1. REVIEW OF RELATED LITERATURE:

- **Rashed Alghamadi and Robyn Gillies (2013)** conducted a research on Impact of cooperative learning in comparison to Traditional learning on EFL learner’s outcomes when learning English as a foreign language. The participants in this study were 139 tenth grade male students aged 14-15 years in the boys secondary school in Al-Baha city. Experimental research method was used in this research. The result showed that there was statistically significant difference between the mean score of the students who were taught English in the cooperative learning environment and those were taught the English by using the traditional small group method in the post test.

- **Lazarus K (2014)** conducted a research on effects of peer tutoring and cooperative learning instructional strategies on Mathematics achievement of students with learning disabilities in Oyo state, Nigeria. Population of the study was students in junior secondary school in Akinyele local government area of Oyo state Nigeria. Multistage purposive and simple random sampling technique was used in it for the sampling. Pre-test, Post-test, control group quasi experimental design with a 3x2x2 factorial matrix was used in it. Data analysis was done by Analysis of Covariance (ANCOVA), Multiple classification Analysis (MCA) and Scheffe Post Hoc Analysis. Result shown that the use of peer tutoring and cooperative learning strategies in the classroom helps students with learning disabilities to develop academic learning skills especially in mathematics.

- **Nasser Omer M and Rais Ahmed Attamimi (2014)** studied the effectiveness of cooperative learning in enhancing speaking skills and attitude towards learning English. A quasi-experimental interrupted time series design was used in this study. Sixty undergraduate students enrolled in the foundation English programme at Hadhramout university, Yemen were used as a sample in this study. The data were analyzed by using basic and inferential statistical methods. The findings of the research study showed remarkable development in the students speaking skills and attitude after introducing cooperative learning technique,
Tolga GOK, Ilhan SILAY (2008) studied the effects of problem solving strategies teaching on the problem solving attitude of cooperative learning group in physical education. Experimental method with Pre test-Post test control group was used in this study. Sample of this study was second year upper secondary school students. Result showed the average of Strategy teaching group, achievement, attitude and problem solving much higher than control group achievement.

Malek T.Jdaitwi, Noor- Aznia et.al (2011) studied the effectiveness of Emotional intelligence training programme on social and academic adjustment among the first year university students. Experimental method-quasi experimental Pre-test Post test design was used in this. Analysis of the data was done by Analysis of Covariance (ANCOVA) technique. Result showed that there were a significant difference between experimental and control group on the dependent variable emotional intelligence, social adjustment, academic adjustment, Experimental group was high in above.

E.O.Oloyede, O.F. Adebowale and A.A.Ojo (2012) studied the effect of competitive, cooperative and Individualistic classroom interaction model on learning outcome in Mathematics in Nigerian senior secondary school students. Sample used were students of government owned school in Ikere and Ado-Ekiti local government area of Ekiti State, Judgmental and stratified random sampling were used. Pre test –Post test experimental design with control group was used. The data collected and analyzed by ANCOVA, Two ways ANCOVA and Tukey HSD Post hoc pairwise comparisons analysis. Result showed that the cooperative interaction strategy brings about a significant difference in the achievement of students in Mathematics when compared with those exposed to competitive, Individualistic and Conventional interaction strategies of teaching and learning Mathematics.

Nicola S. Scheutte, John M. Molouff et.al. (2001) studied Emotional intelligence and interpersonal relation. 7 studies were carried out 24 students,37 teaching interns, 77 university employees, 38 public school employees and college students, 43 college
students and church attendees, 37 married employees, 52 unmarried employees were used in the 7 different studies. Emotional intelligence was measured and the relationship with interpersonal relation was explored. Correlation and experimental design was used in this study.

- **Erhan Durkan (2011)** studied effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills. Sample of this study was 45, 7th grade students enrolled at a primary school at the centre of curesum privinance. Pre-Test-Post test control group model was used in this study. Results were analyzed by 2-way ANOVA. Result obtained showed a statistically significant difference between reading and writing skills of the experimental and control group.

- **Saleyman Avdin (2001)** has studied the effect of cooperative learning and traditional methods on student’s achievement and identification of laboratory equipment in science-technology laboratory course. The sample of the study was consisted of 43 sophomore students in primary school education. Experimental Pre test-Post test design control and experimental group was used in this study. The data were gathered using measuring tool like Preliminary Knowledge Test (PKT), Science Technology Laboratory Achievement Test (STLAT), Identification Experimental Equipment Test (IEET) and the Science-Technology Course Attitude Scale (STCAS). Result showed that the experimental group compared to control group scored higher in the identification of laboratory equipment and in the attitude towards science and difference were statistically significant.

- **Sabahattin Deniz (2013)** studied the relationship between emotional intelligence and problem solving skills in perspective teachers. The sample of this study were 386 student perspective teachers (224 females, 182 males) from the faculty of Education of Mygla university. The problem solving skills of perspective teachers were measured using Bar on emotional quotient inventory (Bar-on 1997) and problem solving inventory respectively. Result showed Emotional intelligence was found to be significantly correlated with problem solving.
Nayereh Bagcheghi, Hamid Rezq Koohlestanii, Karesh Rezaei (2011) Studied A comparison of co-operative learning and traditional learning methods in theory classes on nursing students communication skills with patient at clinical settings. Sample for this study was 34 nursing students in their 2nd semester of program. Experimental method was used in this study. The result showed that no significant difference between in the group in students communication skills scores before teaching intervention. But did show a significant difference between the two groups in the interaction skills of problem follow up sub-scales score after the teaching intervention.

Zahra Abdolvahabi, Sara Bagheri, Shayesteh Haghighi, Fatemeh Karimi (2012) Studied Relationship between Emotional Intelligence and self-efficacy in practical courses among the physical education teachers, 124 male and 76 female physical education teachers were selected randomly as a sample. Bar-on Emotional and self efficacy job questionnaire were used to evaluate the teacher’s attitude. Pearson correlation coefficient was used to investigate the two by two relationships between variables at p< 0.05 level. The result showed significant relationship between emotional awareness, empathy and self efficacy.

Zahra Abdolvahabi, Sara Bagheri, Firouz Kioumarsi (2012) studied the relationship between Emotional Intelligence and self efficacy in research among Tehran physical education teachers. Sample of this study was 200 physical education teachers from different Tehran universities. Bar-on emotional and self efficacy job questionnaire were used to evaluate the teachers attitude, Pearson correlation coefficient was used in this study to investigate the relationship between the variables at p< 0.05 level. The result showed significant relationship between Emotional awareness, empathy and self efficacy among Tehran physical education teacher

Forough Dehvand, Fazlollah Yazdani (2014) studied the effects of cooperative education on the social intelligence of primary school students looking at social reconstruction approach. 60 subjects of fifth grade elementary female students in district 3 educational school of Isfahan city were taken as a sample. Semi experimental method
with Experimental and control group was used in this study. Data were analyzed using both the descriptive and inferential level. The result showed the there is a significant relationship between Co-operative education and increasing social intelligence of the students

- **Effandi Zakaria, Lu.chung chin and Md. Yussof Daud (2010)** studied the effect of co-operative learning on students Mathematics achievement and Attitude towards Mathematic. In this research study Quasi experimental study was used in this study. The study was carried out on the 82 students from Miri, Sarawak Schools. Data were analyzed using the ‘t’ test to determine performance by comparing the mean of the Post test for treatment and control group. Result showed the cooperative learning methods improve students achievement in Mathematics and Attitude towards Mathematics.

- **Micheal M van Wyk (2012)** studied the effect of STAD-cooperative learning method on students achievement and motivation in economics education. A quasi-experimental research, a Pre-test, Post-test design was used this study. Sample for this study were third year education student teachers 168, Baccalaureus of Education (B. Ed) students were selected. The research instrument used were Test of Economic Literacy (TEL) as motivation scale and Economic Modular Test. Result showed that STAD (Students Team Achievement Division) compared to direct instruction promoted positive attitude showed better achievement and motivated students towards economic education.

- **Samuel W.Wachanga. John Gowland Mwangi (2004)** studied effects of cooperative class experiment teaching method on secondary school student’s chemistry achievement in Kenya’s Nakuru District. 521 students were randomly selected for this study. Solomons four group Non-equivalent control group design was used for this study. ANOVA technique was used in this study to estimate differences in the four means of post test score and F test to determine the significant differences. Result showed students taught through the CCE( Cooperative Class Experiment) method performed significantly better than those taught through a regulated teaching(RT) method.
Ahmet Zeki SAKA (2010) studied implementation of cooperative learning and guided discussion method in science teaching to improve professional skills of students teachers. Sample for this research consist of 133 3rd year elementary students who take course of science and technology I-II of department of primary education in the faculty of education at sakarya university, Turkey. Survey and questionnaire and observation were used in this study. Action research methodology with mixed research approach was used in this study. The result showed positive result about the implementation of cooperative learning and guided discussion method.

Kumar Sunil (2009) Studied role of emotional intelligence in managing stress and anxiety at workplace. In this study random sampling technique was used and the study conducted on sample of 120 (86 males and 34 female) MBA students, Emotional intelligence scale, stress inventory, General anxiety test were used in this research. Data analysis were done by using descriptive statistics, correlations and regressions analysis. Result showed low and high level of Emotional intelligence establish relationship to some extent with stress and anxiety, Negative correlation of emotional intelligence with stress and anxiety highlight the emotional intelligence will prove helpful tool in dealing with stress and anxiety at workplace.

Yasemin KOC, Kemal DOYMUS, Atman KARACOP, Umit SIMSEK (2010) studied the effects of two cooperative learning strategies on the teaching and learning of the topics of chemical kinetics. 106 students studying chemistry were selected as a sample in the study. Jigsaw technique and Group investigation techniques were used for the study. Data were collected by Chemical kinetics Achievement Test (CKAT) and Graphics Skill Test (GST) Result showed that teaching of chemical kinetics via the Jigsaw and group investigation technique was more effective in increasing academic achievement compared to the traditional teaching method.

Aminat, Aderonke AGORO, M.K. Akinsola (2013) studied effectiveness of reflective reciprocal teaching on Pre-service teachers achievement and science process skills in integrated science. In this study Pre-test Post test control group, quasi experimental
design with a 3x2x3 factorial matrix was used. Two hundred and ninety four (294) pre-service science teachers with high, medium and low numerical ability were selected as a sample. Six instruments were used, Pre service teacher achievement test (α =0.85), Pre-service teacher science process skills rating scale (Scotts π). Pre-service teacher numerical ability test (α =0.79) Data analysis was carried by using descriptive statistics. The result showed that there is a significant difference in the achievement of pre-service teachers exposed to reflective-reciprocal peer tutoring. Reflective reciprocal teaching and the modified conventional teaching strategies.

- **Ishaya Tumba, T.N. Andeyarka (2014)** studied effects of cooperative learning on academic achievement of RADIO and television service trade students in technical college of Taraba state, Nigeria. The population for this study was 84- technical college students who were grouped in to experimental and control group. The non equivalent control group, Pre-test Post-test quasi experimental design was adopted for the study. National board of Technical Education approved curriculum was used for the treatment, Mean, standard deviation and Z test were used for data collection. The result showed that the cooperative learning enhances academic achievement of radio television and electronic students.

- **Hulya GUVENC (2010)** studied the effects of cooperative learning and learning journals on teacher candidate self regulated learning. Sample for this study were 84 university students (52 girls and 32 boys) A quasi pre-test/post test experimental design with control group was used in this research. The research data were collected by the Motivated Strategies for Learning Questionnaire (MSLQ). The data obtained by the scale utilized in this research were analyzed by SPSS statistics software. The result of this research showed that cooperative learning and learning journals had positive effects on self-efficacy for learning and the performance of the students.

- **Rose ongolo Akusa, Patricia Wambugu, Zephania Anditi (2013)** studied effects of computer based cooperative learning methods on student’s achievement in English grammar in secondary school in Njoro district Nakuru country Kenya, Solomon four
group design under quasi experimental research method was used in this study with pre test-post test design. A total 176 students were selected in this study. Purposive sampling technique was used. Data was analyzed using one-way ANOVA and ANCOVA. The result showed that there was no significant difference in the Pre-test score on EAT between E1 and C1. The post test scores showed that there was significant difference after the treatment.

- **Burcin Gokkurt, Sefa Dundar, Yasin Soylu, Levent Akgun (2012)** studied the effects of learning together technique which is based on cooperative learning on students achievement in Mathematics class. A sample of 57 students who study at high school in 9/B and 9/A in the second semester of year 2010-11 were used as a sample. Experimental study design with pre-test and post-test experimental and control group have been used in this research. Data were analyzed by SPSS software, Achievement test was used as a tool for the data collection.

- **Monir Goreyshi, Flor Kargar, Shahnaz Noozi, Bita Ajilchi (2013)** studied the effects of combined mastery cooperative learning on emotional intelligence, self esteem and academic achievement in grade skipping. 25 students of middle schools were selected as sample for this study. Questionnaires were used. Emotional intelligence (Bar-on) 1997 and Self esteem (coopersmith) 1967 and achievement test were used. Data were analyzed by statistical test of one way analysis of variance (ANOVA) with repeated measure of the level of significance of p < 0.01. The result showed that combined mastery-cooperative learning grade skipping has resulted in a significant increase in the emotional intelligence and self esteem, no significant change was observed in academic achievement.

- **Shohreh Ghorbanshiroudi, Javed Khalatbari et.al (2011)** studied the relationship between emotional intelligence and life satisfaction and determining their communication skill test effectiveness. Sample of 40 students who had studied a low score in life satisfaction and emotional intelligence were involved in this study correlations, experimental study and pretest post test research design were used in this study. Bar-on
emotional intelligence and life satisfaction questionnaire were used in this research. Data were analyzed by Pearson Correlation test. T students and co-variance analysis, SPSS 16 was used. Mutual relationship was seen between emotional intelligence and life satisfaction. Communication skill training were effective in increase the life satisfaction and emotional intelligence.

- **Mosoud Gholamali Lavasani et.al (2011)** studied the effect of cooperative learning on the social skills of first grade elementary school girls, for this study 74 students of first grade elementary school (37 experimental group and 37 control group) were selected by random taking sampling. A quasi-experimental by pretest -posttest was used in this research study. Questionnaire was used in this study. Frequency, Mean and standard deviation chart and ‘t’ test were used for data analysis. The result showed the students whom are taught by cooperative learning in comparison with students whom are taught by traditional method indicate more social and less impulsive behavior.

- **Kasim YILDIRIM, Timothy RASINSKI, Hayati AKYOL (2012)** studied the effects of cooperative learning on Turkish students learning fluency. A quasi experimental design was employed in this study. Pretest-Post test control groups were used. This study was conducted on a total 69 fifth grade students attending different classes. The data were analyzed by ANOVA and ANCOVA techniques. The result showed that cooperative learning fluency instruction had positive effect on reading fluency for students in experimental group. These students practiced more repeated reading, received more feedback and received more support and modeling by peers than students in the two control groups.

- **Ranjani Balaj Iyer (2013)** studied the relation between cooperative learning and student’s achievement. This study was done to analyze the effect of cooperative learning in a classroom to see its impact on students learning along with this elements of cooperative learning are discussed. Cooperative learning is a great tool that can be used
to improve student’s achievement in any classroom. It can help to foster tolerance and acceptance in this community which can help to improve quality of life.

- **Tawfik A Saleh (2011)** studied statistical analysis of cooperative strategy compared with the individualistic strategy. An application study, Experimental method with experimental and control group were used in this study. Mean, standard deviation, t’ ratio was used for the calculation. Result showed cooperative learning strategy is more effective than individualistic learning strategy in chemistry laboratory.

- **O. Patrick Ajaja, Ochuko U. Eravwoke (2010)** studied the effect of cooperative learning strategy on junior secondary school student’s achievement in integrated science. In this study 2x2x2 factorial pretest, posttest –control group design was used. In this study sample of 120 students was selected by randomly. Scholastic Ability Test in Integrated Science (SATIS), Students Attitude Scale (SAS) and Integrated Science Achievement Test (ISAT) were used as a tool. Data analysis was done by the standard deviation and analysis of covariance was used in data analysis.

- **Nesrin OZSOY, Nazh VILDIZ (2004)** studied the effect of learning together technique of cooperative learning method on student’s achievement in Mathematical teaching 7th standard class of primary school. 70 seventh grade pupils who were taught by math teachers were the sample in this study. Achievement test was used as a tool in this study. Experimental research method with Pretest Posttest design with control group was used in this study showed that learning together technique of cooperative learning method was more effective than traditional method in mathematics teaching of primary school 7th class.

- **Nicola S. Schutte, John M. Malouff, Einar B. Thorsteinsson (2013)** studied increasing Emotional Intelligence through training: Current status and future directions. This paper was based on suggestions about how future research from diverse discipline can uncover what type of training most effectively increase emotional intelligence and produce related beneficial outcomes. The students who received emotional intelligence training score
significantly higher on trait or typical type of emotional intelligence at the end of the term.

- **Dhananjay Dheeraj, Rima Kumara (2013)** studied the effect of cooperative learning on achievement in environmental science of school students. This study was conducted on 60 students from Gaya district of Bihar. An experimental study based randomized two group test were used in this study. Two self developed tools were used in this study. ‘t’ test and chi-square test were used for the data analysis. Result showed mean achievement of the students exposed to cooperative learning differ significantly from mean achievement of study through traditional method.

- **Bilesanmi-Awoderu Bukunola, Oludipe Idowu (2012)** studied the effectiveness of cooperative learning strategies on Nigerian junior secondary student’s academic achievement in basic science. Quasi experimental pretest-posttest control group design was used in this research study. Total 120 students from the selected junior schools of south-west Nigeria were selected as a sample in this study. Data was collected with the help of Achievement Tests for Basic Science Students (ATBSS) and Basic Science Anxiety Scale (BSA). Data analysis was done with the help of Analysis of Covariance (ANCOVA) and Multiple Classification Analysis (MCA). Result showed students in a two cooperative learning strategies (Learning together and Jigsaw II) group had higher immediate and delayed academic achievement mean scale than the students in the conventional lecture group.

- **Bhumika Mangrola (2014)** studied effectiveness of cooperative learning in teaching science in standard VIII. The population for this study was all students studying in standard VIII in CBSE schools of Anand district. Sample of this study consist of 30 students in control group and 30 students in experimental group sampled by convenient sampling method. Experimental method was used in this study with a two group post test, delayed post test design. Self constructed tool namely achievement Test and Feedback form were used as a tool in this study for the data collection. Data analysis was done with the help of ‘t’ test, for the feedback analysis percentage (%) scores were calculated. Result
showed students experienced with co-operative learning showed significant increase in academic achievement in comparison to the students who were taught by the traditional method.

- **Daphne Hijzon, Monique Boekaerts, Paul Vedder (2006)** studied the relationship between the quality of co-operative learning, students goal preference and perceptions of contextual factors in the classroom. Sample was 1,920 students in secondary vocational school. This study was focused on four different types of goals, Social support, Belongingness, Mastery and Superiority goals. A self report questionnaire was used in this study. Result showed that social support goal had the strongest relation with the quality of cooperative learning.