1.3.1.1 Disabled Learning Students

Those are students who are enrolled to the Resource Room who have different levels of their abilities and levels of achievement. They have been diagnosed by the teachers of the Ministry of Education and the distributed in the fourth and fifth grades in the schools of the Directorate of Education of the Southern Mazar.

1.3.1.2 Social Skills

It is the ability of children with learning difficulties to start and interact with others, to express negative and positive feelings towards them, to participating with others and solving social problems, They are measured by the degree to which these students obtain the scale of social skills developed for this study.

1.3.2 Resources Rooms

In this study, the resources rooms are defined as: Classrooms attached to the regular school, equipped with furniture and teaching aids, offering individual educational programs for students with special needs, supervised by teachers with special education qualifications. These students are divided into groups ranging from (4-6) Individuals.

1.4 Theoretical Framework

1.4.1 Cooperative Learning

The researchers presented many definitions of cooperative learning that include positive mutual relationships between individuals in achieving common goals. Some of them are presented as follows:

A method of teaching in which small groups collaborating with students of different levels of performance to achieve a common goal. Each individual in the group is evaluated on the basis of cooperative output which range between 2-7 individuals working totally independent without interference from teacher who is a guide and instructor (Al-Saadani, 1993).

Khader (2006) defines it as "a teaching and learning method in which students are divided into small groups with different levels of achievement and collaborate with each other within a group in a common goal or goals

Slavin (1990) defines it as: interacting with different groups of 4-6 students, acquiring knowledge through the group, receiving rewards as groups, and obtaining degrees based on the academic achievement of their group.

A strategy of teaching strategies is based on dividing students into small groups of 4-6 students who are engaged in an educational activity to achieve the desired educational goals (Attia, 2008)

Ghaith & El-Malak (2004) emphasized the benefits of cooperative learning, which include increasing the learner's independence, improving interaction, and the capability of use in

classes of different levels and different subjects. Also, assure responsibility, Individual and collective, avoid dominance by any member of the group, create acceptance and understanding among learners and develop social skills.

It is clear from the above that the smaller the group, the greater the motivation to work and the greater the sense of the need for cooperative skills, which helps to raise the level of the learner's.

1.4.1.1 Characteristics of Cooperative Learning Strategy (Al-Baghdadi et al, 2005)

1. Cooperative Learning is an effective learning that is a strategy to achieve all levels of educational goals efficiently.

2. The student in his group acts two roles, teaching and learning at the same time in a self-motivation effort that the effort in the situation leads to the remain of the impact of learning and transmission.

3. It is implemented through a set of strategies and not through a single strategy, which distinguishes it from other teaching strategies.

4. It focuses on group activities that require building and planning before implementation. Students not only learn what they should learn but learn how to learn and how to cooperate with each other

5. It leads to the homogeneity of the group members regardless of the differences between them that all work together and work gather them to achieve their goals.

1.4.1.2 The Teacher's Role in Class During Cooperative Work

The teacher in cooperative learning is not a negative element in class and is no longer a tutor to students. Rather, he becomes a supervisor and monitor. He identifies the goals before the lesson, forms the skills to organize the group, asks questions and arranges the learning environment (Lee, 1990)

According to what been viewed, we notice that the cooperation of educational efforts in order to try to transmit the educational process from teacher to the learner. This is based on the interest of the active learner and the active participant with his peers through the exchange of roles in cooperative work, and the role of the teacher is the guide, monitor and reporter that enhances performance, corrects the work, and evaluates pupils, and treats behaviours.

1.4.2 Social Skills

Many scholars and researchers were interested in the subject of social skills in terms of their status as one of the most important variables within the social environment because of its crucial importance in the mental, psychological and educational health of the individual.

Social skills are seen as the personal behaviors that allow the individual to interact successfully with others in the environment. The availability of social skills is a key and important process for success in life in different areas (Al-Tantawi, 2002).

Recently, there has been an increasing trend among researchers and educators to use social skills-based remediation programs to solve the problems of some students by changing the way students deal with their behavioral, psychological and emotional problems, and to help them interact better with the world around them. Both at the school level, which is the ideal state of intervention or in cooperation with the family (Sorour, 1997).

Social skills that are important in the lives of individuals are identified and help to predict the social outcomes of children and young people. Briefly, the necessary social outputs are those that show a functional difference or are adapted to age-appropriate environmental requirements and social expectations, and therefore include peer acceptance, relationships and acceptance of parents, teachers, and the school system (Gresham & Sugal, 2001).

1.4.3 Learning Disabilities

The phenomenon of learning disabilities has become a constant phenomenon in the educational areas in recent times. The concern has grown significantly with the increasing awareness about the importance of discovering and treating them in generations as early as possible because of their great impact on the child in the psychological, social, educational and other aspects. , In order to provide educational services and treatment programs for a group of people who have different problems that stand against their academic progress and their achievement and eventually lead to their educational failure, and increase the chances of dropping out of school, so there must be a contribution of the teacher to identify it (Abdel-Wahed, 2010).

The definition of learning disabilities is one of the controversial issues, because of the different professional sectors that contributed to shaping the features and qualities of this area. The most common definitions of learning difficulties are the definition of the federal government in the United States of America and the definition of the National Joint Committee on Learning Disabilities**:**

Definition of National Joint Committee on Learning Disabilities (NJCLD): The term "learning disabilities" is a general term that refers to a heterogeneous group of disorders that manifest themselves as significant difficulties in acquiring and using the ability to hear, speak, read, write, think, or mathematical abilities, and that these disorders are internal to the individual and are due to Dysfunction in the nervous system. Although learning disabilities may be associated with other conditions of disability (e.g., sensory, mental, and emotional disabilities) or environmental factors such as cultural differences, inadequate and not enough education or psychosocial factors, they are not in fact the direct result of those cases (Lerner, 2003)

It has been defined by the US National Joint Committee on Learning Disabilities as a generic term referring to a heterogeneous group of disorders that appear to be significant difficulties in acquiring and using the ability to listen, speak, read, write, think, perform various calculations. Such disorders are vital to the individual and are likely to occur to him because of a dysfunction of the central nervous system, and may occur at any time during his or her lifetime. Problems with self-regulation, social perception, social interaction, and learning

difficulties may occur. But such problems are not in themselves or perceived as learning difficulties (Hallahan & Kauffman, 2003).

Some of them have difficulty in a field and do not appear in others. Some of them have difficulties in the field of knowledge, some in the social field and in the language field, and others suffer from disorders in psycho-cognitive and cognitive skills (Al-Rosan,2013):

The most important characteristics:

- They have academic difficulties (knowledge field).

- They have language disorders.

- They have motor disorders.

- They have social and emotional problems.

- They have cognitive problems.

- They have memory problems.

Wallters (2001) showed that children with learning disabilities face many problems as reading, writing, spelling, comprehension, arithmetic, and which are often related to basic problems, including lack of memory, low social skills, self-confidence, and self-organization.

Jordan has witnessed an increasing concern in the private education classes in general, including the group of students with disabilities learning difficulties. The main problem is the scarcity of programs for this group, especially that the student with learning difficulties lacks success in the different areas that he makes and make him a learning disabled person. As he seems less accepted by his teachers, peers and perhaps his parents, which is supported by his repeated failure is their negative attitudes towards him, which may lead to increased frustration, and more poor compatibility, and low self-concept, so children with learning disabilities lack the cooperation of others (Al-Saida and Al-Farah, 2004)

2. Previous Studies

Jordan & Metais (1997) studied the goal of developing social skills through the implementation of a ten-week training program in a cooperative learning in a grade ranging from (10-12) years. Students were trained in the skills of participation, persuasion and time management. Students began to form pairs and later in larger groups. The results showed that the students' social skills had evolved, that their performance in the assignments had improved, and that the students who were isolated became close friends with their teacher. had a close relationship with their colleagues and teachers, And a positive effect was observed in students with difficult behaviors. The results reinforced the interest in collaborative learning as a means of developing students' social skills and promoting academic behavior.

Obaidat (2003) conducted a study aimed at investigating the effect cooperative learning

strategy in the achievement of disabled learning students in Mathematics and their social interaction comparing to the traditional way.

The study sample consisted of (20) students with learning difficulties and (80) students with learning difficulties in mathematics and their social interactions compared to the usual method (individual and competitive) of the ordinary fifth grade in the Directorate of Education and Brigade Deir Ola. The results of the study showed that there were statistically significant differences at ($\alpha \leq 0.05$) in the achievement of students with learning difficulties from the fifth grade in mathematics due to the method of teaching and for the benefit of the cooperative group. There is a significant difference at the level of ($\alpha \leq 0.05$) The social interactions of students with learning difficulties from the fifth grade in mathematics is due to a teaching method for the cooperative group.

Al-Saida (2004) conducted a study aimed at examining the effectiveness of a training program in developing the Social skills of students with learning disabilities. The sample consisted of (30) students, And (30) students with learning difficulties in the Directorate of Education Kasbah Salt. The sample was divided, In a random way into two groups (experimental and control), the experimental group was exposed to the program, training for the development of social skills while the members of the control group were not exposed to this the program. The study tool consisted of the cross-section of the (Jerash and Elliott) scale. The results of the study showed that there is an improvement in social skills for the experimental group.

Joseph et al. (2004) conducted a study on how cooperative learning works in private learning. Twenty-one of the 85 teachers from pre-urban schools in the United States were selected, Teachers were interviewed by qualified teachers, where all interviews were recorded and interviews continued for three months. The results of the study indicated that cooperative learning has improved students' self-confidence, provided a safe learning environment, and demonstrated better classroom products and rates.

Al-Mayah (2006) examined the purpose of identifying differences in the dimensions of self-concept social and emotional behavior of those with academic and ordinary learning difficulties. The primary stage in the city of Riyadh. The study sample consisted of (234) students, of whom (117) are of the normal and (117) with academic learning difficulties. The researcher used the matrices test And the measure of behavioral characteristics of students with learning disabilities. The results of the study showed statistically significant difference between ordinary students and students with learning disabilities in the concept of the public self and its dimensions in the direction of ordinary students.

Obaidat (2006) conducted a study aimed at investigating the effects of cooperative learning based training program on developing social skills among students with learning difficulties in Bani Kenana educational directorate.

The study sample consisted of (148) students (72) male students and (76) female students distributing on (14) schools: (10) public schools for boys and (4) public schools for girls. The researcher used social skills measure among pupils with learning disabilities. validity of the

study instrument was established by a panel of specialists. (n=8) in the primary format.

Reliability for the study instrument was established by implementing an experimental sample. The instrument was implemented with a time segment of two weeks. Also a training program to develop social skills consisting of (9) based skills was applied.

The study results were as following:

1- There are statistics differences at (0.05 ≥α) level among the main estimations of teachers according to the performance of sample study individuals. In favor of experimental group. To develop the social skills.

1. There aren't statistics differences at (0.05 ≥α) level among male and female main achievements of students with learning disabilities in respect of social skills measure after the application of learning program.

2. There are statistics differences at (0.05 ≥α) level among sample study individuals to develop the social skills in favor to the relation among group and sex changeable.

Al-Zyadat and Haddad (2012) investigated the impact of a training program in developing the social skills, the academic self concept, and self esteem among a sample of female students with learning disabilities in Jordan. The study sample consisted of 60 students with learning disabilities enrolled in resource rooms. To achieve the objectives of the study, the researchers prepared the study tools as follows: the training program in social skills included in (18) study units, a social skills test which consisted of (50) items, testing of self- confidence which consisted of (40) items, and testing of academic self which consisted of (19) items. The results showed that significant differences due to the impact of the teaching in favor of the experimental group in the development of social skills as a whole. There were differences in the development of the self esteem concept. There were also differences of the academic self concept. In the light of the results of the study the researchers suggested a set of recommendations.

Al-Talib (2013) studied the degrees of difficulties of learning for children (7-8) years and the possibilities of decreasing these difficulties by using competitive and cooperative play. The subjects were (63) second grade students at Ansam Elementary School in Baghdad. Those students were divided into three groups: Two experimental groups(competitive and cooperative) ,and one control group (enrolled in regular physical education class). 16 sessions were administered for all three groups. Results showed significant decrease of learning difficulties for both experimental groups compared to the control group. The researcher recommended the use of competitive, cooperative, and other kinds of play to reduce learning difficulties for children.

Ala'toom, Khalil and Al-Smadi (2016) investigated "The Effect of Using Collaborative Learning on the Achievement of Students with Learning Disabilities in Mathematics" at Jadra University. The aim was to find out the effect of using cooperative learning strategy in the achievement of students with learning difficulties in mathematics, The results indicated that there were statistically significant differences in the effect of cooperative learning on

improving the achievement of students with learning difficulties in mathematics and for the benefit of the experimental group. There were no differences due to gender

3. Design of the Study

This study depended on books and previous researches in building the theoretical frame, and acquiring studies that are relevant to the study's subject, as for the collection of this study's data it depended of the descriptive surveying method by the study's tools and analysing them to answer the study's questions.

3.1 Population and Sample of the Study

3.1.1 Population of the Study

The study population consists of all students with learning disabilities enrolled in the sources rooms for the fourth and fifth grades in the public schools of the Directorate of Education in Southern Mazar District, which are (101) students, 78 students and 23 students, distributed on (9) (7) schools for males and 2 for girls. Table (1) shows the distribution of the school population in schools.

Table 1. Distribution of the Members of the Study Community in Schools

Number of students	Number of schools	sex
78	7	male
23	2	Female
101	9	total

3.1.2 Sample of the Study

The researcher selected a cluster random sample. The schools in which students with learning difficulties were identified for grades 4 and 5 were identified by the teachers of the resource rooms as having learning difficulties. Where the classroom was the unit of choice. The researcher used the random distribution of students to the group and the experimental group. The study sample consisted of (82) male and female students. Table (2) shows the distribution of the sample of the study by group, sex and grade

Table 2. Distribution of Study Group Members by Group, Sex and Grade

		Experimental			Control			Total
		Class		Total	Class		Class	
		forth	Fifth	Exp.	forth	Fifth		
x	Male	15	15	30	13	16	29	
	Femal	8	4	12	7	4	11	82
	Total	23	19	42		20	40	

3.1.3 Equivalence of the Groups

In order to verify the equivalence of the study groups, the researcher applied the social skills scale. This study, derived from the Vineland Adaptive Behavior Scales (Yousef, 2004), was applied to the study group members before to applying the study procedures. And the experimental group as shown in Table (3).

Table 3. Arithmetical Averages and Standard Deviations of Teachers' Estimates of the Performance of the Control Group and the Experimental Group in the Pre-test

Group	N	Mean	Std. Deviation	Std. Error Mean
control	40	24.2500	6.07538	.96060
Experimental	42	23.2619	6.38619	.98541

It is noted from the table that there are apparent differences between the averages and to ascertain the significance of the differences. The t-test of the independent groups was conducted as in Table (4)

Table 4. Tests for Independent Samples (experimental and control) Used in the Tribal Study

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre control	Equal variances assumed	.025	.876	.717	80	.475	.98810	1.37785
	Equal variances not assumed			.718	80	.475	.98810	1.37615

Table (4) shows that the differences between the averages are not statistically significant, indicating that there were equivalence between the experimental and control groups in the pre-test of the study instrument.

3.2 The Instrument of the Study

For the current study's purposes the following tools will be used:

3.2.1 Social Skills Scale

The researcher developed the social skills scale, where the scale was derived from the dimension of social skills from the Vinland Adaptive Behavior Scale/Jordanian version, where validity and reliability were verified (Yousef, 2004). The researcher used the items on ages from 6 years to 12 years as the level of social skills is appropriate for students with learning disabilities, and the scale is designed to assess social skills among students with

learning disabilities enrolled in the resource rooms. The social skills scale is in its initial form of (21) items.

3.2.1.1 The Validity and Reliability of the Scale

3.2.1.1.1 Validity of the Scale

Face Validity: The researcher presented the scale in its primary form to (10) specialized arbitrators in special education, psychology and measurement to give their observations in terms of the appropriateness of the items, the deletion of the inappropriate and the proposal of items that they seem appropriate. Following the introduction of the opinions and observations of the jury, one item was deleted in the scale because of the lack of clarity of the language and a simple modification of three other items, and the measure in its final form consists of (20) items as shown in Appendix (1)

Construct Validity: The construction Validity of the scale was calculated by means of the correlation coefficient of the item with the total score of the scale, as shown in Table (5)

Table 5. Correlation Coefficients per Paragraph with the Total Score on the Scale

item	Correlation	Item	Correlation	item	Correlation	item	correlation
1	.73**	6	.707**	11	.481**	16	.375**
2	.643**	7	.476**	12	.740**	17	.652**
3	.742**	8	.634**	13	.693**	18	.635**
4	.693**	9	.752**	14	.641**	19	.458**
5	.631**	10	.641**	15	.711**	20	.639**

** The significance level $\alpha \leq 0.01$

Note from Table (5) that all the paragraphs have a correlation D at the level of significance $\alpha \leq 0.01$

3.2.1.2 Reliability of the Scale

Reliability was calculated by the Kronbach Alpha coefficient of 0.92 which is a high stability coefficient acceptable for the purposes of this study

3.2.1.3 How to Correct the Social Skills Scale

The same correction procedure has been adopted in its original form, where the children's performance on three scales is assessed as follows:

- (2) Always and repeatedly means

- (1) means sometimes

- (zero) means never to behave

Then, a total score is obtained on the scale by collecting the scores obtained from each item of the scale. Accordingly, the highest score is (40) and reflects the extent of achievement of

social skills in its maximum form. The lowest score is (zero) which reflects the minimum of social skills.

3.2.2 Training Program

Program Objective: The objective of the program is to develop a number of social skills among students with learning disabilities using the cooperative learning strategy of students (males and females) enrolled in the resource rooms in the regular school in the Directorate of Education of Southern Mazar /Al-Karak. The teachers were involved in applying the program to gain experience in the development of various aspects of social skills, the researcher prepared the training program through the following procedures

1- The program was developed in its initial form based on the literature of education and review of previous studies.

2- The program was presented to a committee composed of (10) referees in the Faculty of Educational Sciences / Mu'tah University and the teachers of the source rooms in the Southern Mazar district to find out the appropriateness of the program in terms of its relevance to the Jordanian environment, linguistic formulation, And the appropriateness of the objectives and methods of the program used in the implementation of the program.

3- Based on the opinions and observations of the arbitrators some components of the program even have been deleted , added and modified

It was formulated in its final form to suit the Jordanian environment.

2- After making the appropriate adjustments based on the views of the arbitrators, the program was finalized, consisting of (12) class lessons, thus the program consists of (12) sessions and a rate of (45) minutes per session, and the program was implemented during the second semester of 2015/2016.

The overall objective is to develop social skills using the cooperative learning strategy. To achieve this goal, the researcher selected and identified a set of social skills suitable for students with learning difficulties (interpersonal skills, self-expression skills, emotional skills, listening skills, The program was developed in the form of cooperative learning sessions. Each session included a specific description showing the name and importance of the skill, the specific objectives of each skill, and the steps and components of each skill.

3.2.2.1 The Strategy of Learning and Teaching

Where the program was designed and implemented using the cooperative learning strategy in the experimental group and using the traditional method in the control group.

The experimental group: The group that will be taught according to the cooperative learning strategy. The students were organized in small groups ranging from (4-6) students, carrying out activities on the subject of the lesson, taking into account the activation of social skills in the sessions as follows:

- Provide an appropriate theoretical framework on the importance of cooperative learning in

life, in the first class of the implementation of the educational material through dialogue and discussion of students of this importance.

- Division of students into groups of (4-6) individuals, each with three levels of students with academic achievement (high, medium, low).

- The teacher distributes tasks to the groups, implements them, ensures that all students participate, and allows them to engage, interact and focus on students with learning difficulties in the group.

- Listening to students in each group. The teacher assesses the performance of the groups through their results

- After the presentation, students in general and students with learning disabilities are discussed about the social skill of each session

Conventional Learning Group

- The students were taught in the group in the usual classroom style. The teacher followed the method of learning and group learning which is characterized by the group's survival of one team and receives information from the teacher directly. The students did the practical activities after the teacher showed them how to do it, in front of the entire group.

- The role of the teacher is the one who asks the questions, manages the discussion, explains the concepts, distributes the roles among the students, coordinates the participations and gives feedback.

3.2.2.2 Session Content

The researcher chose a number of appropriate social skills for students in the age group (10 and 11 years), which are related to schools and relationships with teachers and peers. These skills were analyzed in order to teach students and train them on strategies for each skill, through (12) sessions, two sessions a week. The program included the following social skills:

Skills of acquaintance, skills of emotion description and expression, listening skill, social participation skill, skill of request and assistance, speaking skills, and social problem solving skills.

The home exercises and assignments were presented in separate papers that will be given to each student in the session to work on solving them individually or in group or with the assistance of the parents as he wishes to enhance his participation in the program. The concepts presented at the beginning of each session were explained. Students' inquiries and questions were welcomed during the discussion and presentation, or recycled to answer them before the end of the session to serve as feedback for the students.

3.3 Study Variables

3.3.1 Independent Variables

1- Training program using cooperative learning strategy.

2 - Gender, and has two levels: male and female.

3 - Grade: It has two levels (fourth, fifth)

3.3.2 Variable Dependent

Social skills, which are expressed by the degree which the students achieved in the scale of social skills developed by the researcher as suited with the purposes of the study.

The researcher used the following statistical treatments:

1. Mathematical averages and standard deviations.

2. Analysis of One-Way ANOVA

3. Pearson correlation coefficient.

4. Coefficient of Cronbach Alpha.

5. Testing of independent and interrelated samples.

4. Results of the Study

This chapter includes an overview of the results revealed after the researcher applied the training program to the experimental study group (males and females) and applied the social skills scale among students with learning difficulties in the study groups (control and experimental).

4.1 The Results Related to the First Question

To answer the first question, what impact did a training program based on a cooperative learning strategy in developing social skills among students with learning difficulties in the Southern Mazar?

The mathematical averages and standard deviations of teachers' assessments were calculated on the scales of the social skills scale of students with learning difficulties after the completion of the training program, as they are shown in Table (6).

Table 6. Mean and Standard Deviations and (t) for Interrelated Groups to Estimate the Social Skills of Students with Learning Disabilities in the Experimental and Control Groups

	Control					Experemental				
	Mean	N	Std. Dev	Std. Error Mean	sig	Mean	N	Std. Dev	Std. Error Mean	Sig.
pree	23.76	42	7.72	1.19	.577	24.80	42	7.13	1.10	.003
post	22.73	42	7.83	1.20		29.04	42	7.48	1.15	

* Statistical significance at the level of significance (α≤0.05)

The table shows that there are statistically significant differences at the level of significance

(α≤0.05) between the average performance of the sample members in favor of the performance of the experimental group in the development of social skills. The difference was evident in the means. Social skills (29,04) were standard deviation (7,48). The arithmetic average of the teachers' estimations of the control group members on the scale as a whole was (22,73) with a standard deviation (7,83), and no significant differences were observed for the control group.

This result confirms the effectiveness of the training program, which was the study based on the strategy of cooperative learning with learning disabilities. In addition, cooperative learning is suitable for students with learning disabilities.

The results of this study were agreed on the effectiveness of the learning program with the study of Jordan & Metais (1997), Obidat (2003), Al-Saida (2004) and Obidat (2006) on improvement of social skills among students with learning disabilities

This finding is consistent with the results of Mayah (2006), which indicated the impact of a training program on improving self-concept, and with the study of Al-Zyadat. and Haddad (2012), which indicated the impact of a training program on the development of social skills as a whole and on the development of the concept of self-confidence.

In addition, Al-Talib study agreed on (2013) the effectiveness of the cooperative learning program in reducing the degree of learning disabilities and the study of Ala'toom(2016), Khalil and Smadi (2016) also agreed on the effectiveness of the cooperative learning program in improving students with learning disabilities in mathematics.

4.2 The Results Related to the Second Question

To answer the second question: Are there statistically significant differences at the level of significance (α≤0.05) in social skills due to the gender variable (male, female) after the application of the program?

Calculations, standard deviations, and one-way ANOVA calculations were calculated for teachers' performance on the social skill scale after the training program was applied. The results were as shown in Table 7

Table 7. The means and Standard deviations of teachers' estimates of the performance of experimental group members by gender variable on post application

	N	Mean	Std. Deviation	Std. Error
Male	30	30.0333	6.92065	1.26353
Femal	12	26.5833	8.57542	2.47551
Total	42	29.0476	7.48968	1.15568

Table (7) shows that there are apparent differences between the male and female averages. In order to achieve this, ANOVA in Table (8).

Table 8. Results of ANOVA Differences between the Averages of Teachers' Estimates of the Performance of the Study Sample Members by Gender Variable after Applying the Study Procedures

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	102.021	1	102.021	1.857	.181
Within Groups	2197.883	40	54.947		
Total	2299.905	41			

Table (8) shows that the value (.181) is greater than the significance level ($\alpha \leq 0.05$). We accept the null hypothesis which states that there are no differences in the level of social skills due to gender.

This may be due to the fact that gender (male, female) did not show any differences in social skills in Jordan because the customs and traditions practiced on gender are the same in the early ages. The results of this study were agreed with the study of Obaidat (2006) and the study of Al-Atoum, Khalil, and Smadi (2016) that there are no differences due to sex.

4.3 The Results Related to the Third Question

To answer the third question: Are there statistically significant differences at the level of significance **($\alpha \leq 0.05$)** in social skills due to the grade level (fourth and fifth) after applying the program.

Calculations, standard deviations, and one-way ANOVA calculations were calculated for teachers' performance on the social skills scale after applying the training program. The results were as shown in Table 9.

Table 9. Means and standard deviations of teachers' estimates of the performance of experimental group members by grade variable on post-application

	N	Mean	Std. Deviation	Std. Error
forth	23	28.0435	8.23230	1.71655
fifth	19	30.2632	6.48796	1.48844
Total	42	29.0476	7.48968	1.15568

Table (9) shows that there are apparent differences between the male and female averages. To verify this, the ANOVA shown in Table (10).

Table 10. Results of the ANOVA differences between the averages of teachers' estimates of the performance of the members of the study sample by the variable of the class after the application of the study procedures

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	51.264	1	51.264	.912	.345
Within Groups	2248.641	40	56.216		
Total	2299.905	41			

Table (10) shows that the moral value (.455) is greater than the significance level ($\alpha \leq 0.05$). We accept the null hypothesis which states that there are no differences in the level of social skills attributed to the grade.

The researcher attributed that the level of study did not show differences in social skills because the life span associated with the level of study of the sample is close.

There were no studies within the limits of the researcher's knowledge. I discussed the effect of a training program in cooperative learning on the groups according to the variable grade.

5. Recommendations

In light of the results of this study, the researcher recommends the following:

1 - Using cooperative learning strategy in the development of social skills of students with learning difficulties in the primary stage.

2 - Conducting studies on the use of cooperative learning to develop academic skills in students with learning difficulties in addition to social skills.

3- Conducting other studies using cooperative learning with other groups with special needs.

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Appendix No. (1) measure of social skills in its final form

No.	Item	2	1	0
.1	Plays more than one board or card game requiring skill and decision making			
2	Does not talk with food in mouth.			
3	Has a best friend of the same sex		.	
4	Responds appropriately when introduced to strangers			
5	Makes or buys small gifts for caregiver or family member on major holidays, on own initiative.			
6	Keeps secrets or confidences for more than one day.			
7	Returns borrowed toys, possessions, or money to peers. or returns borrowed books to library.			
8	Ends conversations appropriately.			
9	Follows time limits set by caregiver.			
10	Refrains from asking questions or making statements that might embarrass or hurt others.			
11	Controls anger or hurt feelings when denied own way		.	
12	Keeps secrets or confidences for as long as appropriate		.	
13	Watches television or listens to radio for information about a particular area of interest.			
14	Goes to evening school or facility events with friends, when accompanied by an adult.			
15	Independently weighs consequences of actions before making decision.			
16	Watches television or listens to radio for news Independently.			
17	Goes to evening school or facility events with friends, without adult supervision		.	
18	Goes to evening nonschool or nonfacility events with friends, without adult supervision.			
19	Belongs to older adolescent organized club, interest group, or social or service organization.			
20	Goes with his friends on group trips		.	

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