

The Effect of a Proposed Cooperative Learning Strategy Based Unit on Developing Life Skills for Secondary Stage Students

أثر وحدة مقترحة قائمة علي استراتيجية التعلم التعاوني في تنمية المهارات الحياتية
لدي طلاب المرحلة الثانوية

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Abstract

The aim of this study was to recognize the effect of a proposed cooperative learning strategy based unit on developing one of life skills for the students of secondary stage. The study included one experimental group. The tools of the study included a list of life skills needed to be developed, an achievement test, a teacher's guide besides preparing a proposed educational unit. Thirty Students in their second year of secondary school were chosen for the study's experimental group. This experimental group was tested using pre – post achievement test before and after being exposed to cooperative learning strategy treatment. The experiment was conducted for two months during the first term of 2017-2018 school year at Alafai secondary school for girls at Arish city. The experimental design consisted of one group of 30 students of second grade. Scientific Department Results of the study revealed significant statistical differences between the pre –test and post test of achievement test. It was concluded that cooperative learning strategy to secondary school students was effective on developing their life skills.

Keywords: Cooperative Learning Strategy - Life Skills -Students of Secondary Stage

المستخلص:

هدفت هذه الدراسة التعرف علي أثر وحدة مقترحة قائمة علي استراتيجية التعلم التعاوني في تنمية المهارات الحياتية لدي طلاب المرحلة الثانوية. اشتملت الدراسة علي مجموعة واحدة تجريبية و تكونت أدوات الدراسة من قائمة بمهارات الحياتية اللازم تنميتها لدي طلاب المرحلة الثانوية بمدينة العريش واختبار تحصيلي الي جانب إعداد دليل معلم للمساعدة في تدريس الوحدة المقترحة بالإضافة الي إعداد وحدة تعليمية مقترحة تم تقديمها الي طلاب الثاني الثانوي - الشعبة العلمية وذلك في الترم الأول من العام الدراسي 2017 - 2018 بمدرسة الألفي الثانوية للبنات بمدينة العريش. تكون التصميم التجريبي من مجموعة واحدة تجريبية اشتملت علي عدد 30 طالبة في الصف الثاني الثانوي، الشعبة العلمية. أوضحت نتائج الدراسة وجود فروق ذات دلالة احصائية للاختبار التحصيلي في صالح التطبيق البعدي للمجموعة التجريبية مما يوضح فاعلية الوحدة المقترحة القائمة علي التعلم التعاوني في تنمية المهارات الحياتية لدي طلاب المرحلة الثانوية بالعريش و تم تقديم مقترحات و توصيات الدراسة.

الكلمات المفتاحية: التعلم التعاوني - المهارات الحياتية - المرحلة الثانوية.

Introduction:

In the vision of science education shaped by the Standards, effective teachers of science make an environment in which teachers and learners work together as active learners. While students are engaged in learning about the world and the scientific facts needed to understand it, teachers are working to expand their information and skills about science teaching and develop the role of life skills in the process of learning. Education plays a main role in preparing individuals for life and acquiring different skills that individuals need. As the style of life changed, it became very necessary to acquire life skills.

Life skills are important to be learnt and at the same time taught. The term 'Life Skills' refers to the skills learners need to make the most out of life. Any skill that is useful in life can be considered a life skill, Prdr (2011).

While James (2011) clarified that life skills is a term used to define a variety of abilities that allow us to handle day to day issues effectively. Whether it's learning how to solve problems, make decisions, or master the art of communication, life skills can broaden your mindset and help learners in both their personal and professional endeavors.

Life skills include a number of different needed skills for learners in different educational stages .In this issue, James (2011) Dileep (2019) and Tumbaach (2022) presented life skills as follow:

1. Problem Solving:

The individual should know the steps in problem-solving i.e., understanding the nature of the problem, its onset, factors which aggravate the problem, different solutions and how to choose the best.

2. Decision Making:

Before taking a decision, one must list the pros and cons, losses and gains, and the risk involved. One needs not to hesitate to consult the appropriate people.

3. Creative Thinking:

One should be innovative and creative; explore new ideas & methods.

4. Critical Thinking:

One must learn to evaluate and critically look at an issue, information, situation requirement or recommendations made by others. One should not blindly accept or get carried away by other's statements or pressures.

5. Self - Awareness:

It is very necessary to have an insight into oneself, one's capabilities, and limitations, one's strength's & weaknesses. Appropriate Self Esteem should be present. Both Inferiority & Superiority feelings about the self are harmful.

6. Empathy:

One should understand others' views, experiences & expressions with sympathy. One should put himself in others' shoes and react.

7. Interpersonal Relationships:

One should develop the skills of establishing and maintaining an appropriate, friendly relationships with most people and should also learn skills to manage hostile and troublesome persons by keeping the required distance.

8. Good Communication:

Good Communication Skills verbal & non-verbal are very important in the day-to-day functioning of the individual. Communication of feelings and emotions is essential for mental well-being.

9. Management of Stress:

Appropriate & Healthy Methods of managing one's stresses go a long way in the prevention of physical and mental disorders.

10. Management of Emotions:

Appropriate & Healthy Methods of managing one's negative emotions go a long way in the prevention of physical and mental disorder.

Ahmed (2019) believes that there is no doubt that learners are the true wealth of any society and that caring for them and caring for learners in all aspects of life is important and necessary for any society that seeks progress and education and that includes all physical,

mental, psychological, social, and moral aspects of learners.

First aids are one of the most important life skills. In this sense, (Cory, 2021) defined first aids as the following:

“Emergency care or treatment given to an ill or injured person before regular medical aid can be obtained.” “First aid is emergency care given immediately to an injured person. The purpose of first aid is to minimize injury and future disability.” “First aid is simple medical treatment given as soon as possible to a person who is injured or who suddenly becomes ill.” “The initial process of assessing and addressing the needs of someone who has been injured or is in physiological distress”. First Aider has three priorities:

- Preserve life – Stop the casualty from dying. Keep everyone alive. Basic ABC (Airway, Breathing, Circulation)
- Prevent further worsening – Stop the casualty from getting any worse by treating their injuries. Also managing the incident, to prevent the situation worsening.
- Promote recovery – Try to help the person feel better by talking to them and supporting them emotionally.

It's important to learn basic first aid skills for all educational stages to help those who need help and to save lives. The role of education is to provide all necessary means to accomplish this urgent task.

There are many educational strategies that may play an important role in developing life skills for students. For example, cooperative learning is an evidence-based teaching strategy. In cooperative learning, teachers structure students' interactions and prepare them for cooperation so that students work together in small groups supporting each other's learning processes. Cooperative learning (CL) is an advanced instructional approach that uses different motivational procedures to make instruction significant and cause learners to become more responsible. Cooperative learning refers to the use of small groups of students to encourage them to work together and help each other to learn, accomplish

learning goals, and increase their learning potential. Cooperative learning (CL) becomes a key motivation to overcome classroom management problems and enhance the learning experiences of students. Research shows its positive impact on students' learning ability and classroom engagement. (Sibomana, Karegeya, Sentongo, 2008, Abramczyk, and Jurkowski, 2020, Wangda, and Drji 2020 and Jony 2020).

Background of the problem

The researcher, as a lecturer of science education during supervising practical teaching program at Arish city, noticed that secondary stage students after years of studying science in different previous educational stages are lacking the concept of life skills including first aids, and consequently they need to use these skills. Surveying different Arabic and foreign studies that investigated life skills necessity like (Chweu and Schultz, 2010), (Yuen et al 2010), (Wurdinger and Enloe 2011), (Gabar 2012), (Hamada 2012), (Lindsey and Mabie 2012), (Gomes and Marques 2013), (Weiss et al 2014), (Hass et al 2015), (Al Masri, et al 2016), (Meyer and Wurdinger 2016), (Lee 2017), (Bandr 2018), (Koyuncu 2018), (Erduran and Kamer 2018), (Ahmed 2019), and (Yikdrim 2019) indicated the importance of training students to use different life skills including first aids.

Also, in open interviews with the students of secondary stage at Arish city, the researcher concluded that secondary school students who are studying science encounter different problems in their process of recognizing the concept of life skills as a concept and know about its components. Also, the researcher conducted a pilot study, including five questions related to the concept, and the importance and components of life skills for the students of second year of secondary stage in the scientific department at Alarish city. The results of the study sample (10) students revealed that the majority of students (70 %) encountered difficulties in recognizing the concept, importance and components of life skills. The questions included the definition of

life skills, definition of first aids, importance of life skills, importance of first aids and the components of first aids kit.

Statement of the Problem

The problem of the present study was stated as follows: There was a low level of life skills recognition among the secondary stage students at secondary education level at Arish city. The students of secondary education lack the needed knowledge about the life skills including first aids. In attempt to find a solution for this problem, the present study would present help to these students to use cooperative learning strategy to develop and use life skills.

Study Questions:

1. What are the needed life skills to be developed by the students of secondary stage?
2. What is the perspective of cooperative learning strategy in developing life skills?
3. What is the effect of using cooperative learning strategy on developing life skills for secondary stage students?

Hypothesis of the Study

There is no significant statistical difference at the level of ($\alpha \leq 0.05$) among the mean scores of research group in pre and post application of the life skills test.

Study Aims:

- A. presenting a checklist of the most important life skills.
- B. preparing an educational unit for developing some life skills at secondary stage schools.
- C. Preparing an achievement test to recognize the impact of an educational unit based on cooperative learning strategy on developing some life skills at Arish secondary schools.
- D. Preparing a teacher guide to help in presenting an educational unit for developing life skills at secondary stage schools.

Significance of the Study:

The significance of the present study lies in the following points:

- A. This study would add to the research on the effect of cooperative learning strategy on developing different life skills.
- B. The findings of this study can be helpful for science supervisors in terms of the application of cooperative learning strategy during supervision.
- C. This study would help science curriculum developers to transfer knowledge when designing syllabus in the secondary stage.

The Study Tools:

- A. A checklist of needed life skills for the students of secondary stage.
- B. An achievement test for the students of secondary year.
- C. A proposed unit based on cooperative learning strategy for developing life skills.
- D. A teacher guide for helping in teaching the proposed unit.

The study Sample:

The study samples consisted of one experimental group of secondary stage students, second year, first term of 2017-2018, number of (30) students at Alfai secondary school for girls at Arish city.

The Study's Experimental Design:

This study uses the descriptive and experimental approaches for presenting the literature review and related studies of the study variables and the application of the study instruments.

Study limitations:

- This study is limited to one experimental group of secondary stage, second year, first term of 2017-2018, 30 students at Arish city.
- A unit for developing life skills for secondary school students.
- This study is limited to one of life skills which is: First aids

The study Procedures:

1. Literature review and related studies on the study variables.
2. Preparing the list of life skills.
3. Preparing the proposed unit for the students of secondary stage for developing life skills.
4. Preparing the achievement test of the unit.
5. Preparing the teacher's guide for the students of secondary stage for developing life skills.
6. Judging the tools of the study by the jury members.
7. Selecting the study sample of secondary stage students, second year 2017-2018
8. Conducting the pre achievement test.
9. Conducting the proposed unit using cooperative learning strategy for developing life skills.
10. Conducting the achievement post test.
11. Conducting the interpretation of the study results.
12. Presenting suggestions and recommendations of the study.

Definitions of Terms:

Cooperative learning Strategy (Independent Variable)

Life Skills (Dependent Variable):

Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life. Life Skills are psychosocial competences which enable an individual develop adaptive and positive behaviour so as to deal effectively with challenges and demands of everyday life. The development of Life Skills is a lifelong process that starts in early childhood and continues throughout one's life. Encyclopedia of Psychology in Life Skill Development, (2018). The procedural definition can be stated as follows: the necessary life skills that enable students to cope with and manage their lives, as well as to assist them in dealing with societal difficulties.

Cooperative learning strategy:

Johnson et al. (2014) define cooperative learning an example of how theory validated by research may be applied to instructional practice. The major theoretical base for cooperative learning is social interdependence theory. It provides clear definitions of cooperative, competitive, and individualistic learning. The researcher defines cooperative learning strategy as social cooperation for achieving some goals in the process of learning at the secondary stage.

Literature review and related studies

Life Skills:

According to Cliff & Nomikou (2017) life Skills is a term used to describe a set of skills acquired through learning and/or direct life experience that are used to help individuals and groups effectively handle problems and questions commonly encountered in their daily life. In practice, many skills are used simultaneously. The researcher defines life skills as the skills needed by the students of secondary stage to acquire to treat different life situations effectively.

Erduran and Kamer (2018) believe that teachers have an important role to help their students acquire and improve their life skills. Therefore, it is essential to ask what science teachers think about the concept of life skills and how they perceive this concept. Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life. This concept is also termed as psychosocial competency. The subject varies greatly depending on social norms and community expectations. However, skills that function for well-being and aid individuals to develop into active and productive members of their communities are considered as life skills. Wikipedia. (2020).

Prajapati, Sharma, and Sharma, (2017) declare that adolescence is a period when the intellectual, physical, social, emotional and all the capabilities are very high, but, unfortunately, most of the adolescents are

unable to utilize their potential to the maximum due to various reasons. This new challenge requires immediate and effective responses from a socially responsible system of education. "Education" is important, but education to support and lead a better life is more important. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. The present paper focuses on the importance of life skills education and the benefits of imparting life skill education in our curriculum, i.e., developing social, emotional and thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.

Need for and Importance of Life Skill Education

1. Life skills help individuals to deal with rapid changes brought about by modernization.
2. Life skills approach aims at assisting adolescents to gain new ways of learning as well as control over their behaviour and to take informed decisions that can lead to positive values.
3. Integrating life skills as part of education has some rationale. Teaching life skills to young people prevents maladjustment and enhances human potential in discovering personal capacities.
4. Through Life Skills Education, learners acquire and develop skills such as critical thinking, problem solving, decision-making, interpersonal relationships, stress and anxiety management, effective communication, self-esteem, assertiveness, and empathy.
5. Life skills approach is an interactive educational methodology that focuses on learner -centred, youth-friendly, gender sensitive, interactive and participatory learning.
6. As evaluative studies of life skills programmes suggest, methods used can help to improve teacher and student relationships.
7. There are research indications of improved academic performance because of teaching life skills. Other positive effects include improved school attendance, less bullying, fewer referrals to specialist support services and better relationships between children and their parents.
8. By acquiring life skills, the learner develops opportunities to broaden the potential to develop more productivity and thus be involved in the community. As the learner develops more life skills, he/she can handle problems better and can even avoid problems. The greater the number of skills that the learner has developed and has at his/her disposal, the better the alternatives and opportunities that are available with which the learner can equip him/herself in any field.
9. Life skills lead to positive behaviour and the strength of positive behaviour depends on the depth of the skill acquired by the individual. The total reflection of one's behaviour is the total sum of the appropriate combination of different skills. The most appropriate intervention for the promotion of the psychological competence of children in schools is by enhancing competencies through the optimum use of available resources by the process of life skills education and training.
10. Life skills motivate healthy behaviour and increase self-confidence. Therefore, we can say that they will lead to the increase of psychological health and that they have an important role in the prevention of psychological

diseases and behavioural problems.
Tumbaach , (2022)

Life Skills education involves a wide range of diverse learning elements which include:

1. Knowledge and understanding: Of topics such as laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development, and the world as a global community; and of concepts such as democracy, justice, equality, freedom, authority and the rule of law.
2. Skills and aptitudes: Critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, dispute resolution and participating in community actions.
3. Values and attitudes: Respect of justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view, and a willingness to listen to, work with and stand up for others. Liff & Nomikou. (2017).

The United Kingdom's international organization for cultural relations and educational opportunities (2020) declares that life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enables individuals and groups to effectively handle issues and problems commonly encountered in daily life.

They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals.

Life skills touch upon issues that are:

- real: they affect people's lives
- topical

- sometimes sensitive: they can affect people on a personal level, especially when family or friends are involved
- often controversial: people disagree and hold strong opinions about them
- ultimately moral: they relate to what people think is right or wrong, good or bad, important or unimportant in society.

The World Health Organization in 1999 identified the following core cross-cultural areas of life skills:

1. decision-making and problem-solving;
2. creative thinking (see also: lateral thinking) and critical thinking;
3. communication and interpersonal skills;
4. self-awareness and empathy;
5. assertiveness and equanimity; and
6. resilience and coping with emotions and coping with stress.

There are several life skills which are needed. Doyle (2019) suggested the following:

Communication

Communication skills are critical to life and work. Communication refers to one's ability to convey information to others, either verbally, in writing, or through body language. These are important abilities in the workplace, no matter what your job. You need to be able to communicate with your employer, your colleagues, and your customers and clients.

- Body Language
- Listening
- Literacy
- Presentation Skills
- Public Speaking
- Verbal Communication

Cooperation

In life, you need to be able to get along with others. Cooperation is especially important at work. You need to be able to work well and get along with others in meetings, on

team projects, and in other collaborative settings.

- Conflict Management
- Emotional Intelligence
- Empathy
- Etiquette
- Interpersonal Relationships
- Leadership
- Negotiating
- Teamwork
- Decision Making

There are countless times in your life when you will have to make important decisions. This is true in the workplace as well. Employers want job candidates who can analyze situations, weigh options, and then make decisions on important matters. This includes the following:

- Creative Thinking
- Critical Thinking
- Flexibility
- Focus
- Organization
- Prioritization
- Problem Solving
- Time Management
- Timeliness

Handling Criticism

At work, you will receive some negative feedback from your employer. It is important that a job candidate can thoughtfully and professionally receive criticism, and benefit from it. Being able to handle criticism well takes several other life skills, including self-awareness, thoughtfulness, and professionalism.

- Apologizing
- Asking for Help
- Coping
- Giving and Receiving Feedback
- Professionalism
- Resilience
- Self-awareness
- Thoughtfulness
- Willingness to Learn

Information Technology

Information technology (IT) is a critical area of life skills. People also need to have basic familiarity with information and communication technology (ICT), including mobile devices and their various software platforms. IT skills are also critical to almost every job. It's important to be able to use common computer programs like Microsoft Word and Excel (or Google Docs and Sheets), regardless of your job. Any additional IT experience typically makes you an even stronger candidate.

- Email Management
- Productivity Software
- Microsoft Office Suite
- Online Communication Software
- Smartphones
- Social Media Management
- Cloud Software
- Spreadsheets

First aid is an important issue to be tackled. First aid is the first and immediate help given to any person suffering from either a minor or serious illness or injury, with care provided to preserve life, prevent the condition from worsening, or to promote recovery. Weatherspoon (2018) urges that there are some steps to be followed in conducting first aid:

1. Check the scene for danger
Look for anything that might be dangerous, like signs of fire, falling debris, or violent people. If your safety is at risk, remove yourself from the area and call for help.
If the scene is safe, assess the condition of the sick or injured person. Move them only, when necessary, to protect them from danger.
2. Call for medical help, if needed
If you suspect that the sick or injured person needs emergency medical care, tell a nearby person to call 911 or the local number for emergency medical services. If you're alone, make the call yourself.

3. Provide care

If you can do so safely, remain with the sick or injured person until professional help arrives. Cover them with a warm blanket, comfort them, and try to keep them calm. If you have basic first aid skills, try to treat any potentially life-threatening injuries they have.

Assist First Aid. Association (2020) suggests that first aid training to help people deal with both minor and more serious emergencies underpins everything we do at Assist First Aid. First Aid is a skill that researchers believe everyone should know, so we are passionate about teaching correct techniques and procedures to as many people as possible. Knowing even the most basic first aid skills can save lives, and is a requirement of any business, so researchers declare responsibility to make sure that staff attend a First Aid at Work or Emergency First Aid at Work course. These qualifications can be added to a CV, and are highly transferable to day-to-day life, so we would recommend taking the time out from work for a few hours.

There are many studies which indicated the role and importance of life skills like Chweu and Schultz (2010) who believe that higher education institutions are facing challenges with regard to improving the success and pass rate of students. Mentorship in the life skills programmes should contribute significantly in addressing these issues. A study was undertaken to determine students' perceptions of the life skills programme at the Tshwane University of Technology. The sample for the survey included 146 students from departments that were available at the time of data collection. A factor analysis was employed to determine the most important issues regarding the life skills programme and its mentorship. Several findings led to recommendations for the improvement of the success rate of students and the life skills programme. The implication of this study for higher education in general involves the adding of value to students through the mentoring in

the life skills programmes offered by higher education institutions.

Yuen et al (2010) explored Chinese adolescents' perceptions of their own life skills development and the importance they place on such skills. The study also investigated the within-school and outside-school influences that may help develop and enhance life skills development. Six focus groups involving 52 high school students were conducted, using a set of predetermined discussion topics. Results revealed students' awareness of many salient life skills, including those related directly to academic development, "learning to learn", personal and social growth, and future career planning. The students were also able to suggest practical strategies that schools might use to further enhance students' life skills development. Contextual factors influencing the development of life skills appear to include not only experiences within the school curriculum and the guidance and counseling program, but also talent development opportunities, and family and peer relationships. The implications of the findings are discussed with reference to implementing comprehensive school guidance and counseling programs in Hong Kong.

Wurdinger and Enloe (2011) argue that surveys that focused on academic and life skill development were collected from the alumni who attended Avalon Charter School in St Paul, Minnesota. Avalon is a small public charter school that uses project-based learning as their primary teaching method. Forty-two alumni responded to the online survey. Students ranked life skills such as creativity, problem solving, and time management extremely high, whereas academic skills such as note taking and test taking were ranked much lower. Students graduate from this school with a strong sense of purpose and self-confidence, which helps them become productive members of society.

Duerden (2011) argued that youth practitioners often select life skills as intentionally targeted program outcomes. While research findings suggest the efficacy of program experiences to positively

influence a variety of life skills, it remains difficult to compare these findings due to measurement incongruities. Individual life skills (e.g., leadership, decision making, etc.) often lack standardized conceptualizations and measurement approaches. The purpose of the study reported here was to gather data about practitioners' perceptions of those life skill domains most in need of measurement development. Based on the results of the study, 10 life skill sub-domains are recommended for future measurement development efforts.

Lindsey and Mabie (2012) believe that after one failed attempt to buttress the prospects of black males at a racially diverse high school, teachers fashioned a life skills class that was heavy on racial pride and personal insight. In so doing they borrowed liberally from the Motivational Framework for Culturally Responsive Teaching by Margery Ginsberg and Raymond Wlodkowski that leans on four important supports: establishing inclusion, building security, enhancing meaning and engendering competence. The result was much stronger academic performance.

Gomes and Marques (2013) examined the effects of a training programme on students' acquisition of life skills, life satisfaction, life orientation and expectations about academic achievement. Participants were allocated to either an intervention group ("n" = 41) that took part in a life skills programme, or a control group ("n" = 43). Participants completed the Youth Experiences Scale 2.0, the satisfaction with life scale, the life orientation test-revised and the expectations about academic achievement. Results showed that students who received the intervention reported having more developmental experiences related to life skills, greater life satisfaction and a stronger tendency to be optimistic. Expectations about academic achievement were higher for the intervention group before and after the intervention. In conclusion, there are benefits to providing life skills training to adolescents in educational contexts.

Weiss et al (2014) developed and validated a measure of perceived life skills transfer, based on data collected with "The First Tee," a physical activity-based PYD program. The researchers conducted a series of steps to provide content and construct validity and internal consistency reliability for the "Life Skills Transfer Survey" ("LSTS"), a measure of perceived life skills transfer. Results provided content validity for the "LSTS" that included 8 life skills and 50 items. Study 2 revealed construct validity (structural validity) through a confirmatory factor analysis and convergent validity by correlating scores on the "LSTS" with scores on an assessment tool that measures a related construct. Study 3 offered additional construct validity by reassessing youth 1 year later and showing that scores during both time periods were invariant in factor pattern, loadings, and variances and covariances. Studies 2 and 3 demonstrated internal consistency reliability of the "LSTS." Results from 3 studies provide evidence of content and construct validity and internal consistency reliability for the "LSTS".

Khosravani et al (2014) argue that education is not an end, but a means to an end. The goal of education is to prepare students for their future life. Regarding this fact, English language classes and textbooks can be used as tools for improving learners' life skills. Meanwhile, informative textbooks with rich socio-cultural constructs that foster learners' life skills are needed. To assess the range of the Iranian EFL textbooks richness in these aspects, a life skills questionnaire was distributed among ELT teachers (N = 73) and EFL learners (N = 1112) almost all over Iran. The results originated from data analysis showed that Iranian EFL textbooks don't improve the EFL learners' essential life skills considerably especially leadership life skills, critical thinking life skills, and decision making/problem solving life skills. The findings of this research and the designed life skills questionnaire can be used by educational policy makers, syllabus designers, materials developers, researchers, teachers, etc. to examine and analyze the socio-cultural

constructs of Iranian EFL textbooks for considering in the processes of publishing new EFL textbooks for the Islamic-Iranian society of Iran.

Hass et al (2015) reported the effects of age, gender, and 4-H involvement in clubs on life skill development of youth ages eight to 18 over a 12-month period. Regression analyses found age, gender, and 4-H involvement significantly influenced life skill development. Results found that females have higher levels of competencies in life skills at the start of the program and were more likely to change in these areas during the year than their male counterparts. This suggests that changes in program designs may be needed to better engage, retain, and affect males in life skill development.

Wurdinger and Qureshi (2015) examined whether life skills could be developed in a Project Based Learning (PBL) course. The participants were students enrolled in a graduate level PBL course. The same 35-question survey was given to students in the beginning and the end of the course, and students were asked to rank their life skills using a Likert scale. Additionally, we interviewed three students to capture some of the student's views on the use of PBL. A paired sample t-test revealed that there was no significant difference from survey 1 to survey 2 in time management, collaboration, and work ethic; but there was a significant difference from survey 1 to survey 2 in responsibility, problem solving, self-direction, communication, and creativity. However, on average, all life skills showed an increase. The interviews also indicated that PBL allowed students to practice and develop life skills.

Abdelhalim (2015) examined the effectiveness of a proposed English language program based on integrating two forms of children literature, mainly short stories and songs, in developing the needed life skills and language learning strategies of primary school students. Besides, it emphasized the importance of providing EFL fifth year primary students with activities and opportunities to raise their awareness of their learning, as it helped students understand

how to plan, monitor, and evaluate their learning. The study targeted ten life skills distributed under four main categories: cognitive, personal, social, and linguistic skills. Ninety fifth grade primary students participated in the present study. Five instruments were used: the needed life skills and language learning strategies checklists, a criterion for selecting the stories and songs, the pre/post life skills measures (situation test, questionnaire, oral interpersonal communication test), language learning strategies questionnaire and the students' satisfaction/dissatisfaction questionnaire. The program was taught over a period of two months (two sessions per week). Data collected were analyzed using quantitative and qualitative methodology. Qualitative methods were used to assess students' development over the 8 weeks. Results revealed that life skills and language learning strategies can be taught effectively through the medium of children literature. Generally, this study contributed to the ESL/EFL field by providing information about the importance of skill building for life at young age and those fundamental changes needed for language instruction. Furthermore, the study presents a detailed teaching strategy for teaching life skills through children literature.

Al Masri, et al (2016) conducted this study which aimed at analyzing Action Pack English textbooks' texts based on the availability of life skills for 5th, 6th and 7th grades, and to determine the frequencies and percentages of the life skills present in each text. The sample of the study was English language textbooks for Action Pack series for the 5th, 6th, and 7th grades. The life skills which were analyzed are the following: Decision making, Problem solving, Creative thinking, Critical thinking, Effective communication, Interpersonal relationship skills, Self-awareness, and Coping with emotions. The findings of the study indicated that life skills are distributed in a random way among the three English Action Pack textbooks; there is no strategy for the distribution of life skills; and the highest percentage was 55.8% which was for effective

communication life skill in the 6th grade English book. In addition, problem solving life skill also got a percentage of 44% in the 7th grade with the effective communication life skill coming next with a percentage of 43.7% in the 5th grade. Relying on the results, the study recommended the need to develop appropriate criteria for the distribution of life skills in the classroom, which represents the study sample.

Meyer and Wurdinger (2016) examined students' perceptions of their life skills while attending project-based learning (PBL) schools. The subjects were 275 6-12 students from two project-based learning charter schools in Minnesota. One school was located in a rural location: the other in an urban location. Qualitative analysis methods used were coding and identification of emergent themes. Qualitative results showed perceptions of most improved skills as time management, collaboration, communication, and self-directedness. Quantitative data results showed most improved skills within an academic year as responsibility, problem-solving, self-directedness, and work ethic. Self-directedness was the single skill that was evident in all data results. The results showed that students' perceptions of their life skills were positive and that project-based learning helped them develop multiple life skills including, but not limited to, communication, collaboration, problem-solving, responsibility, and time management. Implications of this research suggest that project-based learning has a positive influence on students' life skills development across 6-12 grade levels and helps prepare them to be successful in the 21st century global community and economy.

Liu et al (2016) investigate the effect of life skills training on behavior problems in left-behind children (LBC) in rural China. Sixty-eight LBC were recruited from a middle school in rural China. The intervention group took a ten-week-long life skills training course. The Child Behavior Checklist (CBCL) and Teacher's Report Form (TRF) were used to evaluate the behavioral problems of the children at three separate intervals: Prior to the

intervention, the first week following the intervention, and three months after the intervention. Children in the intervention group showed significant improvement both in the CBCL and the TRF compared to children in the control group. Significant improvements were found in the CBCL total scores, internalizing behavior, externalizing behavior and seven subscales scores ($p > 0.05$). In TRF, similar significant improvements were found, except in internalizing behavior and the subscale of thought problems ($p > 0.05$). The effect of intervention remained the same three months after the intervention. As a pilot study, the life skill training was found to be effective in improving behavior problems in the LBC in rural China, except for thought problems.

Davis et al (2016) believe that the high number of U.S. youth exhibiting at-risk behavior points to a lack of life skills development. The researchers determined the effects of participating in one state's 4-H sheep skillathon on youths' life skills development and the youths' reasons for participating. The target population was 2014 Tennessee 4-H Sheep Skillathon participants ($N = 153$), and we obtained a 90% response rate. Participants perceived that they had a moderate gain in their life skills development, and a majority identified nine reasons for participation. Recommendations include informing parents/guardians of the benefits of skillathon participation and ensuring that skillathon participants have an opportunity to process and generalize content knowledge and life skills acquired through skillathon participation.

Lee (2017) adds that demand has risen for the introduction of career education in senior secondary schooling to enhance students' transition from study to work. Against such a background, this paper aims to discuss the curriculum reforms and supporting structures in schools and to explore the challenges of life skills planning for secondary school students in China with reference to Hong Kong. Literature review and examples from Hong Kong and China indicate that although various Vocational (Career) Development Education

and Career and Life Planning Education (CLPE) activities and school-based curriculum development take place at schools, a clear linkage between study opportunities and career choices, enhancement of learning experiences at work through activities such as job shadowing and provision of a curriculum to enhance career and life planning across years as dimensions of intervention, seem not to be found at secondary schools in Hong Kong.

Prajapati et al (2017) believe that adolescence is a period when the intellectual, physical, social, emotional and all the capabilities are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. that have an adverse effect on them and others too, to a large extent. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. The present paper focuses on the importance of life skills education and the benefits of imparting life skill education in our curriculum, i.e., developing social, emotional and thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.

Al Mohtadi et al (2017) drove at identifying the training program efficacy in developing the health life skills among the sample selected from kindergarten children. Study sample consisted of 60 children of both genders, ages of which are ranged from 5-6 years old. We have applied herein the pre and post dimension of health life skills scale, consisting of 28 Paragraphs among the study sample. The training program, which was prepared to

measure the health life skills, has been applied to training group individuals. The collected outcomes referred to statistical significance differences in the study individuals' performance, on health life skills scale, which are attributed to group, in favor of experimental group. Moreover, the outcomes referred to differences of statistical significance attributed to gender in the favor of females. The collected outcomes have been discussed and further the study concluded some recommendations.

Omar (2017) conducted this study which aimed at identifying the life skills that the university students currently have in order to develop the life skills of their students and reach a set of recommendations that help enhance the university's role in developing the life skills of its students. The study followed the descriptive approach. The study sample consisted of 500 students from Aswan University. The study used a questionnaire to identify the life skills of the university students. The most important results of the study were the emergence of a high level of life skills related to both verbal and nonverbal social communication, and the tendency to develop these skills. Establish good relations with others open with confidence to the world, work to properly settle differences with others, lead, collaborate and work within a team, and help others solve their problems. Identify possible causes of the problem and identify the main cause of the problem and think of new and innovative solutions to address the problem, while solving the problems according to their priority. The failure of the university students to acquire the following life skills: summarize the lesson during the study to be able to review it properly and quickly, participate in seminars and training courses related to the development of communication skills with others, choose the right time to solve the problem and adopt innovative solutions and the desire to self-development and change for the better.

Also, Kurtdede and Aydogdu (2018) determined classroom and science teachers' views about life skills. The study employed a

phenomenological method. The participants of the study were 24 teachers; twelve of them were classroom teachers and the remaining were science teachers. They were working at public schools in Turkey. The participants were selected using the maximum variation sampling technique. The data of the study were collected through focus group interviews. Six focus group interviews consisting of four participants per focus group were conducted. The findings of the research showed that teachers play a significant role in the process of acquiring life skills. Furthermore, teachers illustrated that science courses were significant setting to teach life skills. In the current research, it was found that the participants used some in class and extracurricular activities to teach life skills. In addition, teachers expressed that they experienced difficulty in teaching life skills due to problems related to teachers, parents, school, educational program, educational system, school management and society.

Bandr (2018) identified the availability of digital citizenship skills in the curriculum of life skills and family education for secondary students in Saudi Arabia. To answer the questions of the study, the analytical descriptive method was used. A list of the skills of digital citizenship that should be included in the curriculum of life skills and family education (62) sub-skills divided into nine main areas: (digital access, digital behavior, awareness of -digital-laws, -decision making, digital learning, Rights and digital responsibility, digital security awareness, digital health use, digital buying and selling). The study found that the percentage of digital skills in the curriculum of life skills and family education was low. The field of digital behavior was the highest percentage (20.38%). (4.22%). Considering the results of the study, a number of recommendations were presented. The most important of these were incorporating the skills of digital citizenship in a planned and gradual manner in curricula, with emphasis on inclusion through the curriculum of life skills and family education to develop students' skills.

Koyuncu (2018) finds out the extent to which pre-service teachers' life skills predict their sense of self-efficacy. The study employed a relational screening model within the quantitative research paradigm and included 195 pre-service teachers in Mimar Sinan Fine Arts University Pedagogical Formation Program. The data were collected through a life skills scale, a teacher self-efficacy scale and a questionnaire. The findings indicated a significant strong positive correlation between pre-service teachers' life skills and their sense of self-efficacy in teaching ($r=0.624$). Life skills accounted for 38.9 of the variances in teacher sense of self-efficacy. There were not any significant differences in teacher sense of self-efficacy between males and females, graduates and non-graduates, participants and non-participants in life skills training ($p>0.05$). The sense of self-efficacy of pre-service teachers with teaching experience was found to be higher than that without it ($p<0.05$).

Erduran and Kamer (2018) believe that teachers have an important role to help their students acquire and improve their life skills. Therefore, it is essential to ask what science teachers think about the concept of life skills and how they perceive this concept. The aim of this study was to examine how science teachers perceive life skills and what they think about life skills as part of the learning process in Turkish Science Course Curriculum. This research was conducted as a case-study. 26 science teachers, who worked in the centre of Burdur province, participated in the study. Data were collected with semi-structured interviews. This study revealed that science teachers believed that life skills are necessary for every individual but when it was assessed according to Turkish Science Course Curriculum, awareness of relating life skills to daily life was significantly low. Most teachers perceived life skills limited only to their own branch of education (e.g., science). It was essential for us to increase the level of teacher awareness about life skills, which are integrated to the curriculum, to make the students gain and/or improve the life skills required in the 21st century. New policies are opposed, which

focus on pre-service and in-service educational activities that help teachers to improve their vocational qualifications to integrate their own life skills with the courses should be developed.

Ceylan and Gok (2019) investigated the effects of drama activities on the life skills of five-year-old children. Experimental design with pretest posttest control group was used in the study. The sample group of the study consisted of 32 children aged five years who were educated in a kindergarten in Istanbul province in the academic year of 2017-2018. In the study, "General Information Form" and "Preschool Life Skills Scale" were used as data collection tools. A total of 24 drama activities have been applied to the children in the experimental group for three times a week for eight weeks. After drama activities were completed, the same scale was applied as a post-test for the experimental and control group and four weeks later as a permanence test for the experimental group. As a result, drama activities have been found to be effective in supporting life skills.

Yikdrim (2019) suggested that the teaching of life skills has an important place in primary school programs which are the first step in gaining basic knowledge and skills about life. Since 2004-2005, life science teaching has been established to provide basic life skills. In this context, it is important that classroom teachers who will gain these skills should be informed about these skills. This study examined what pre-service teachers understood from the concept of "basic life skills", how they dealt with the concept and what they associated the concept with. For this purpose, an open-ended questionnaire was administered to 132 pre-service primary school teachers studying at A University and B University in the 2017-2018 academic year. The qualitative survey model was used in the study and the data were gathered by descriptive analysis. As a result of the research, it can be said that even if the majority of the class teacher candidates hear "basic life skills", the rates of hearing the concept of "basic life skills" in the life science course are low. In addition, basic life skills are

often defined as "maintaining daily life" and "meeting their own needs without needing anyone else". However, it has been observed that the classroom teacher candidates perceive the concept of "basic life skills" as "self-care skills" in general. In addition, pre-service primary school teachers pointed out that the teaching of life skills could be done by using different methods and techniques that are effective by the student, and they also emphasized the context of family, school, and environment.

Abass (2021) conducted this study which aimed to analyze the life skills included in science books for the intermediate stage, and for this purpose the researcher followed the descriptive analytical approach. As for the study tool, the researcher adopted the tool prepared by (Al-Masoudi, 2011). After making some modifications consisting of (8) main skills (food, health, environment, preventive, first aid, dialogue, time management, problem solving) and (154) sub-skills, the study sample consisted of two science books for the first and second grades. After verifying the credibility and stability of the tool and extracting duplicates and percentages of the study tool paragraphs, the second intermediate grade book came first in terms of containing life skills with (92) replications, as for the books of the first and first grades, they obtained (73) repetitions. As for the sub-skills, the field of environmental skills came first in both books with a number of (52) recurrences, then solving the problem of skiing. (51) recurrence, then the field of dialogue skills with (27) repetitions, then the field of preventive skills with (17) repetitions, then the field of food skills with (9) repetition, followed by the field of health and time skills. Management skills (7) and (2) repetitions respectively. The field of first aid skills did not get any repetition in both books. According to the results of the study, the researcher made some recommendations, including considering the balance in the use of life skills in science curricula at these stages.

Bolat and Korkmaz, (2021) believe that organizational culture is crucial for all living institutional structures and has become a

critical research topic. This study, therefore, aims to investigate the role of social values and life skills as mediators of organizational culture. The hypotheses of the research were tested in the context of this research aim. The present study, which is in the relational survey model, included 370 participants consisting of teachers and school leaders working in 22 different educational institutions. The findings showed that teachers and school leaders had high levels of organizational culture, social values, and life skills. The relationship between organizational culture, social values and life skills is meaningful and high. Also, the findings indicate a partial effect on mediating organizational culture between social values and life skills.

Ghabakhlou, Behzad; Ghalavandi, Hassan; Hosseinpour, Alireza (2021) conducted this research which seeks to answer the question about the appropriate model of student life skills at primary schools. A comprehensive questionnaire is designed relying on the academic and industrial experts, the research background, and theoretical principles to test the hypotheses. The reliability of the questionnaire is approved through Cronbach's alpha coefficient (0.70). The research results cover the prioritization and importance of indices associated with student life skills, antecedents and consequences, and their tasks. The need for education and establishment of this skill improves the relations in learning. This can facilitate the teaching-learning process due to today's widespread and growing changes in the content of textbooks, structure, etc. On the one hand, it can largely overcome the educational challenges between parents, teachers, and school. On the other hand, it can reduce learning costs. These costs include the training time in the classroom, tutor, regulated teaching methods, reduced purchase of poor-quality educational books, etc. These skills can also protect students from imposed teaching damages such as meaningful learning through repetition and practice. Furthermore, these skills enable the school principals to have higher accuracy and quality in their tasks such

as educational supervision, control, and decision-making, and the intra and extra-school communications.

Tyagi and Kumari, (2021) add that life skills are 'shock absorbers' that focus on the total development of an individual and confide to a number of content areas. They are essential for individuals to take positive action to protect themselves, and to make positive social relationships in life. Meanwhile, social media is becoming an essential part of our day-to-day life and is one of the main tools used for the transfer of information and communication. Nevertheless, controversies are also rising on the increasing use of social media in our lives. Articles appear in newspapers every now and then showing the negative impact of social media on people. So concerning these controversies the present paper aims to study the role of social media for acquiring life skills by adolescents. Findings revealed no significant effect of the School Board on life skills of adolescents, but excessive usage of social media was found to affect their life skills negatively. Although 'coping with stress' and 'empathy' skills were found not to be affected by the social media, a significant interaction effect of School Board and social media was revealed on 'decision making' and 'communication' skill of adolescents.

Life skills are important and there will always be a need to be developed through different instructional strategies including cooperative learning strategy. Life skills refer to a set of certain psychological and interpersonal skills that are necessary for better participation in everyday life. These skills help students to think critically, make informed decisions, solve difficult problems, and maintain healthy relationships.

Cooperative Learning Strategy:

Cooperative learning strategy is considered one of the main instructional strategies that may help in developing achievement and thinking. Chris (2018) defines cooperative learning as the process of breaking a classroom of students into small groups so they can discover a new concept together and help each

other learn. Cooperative learning is based on group work, but it's also so much more than that. The core element of cooperative learning is to showcase the positive effects of interdependence while underlining the importance of personal responsibility. This happens naturally in cooperative learning since students work with one another, but all students have a different task to accomplish or a concept to explain.

Johnson et al (2014) add that cooperative learning is an example of how theory validated by research may be applied to instructional practice. The major theoretical base for cooperative learning is social interdependence theory. It provides clear definitions of cooperative, competitive, and individualistic learning. Hundreds of research studies have validated its basic propositions and demonstrated that cooperative learning (compared with competitive and individualistic learning) increases students' efforts to achieve, encourages positive relationships with classmates and faculty, and improves psychological health and well-being. Operational procedures have been derived from the validated theory to implement cooperative learning in university classes, including those needed to implement formal cooperative learning, informal cooperative learning, and cooperative base groups.

David (1994) believes that understanding cooperation includes understanding the five essential components that make cooperation work. Educators must then know how to plan and implement formal cooperative learning lessons, informal cooperative learning lessons, and cooperative base groups. Once teachers plan, structure, and implement hundreds of cooperative learning lessons, teachers will achieve a routine-level of implementation and teachers will be able to integrate the various forms of cooperative learning. In order to get to this level, it will be necessary for students to learn cooperative skills which includes handling conflict. Implementation of cooperative learning, furthermore, takes place within an organizational context, which ideally is the cooperative school. Clearly, there is more

to cooperative learning than a seating arrangement. Placing students in groups and telling them to work together does not in and of itself result in cooperative efforts. Sitting in groups can instead result in competition at close quarters or individualistic efforts with talking. To structure lessons so students do in fact work cooperatively with each other requires an understanding of the components that make cooperation work. Mastering the essential components of cooperation allows teachers to:

1. Take existing lessons, curriculums, and courses and structure them cooperatively.
2. Tailor cooperative learning lessons to unique instructional needs, circumstances, curriculums, subject areas, and students; and
3. Diagnose the problems some students might have working together and intervene to increase the effectiveness of student learning groups.

Slavin (2015) points out that cooperative learning refers to instructional methods in which students work in small groups to help each other learn. Although cooperative learning methods are used for different age groups, they are particularly popular in elementary (primary) schools.

There are many studies which indicated the role and importance of cooperative learning like Hennessey and Dionigi (2013) who declared that to implement cooperative learning successfully in practice, teachers require knowledge of cooperative learning, its features and terms, and how it functions in classrooms. This qualitative study examined 12 Australian generalist primary teachers' understandings of cooperative learning and perceived factors affecting its implementation. Using Johnson and Johnson's (1994) features of cooperative learning and Bain, Lancaster and Zundans' (2009) list of cooperative learning terms as a framework for analysis, we found that teachers' level of cooperative learning knowledge shaped their perceptions of the factors affecting its implementation in the classroom. The study supports the need for a deep embedding of cooperative learning

pattern language in teacher training and professional development courses and highlights the ongoing challenge of translating educational theory into effective practice on a larger scale in schools.

Sibomana, Karegeya, Sentongo, (2008) add that the cooperative learning (CL) is an advanced instructional approach that uses different motivational procedures to make instruction significant and learners more responsible. This study aimed to investigate the effects of cooperative learning on students' achievement in chemistry among the advanced level in 12-year basic education schools; it engaged a quasi-experimental design with one treatment group and a comparison group (control); the first applied cooperative learning in teaching organic chemistry while in the control group, organic chemistry was taught by the conventional teaching methods (CTM). A sample of 257 students participated in the study. The data collected used an organic Chemistry Achievement Test, and its data were analyzed using SPSS version 23.0 and MS Excel 2016. The ANCOVA results showed that learners taught using cooperative learning had a better achievement than their counterparts in the control group ($F=78.07$, $df=1, 256$, $p<0.001$) with the learning gains of 16.0% in traditional methods and 53.6% of cooperative learning approach, respectively. However, there was no statistically significant difference in the gender of students. It is recommended that chemistry teachers be trained on cooperative learning and encouraged to apply it in their teaching methods to enhance students' academic achievement.

Chan (2014) believes that some educators may see cooperative learning as a Western pedagogy that is difficult to use in Eastern countries with a Confucian Heritage, while others argue that the philosophy of Confucius parallels the elements of cooperative learning. This study reports the key findings of a 2-year longitudinal study that investigated the perceptions of cooperative learning and pupils' problems with cooperative learning in a Hong Kong primary school. A school-based staff

development programme was conducted to help teachers prepare students for using cooperative learning in their classes. Pupils were interviewed at various stages of the study, and classroom observations were conducted to see how they worked in cooperative groups in the core subjects. The results showed that pupils' perceptions of cooperative learning were generally positive though they encountered some problems in working together. The results are discussed with reference to the influence of Confucian heritage culture on pupils' perceptions of CL, and recommendations are made for accommodating cooperative learning accordingly.

Yeh and Hsin (2014) discuss the effects of E-Learning and cooperative learning on learning outcomes. E-Learning covers the dimensions of Interpersonal communication, abundant resources, Dynamic instruction, and Learning community; and, cooperative learning contains three dimensions of Cooperative motive, Social interaction, and Cognition construction. Teachers and students in ten public and private universities in southern Taiwan are selected as the research subjects. Total 500 questionnaires are distributed and collected on-site, and 327 valid copies are retrieved with the retrieval rate 65%. The research finding show partially significant correlations between E-Learning and cooperative learning, between cooperative learning and learning outcomes, and between E-Learning and learning outcomes. Finally, several suggestions are proposed for teachers in E-Learning and cooperative learning.

Vrhovec (2015) argues that in the Slovenian language syllabus, teachers are recommended to provide a greater share of group work during class. During types of learning such as cooperative learning in smaller groups or pairs, students actively develop communicative competence. The present article presents a survey that attempted to determine whether teachers from the first to the fifth grade execute cooperative learning in language classes. The purpose of the article is to raise teachers' awareness and encourage them to

design and execute cooperative learning more frequently.

Genç (2016) investigated the effectiveness of cooperative learning on the science lessons achievement of primary school students and to designate their views on cooperative learning process. 135 sixth-grade students attending the same school took part in the study. The model of this study was the Solomon four-group model. In the study, the Cooperative Learning Process Scale and the Science Achievement Test were used to collect data. In the light of the findings, the cooperative learning activities done in the experimental group have meaningfully increased the student achievement in comparison to the control group. According to the findings, it was determined that the activities were prepared appropriately to the cooperative learning and that they were organised considering the basic principles of cooperative learning. 85.07 per cent of the students have stated that the activities done were appropriate for high level cooperative learning.

Apugliese and Lewis (2017) believe that meta-analysis can provide a robust description of the impact of educational reforms and can also offer an opportunity to explore the conditions where such reforms are more or less effective. This article describes a meta-analysis of the impact of cooperative learning on students' chemistry understanding. Modifiers in the meta-analysis are purposefully chosen to model instructors' decisions in implementing cooperative learning. Modifiers investigated include using cooperative learning periodically or in every class period; setting a maximum group size at four or smaller versus five or larger; using closed-ended or open-ended assessments; and assessing a single topic or assessing the cumulative topics in the course. The results showed that cooperative learning's effectiveness is robust across a wide range of instructional decisions except that no evidence of effectiveness was found with cumulative assessments. The overall results from the meta-analysis provide a benchmark for evaluating future efforts to evaluate pedagogical interventions in chemistry.

Buchs et al (2017) show that despite the well-established benefits of cooperative learning, implementation remains a challenge. This research aims to document these challenges in the elementary school level, drawing on teachers' beliefs regarding learning as well as the difficulties teachers report. Results indicate that the most frequent instructional strategies reported are traditional ones such as teacher-monitored, collective class discussion, transmission, and individual work. The use of these last two is particularly associated with teacher beliefs that learning derives from teacher-delivered knowledge. In general, this research found that teachers do not perceive cooperative learning as very easy to implement; over 40% introduce it occasionally and only 33% use it routinely. Teachers reported that they are particularly ill at ease with embedding cooperative learning in the curriculum, finding the time required for cooperative learning and evaluating pupils when using cooperative learning. Results underline that, in addition to teachers' learner-orientation beliefs predicting the use of cooperative learning, the more teachers report difficulties in embedding cooperative learning into the curriculum and finding time for it, the less they say they implement it. Contributions to teacher education programmes are discussed in the light of these findings.

Li (2017) investigated the efficacy of networking, an adjusted cooperative learning method employed in an English literature class for non-English majors in China. Questionnaire was administered online anonymously to college students after a 14-week cooperative learning in literature class in a Chinese university, aiming to study whether the proposed cooperative learning method was an effective method in literature class and how it would impact students. The results indicated that it was an effective instructional practice with benefits in academic study, accountability, and social skills.

Stevahn and McGuire (2017) assist novice teachers in skillfully implementing cooperative learning and meaningfully integrating it with other best practices. cooperative learning has a

central role in Seattle University's Master in Teaching (MIT) programme, along with elements foundational to cooperative work, compelling successful cooperative experiences in creating the story.

Zhang and Sun (2017) point out that cooperative learning is one of the most recognized and fruitful research areas in modern education practice. It has been widely used in many countries as an effective teaching strategy to improve class efficiency and students' comprehensive language ability since the 1990's. This study takes JA Junior High School, a rural junior high school in Nantong, China, as a case to explore its English cooperative learning mode. A questionnaire was designed based on nine factors namely learning expectation, learning interest, learning initiative, emotional experience, cooperative awareness, cooperative ability, learning effectiveness, learning evaluation and English usage level. The purpose is to try to find whether gender, grade and academic achievements influence English cooperative learning. 515 valid questionnaires were collected and analyzed by t-test and One-way ANOVA. After analysis, it turned out that these three factors have an impact on the effectiveness of English cooperative learning. The results showed that the differences of gender, grade and academic achievements should be taken into consideration in accordance with the characteristics of rural middle school in constructing the English cooperative learning mode.

Xue and Lingling (2018) showed that cooperative learning teaching mode has been widely used in English classrooms across the Taiwan Strait. Students think highly of cooperative learning in the multimedia-aided, and it can have a positive effect on learning; but on cooperative learning ability and the specific learning process, students still have some problems. Nowadays, cooperative learning in the network environment has various ways, but there exist certain differences in the learning styles across the Strait. Taiwan students rely more on teachers' help and teachers' feedback, while students in mainland

depend mainly on networking and panel discussion. Qualitative analysis of interview is a supplement to the questionnaire and further explores its deeper causes, which provide valuable evidence for the study and learning practice. Finally, according to the comparative analysis, the author puts forward some constructive suggestions.

Abramczyk, and Jurkowski, (2020) believe that cooperative learning is an evidence-based teaching strategy. In cooperative learning, teachers structure students' interactions and prepare them for cooperation so that students work together in small groups supporting each other's' learning processes. This study investigated whether the empirical evidence of the effectiveness of cooperative learning is reflected in teachers' professional competencies and their teaching practices. 1,495 language teachers in Poland, are surveyed during measuring their knowledge and beliefs about cooperative learning and its use in class. Although teachers were well informed about the principles of cooperative learning, they only knew a few methods to implement cooperative learning in class. Teachers agreed that cooperative learning is effective for students' academic and social learning and can provide students with individualized support for their learning processes. Despite these positive beliefs, teachers used cooperative learning infrequently. When teachers used cooperative learning, they organised and supported students' interactions in accordance with the principles of cooperative learning. Teachers reported that they would like to learn more about cooperative learning and use it more often in class. They were especially interested in support such as lesson examples and teaching materials. We discuss the implications of these results for teacher education.

Jony (2020) points out that cooperative learning refers to the use of small groups of students to encourage them to work together and help each other to learn, accomplish learning goals, and increase their learning potential. This study attempts to explore the effectiveness of cooperative learning at

secondary level classroom learning and students' achievement. It also compares the achievements in means of scores between a student group taught using cooperative learning strategies and another group taught using non-cooperative learning strategies. This study is designed following a quasi-experimental research technique. 60 students from a secondary school of class 9 taking Science from 2 different sections were selected as samples and were divided into equal numbers of experimental and control groups for this study. A pretest was conducted before administering the cooperative learning technique which was followed by a post-test after on to determine the effectiveness in the form of learning achievement. Students' achievements were measured through a self-constructed achievement test which was used in both the pretest and post-test. Data were analyzed through t-test using SPSS. The comparison of these results indicated a meaningful statistical difference between the two groups, and it was also found from the teachers that students who work in the cooperative learning groups were more engaged, more responsible in completing group assignments and more organized while working in their respective groups. Therefore, to promote quality learning, the results of this study may encourage the practice of cooperative learning for the secondary school level. To make the learning of students more enjoyable, effective, and sustained at secondary level, schools and teachers need to use the cooperative learning technique in the classrooms.

Wangda, and Dri (2020) urged that the introduction of Cooperative Learning Structures as a pedagogy in the Bhutanese Education system has become a key motivation to overcome classroom management problems and enhance the learning experiences of students. Research shows its positive impact on students' learning ability and classroom engagement. Research

also indicates challenges associated with the practical implementation of Cooperative Learning Structures in classroom situations. However, studies on the perceptions of teachers and students on the effectiveness of Cooperative Learning Structures at Higher Secondary Schools in Bhutan is limited. This study aimed to explore the impact of Cooperative Learning Structures in teaching and learning processes. This study also intended to generate the baseline empirical data of Cooperative Learning Structures in Bhutanese context. The study employed a quantitative research approach with a survey research design to 614 grade 11 & 12 students and 36 teachers from 6 Higher Secondary Schools from 3 western districts. The descriptive statistics found that several impending factors prevented the implementation of the Cooperative Learning Structure in teaching and learning processes at Bhutanese Higher Secondary Schools. The findings provide new insights to relevant stakeholders in Bhutan about how the Cooperative Learning Structures are perceived at Higher Secondary Schools.

Instrument and material:

The list of life skills:

The list is prepared to answer the first question of the study which is:

What are the needed life skills to be developed for the students of secondary stage?

The list of life skills is prepared through the literature review, related studies, and the model of Hendricks, (1996) which is targeting life skills. The model included different life skills consisting of the following:

1. Heart Skills
2. Head Skills
3. Hands Skills
4. Health Skills

The researcher is obligated to the category of health skills. This category included different sub skills. The following figure presents the whole category in its final shape

Category (Health: Living & Being)

No	Skill	Agree	Neutral	Disagree
1	Living (Personal Safety)			
2	Living (Disease Prevention)			
3	Living (Stress Management)			
4	Living (Healthy lifestyle Choices)			
5	Living (first Aids)			
6	Being (self- Discipline)			
7	Being (Managing Feeling)			
8	Being (Character)			
9	Being (Self-esteem)			
10	Being (Responsibility)			

Figure no (1) Hendricks, P. A. (1996). Developing youth curriculum, using the Targeting Life Skills Model (4H-137A). Ames, Iowa: Iowa State University, Iowa State University Extension

*The Proposed Unit:

To answer the second question of the study which is "what is the perspective of the proposed unit? The proposed unit is prepared in the light of the literature review and related studies. The unit is designed by the help of Thielen Student Health Center. (2017), Risk Management environmental Health & Safety of Iowa university. Also, different activities of cooperative learning can be promoted and presented by different aids. These aids included pictures, cards, and wall-charts besides using related web- sites. These activities are presented through different sessions to show each first aid. By the end of this unit, students of the secondary stage should be able to:

- familiarize with the emergency action plan and build a layout for your camp area so that you will know what to do in the event of any emergency.
- be alert for potential severe weather and know proper emergency procedures.
- have a stocked first aid kit readily available and have appropriate first aid information. This unit will be taught through the help of the teacher guide which includes different tools applied to achieve the main target of the proposed unit of life skills (First Aids).

Topics of the unit include the following issues:

1. Fire
2. Sever weather

3. Medical Emergencies
4. Kit
5. Adult / Child Choking
6. Basic First Aid Instructions Minor Wounds
7. Shock
8. Sever bleeding
9. Burns
10. Eye Injuries
11. Diabetes and Diabetic Emergencies

The Teacher Guide:

The guide is prepared to help teachers to teach the issues included in the unit to use cooperative learning strategy. The guide included the following procedures:

- 1-Limiting the aim of the guide
- 2-Limiting the components of the guide which are:
 - a. an introduction of the guide
 - b. guide components
 - c. lesson plan of each session according to cooperative learning strategy included:
 - lesson title
 - aims of the lesson
 - activities
 - teaching aids
 - evaluation

The teacher guide is presented to the jury members to show the validity of the guide through aims, procedures, aids, and evaluation.

The achievement test:

The test is prepared to answer the third question of the study which is:

What is the effect of using cooperative learning strategy on developing life skills for secondary stage students?

Aim of the test:

This test is used to recognize the effect of using cooperative learning strategy on developing life skills for the students of secondary stage.

Time of the test:

The test lasted 60 minutes according to the following equation:

The time taken by the the fastest student + the time taken by the slowest student

2

$$40 + 80 \div 2 = 60 \text{ minutes}$$

Test Instructions:

The instructions of the test are explained clearly and orally in English during the experimentation of the experimental group to make sure that the students understood what is required in each part of the test.

The Validity of the test:

The validity of the test is done by submitting the reading skills test to jury members. Some of them are specialists in the field of science instruction, while others are specialists in the academic field of the science supervisors of Arish educational directorate. The jury members are asked to give their suggestions and comments for the items. According to the suggestions, and comments, some modifications were done to the final version of the life skills test.

The Reliability:

Reliability of the test is statistically carried out by using spilt-half method. The test was divided into parts, thus the reliability coefficient of the rubric was based on

Constructing test items:

In the light of the different resources of literature review and related studies, the test items were constructed. The test is measuring the cognitive field, the issues of knowledge and comprehension level. The test consisted of 13 items covering the cognitive level. The items of the test consisted of three main questions. The first one is to put right or wrong in front of each sentence (5 items) while the second one is choose the right answer of the following (5 items) and the last one is an essay question of three items. The total mark of the test is (30).

administrating of the test to the students of second year of secondary stage. The reliability of the test is measured by half spilt equation. The reliability of the test was (0.82).

The Final Form of the test:

The test is constructed, and its form is appropriate for administration. The test consisted of 13 item (first question (5 items), the second one (5 items) and the last one is (3 items) items to recognize the students' level of life skills (first aids) .

The Experimentation:

The experimentation of the study continued for two months including presenting the life skills test and the proposed life skills activities which are based on cooperative learning strategy. The activities of life skills work sheets helped the students of secondary stage, second year to recognize the different components of life skills (first aid) and how to develop this important skill. The students of secondary stage are asked to work together and to present their own reflection. The students are asked to

conduct some cooperative activities for achieving the purpose of the study. These activities may help in achieving the essence of cooperative learning strategy. The experimentation was conducted during the teaching of English course at Alafi secondary school for girls, second year, scientific section for two months in the first term of school year 2017-2018.

The statistical results of the study:

Hypothesis of the Study

Examination of the Hypothesis No. 1:

- Null Hypothesis H0: There isn't statistically significant difference

between the means of scores of the experimental group students in life skills in both pre and post tests.

- Alternative Hypothesis Ha: There is statistically significant difference between the means of scores of the experimental group students in life skills in both pre and post tests.

To Examine the hypothesis, The Paired-Samples T Test is computed between the means of scores of the experimental group students in life skills in both pre and post tests, The procedure is executed by SPSS program. Results are presented as follows:

Table (1) Results of T-Test of scores of the experimental group students in life skills in both pre and post tests (N=30)

Test	Mean	Std. Deviation	T- Test		Cohen's d		Eta Squisd (η^2)	
			Value	Value	Value	Effect Size	Value	Effect Size
Pre	13.53	3.83	6.94	Significant at the 0.01	1.724	Huge	0.624	Huge
Post	20.93	4.135						

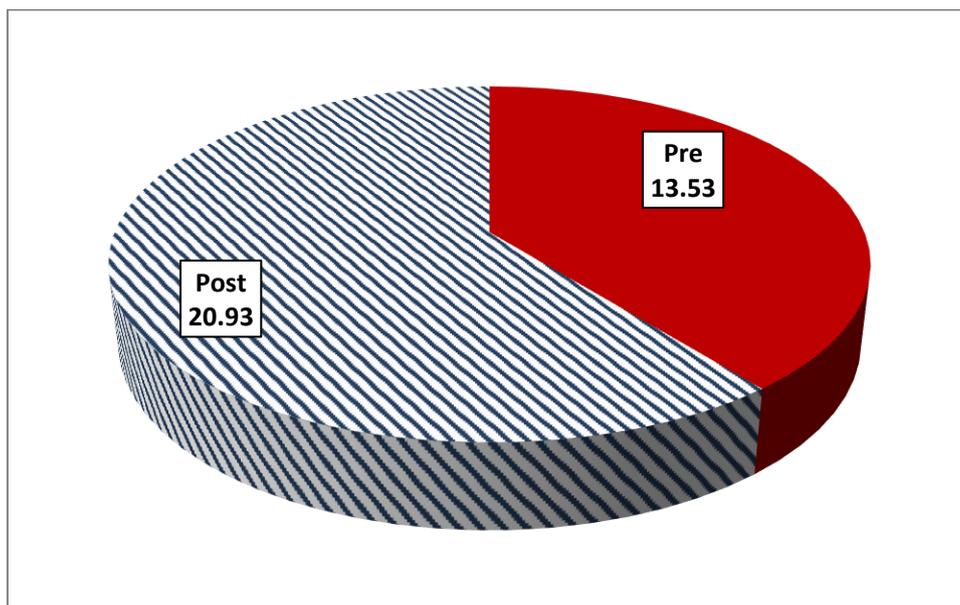


Figure (1) Comparison between the means of scores of the experimental group students in life skills in both pre and post tests

Table (2) Reference table of Effect Size by Cohen's (d) and Eta Squisid

Coefficient	Effect Size					
	Trivial	Small	Medium	Large	Very Large	Huge
d	Less Than 0.20	0.20 - 0.49	0.50 - 0.79	0.80 - 1.09	1.10 - 1.49	1.50 Or More
(η²)	Less Than 0.010	0.010 - 0.058	0.059 - 0.137	0.138 - 0.231	0.232 - 0.359	0.360 Or More
Source: Azzat Abdelhamid (2011, 284)						

As shown in both table (1), reference table and figure, There is statistically significant difference at the 0.01 level (2-tailed), and this indicates that there is real difference between the experimental group students in life skills before and after using the cooperative learning, and the effect size is in the range (Huge), so the null hypothesis is refused, and the alternative hypothesis is accepted.

It means that there is statistically significant difference between the means of scores of the experimental group students in life skills in both pre and post tests, and those differences are in favor of post implementation.

The researcher concluded that, according to the table results, the gain value existed in the range of effectiveness is big, which shows the effectiveness of using cooperative learning strategy in developing life skills for secondary school students. This refers to the effect of using cooperative learning strategy as this strategy helped the students to work together and to present different ideas related to the issues tackled during the experimentation.

Findings' Discussion of the study:

The results of the study are consistent with the results of Hennessey and Dionigi study (2013) which support the need for a deep embedding of cooperative learning pattern in teacher training and professional development courses. Also, Chan (2014) believes that

pupils' perceptions of cooperative learning were generally positive though they encountered some problems in working together. Yeh and Hsin (2014) show partially significant correlations between E-Learning and cooperative learning, between cooperative learning and learning outcomes, and between E-Learning and learning outcomes. Also, Slavin (2015) points out that cooperative learning refers to instructional methods in which students work in small groups to help each other learn. Although cooperative learning methods are used for different age groups, they are particularly popular in elementary (primary) schools.

Vrhovec (2015) raises teachers' awareness and encourage them to design and execute cooperative learning more frequently, while Genç (2016) indicated the effectiveness of cooperative learning in science lessons achievement of primary school students and to designate their views on cooperative learning process. Apugliese and Lewis (2017) believe that cooperative learning's effectiveness is robust across a wide range of instructional decisions except no evidence of effectiveness was found with cumulative assessments. The overall results from the meta-analysis provide a benchmark for evaluating future efforts to evaluate pedagogical interventions in chemistry. Buchs et al (2017) show that teachers do not perceive cooperative learning

as very easy to implement; over 40% introduce it occasionally and only 33% use it routinely. Teachers reported that they are particularly ill at ease with embedding cooperative learning in the curriculum, finding the time required for cooperative learning and evaluating pupils when using cooperative learning. Li (2017) indicated that it was an effective instructional practice of cooperative learning with benefits in academic study, accountability and social skills. Stevahn and McGuire (2017) assist novice teachers in skillfully implementing cooperative learning and meaningfully integrating it with other best practices. cooperative learning has a central role in Seattle University's Master in Teaching (MIT) programme, along with elements foundational to cooperative work. compelling successful cooperative experiences in creating the story.

Zhang and Sun (2017) stated that cooperative learning is one of the most recognized and fruitful research areas in modern education practice. The results showed that the differences of gender, grade and academic achievements should be taken into consideration in accordance with the characteristics of rural middle school in constructing the English cooperative learning mode. Xue and Lingling (2018) showed that cooperative learning teaching mode has been widely used in English classrooms across the Taiwan Strait. Students think highly of cooperative learning in the multimedia-aided, and it can have a positive effect on learning; but on cooperative learning ability and the specific learning process, students still have some problems. Nowadays, cooperative learning in the network environment has various ways, but there exist certain differences in the learning styles across the Strait.

These studies indicated the role of cooperative learning in developing achievement and motivation of students and teachers. The cooperative learning helped in producing trainees with a deeper comprehension and

better retention of information and skills. The process of breaking a classroom of students into small groups helps them to discover a new concept together and help each other learn. In every classroom, no matter what the subject area, teachers can structure lessons so that students:

1. Engage in a win-lose struggle to see who is best (competition);
2. Work independently on their own learning goals at their own pace and in their own space to achieve a preset criterion of excellence (individualism); or
3. Work cooperatively in small groups, ensuring that all members master the assigned material (cooperation).

The researcher may present that cooperative learning is one of the most recognized and fruitful research areas in modern education practice. The results showed that the cooperative learning may help to increase academic achievements of students in different educational stages, as life skills refer to a set of certain psychological and interpersonal skills that are necessary for better participation in everyday life. Psychological competence makes an individual capable of effectively dealing with every difficulty and challenge of life. The relevance of certain life skills depends on student's life circumstances that include culture, belief, geographical location etc. Learning and teaching a life skill is a mandatory and extremely important part of growing. Life skills are extremely crucial in every aspect of life.

Conclusion

This study suggests that cooperative learning strategy leads to an improvement of life skills compared to the traditional method of teaching life skills. However, this conclusion is limited by the participants' level and the length of the study.

Study Suggestions

- Recognizing the students problems in practicing life skills on other educational stages
- Identifying different reasons of student teacher weakness in practicing life skills
- Using the micro teaching labs in developing the life skills for the student teachers of scientific departments.
- Using different tools of technology in developing life skills for children in primary schools.

Study Recommendations

- Presenting a training multimedia based program on developing life skills for the student teachers of scientific department.
- Presenting a training program based on educational scaffolding on developing life skills for the students of secondary schools.
- The effectiveness of using active learning strategies on developing life skills for the students in primary schools.
- The effectiveness of using brain storming strategy on developing life skills for the student teachers of Biology department.
- The effectiveness of using educational modules on developing different life skills for secondary school students.
- Using cooperative learning strategy in developing different life skills.

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