| **RESEARCH ARTICLE**

The Role of Pair Work and Group Work in Developing Students' Academic Performance

Hassan Mahill Abdallah Hassan[1] ✉ **Muayad Muhammed Ali Awadalbari**[2] **and Mohammad Kamal Uddin**[3]

[1][2]*Assistant Professor of English, Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia*
[3]*Lecturer of English, Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia*
Corresponding Author: Hassan Mahill Abdallah Hassan, **E-mail**: mahill74@yahoo.com

| **ABSTRACT**

This study aims to investigate the hypothesis proposing "Pair work and group work can develop students' academic performance". The researchers have adopted the quantitative and qualitative methods as well as the questionnaire (50) and interview (10) as the tools for collecting data relevant to the study. It is an attempt to bring to light the importance of pair work and group work to develop students' academic performance. The sample of this study is comprised of 70 people who shared the same background. The marks obtained from the questionnaire and interviews were compared. The results have revealed that pair work and group work play a great role in developing students' academic performance successfully. Accordingly, the results have shown that there are strong equivalences among the students who use pair work and group work. As a result, more space should be given to pair work and group work activities to develop students' academic performance in terms of interaction, transferring the meaning of their knowledge and strengthening the relationship among the students themselves.

1. Introduction

Gomleksize (2007) stated that cooperative education means learners work together to do specific goals. A more comprehensive definition of cooperative education. Wichadee (2007) claimed that cooperative learning is a pedagogical approach that encourages learner-learner interaction by working in small groups to intensify their learning and reach their intended objective. A reasonable study shows that cooperative learning results in higher achievement and more positive relationships among learners. Group work also relays on the attitude of the students. Hashemi (2005) claimed that attitudes towards something are the extent to which students accept the subject and their view towards it, while the Oxford Advanced Learner's Dictionary (2005) defined attitudes as 'the way everyone thinks and feels about somebody or something' (p. 85). Due to the big number of benefits and the amount of literature done, it was important to look at the effects of group work in many contexts. This study analyses the effectiveness of group work in the light of examination results, learners' perception, and teacher's notice. First, a review of previous studies on the methods of group formation will be viewed. In addition, the effect of group work in general and on language skills in specific will be reviewed. Later, literature on the studies of student's five senses of the effectiveness of group work will also be revealed in detail. This would assist in understanding the findings of the recent study. After viewing the literature on the effect of group work, the methodology section will explore, in detail, the method of selecting the stakeholders. Later, the researchers will elaborate on the three different methods of data collection and the way the data was interpreted. The results will be analyzed individually and in the light of social alternatives.

1.1 Aims and Scope of the Study

This study aims to investigate the hypothesis proposing " Pair work and group work can develop students' academic performance ". The scope of this study was limited to students who shared the same background. There were different students that have been

exposed to this study which was conducted in the Faculty of Languages and Translation at King Khalid University- Kingdom of Saudi Arabia, where those students who descend from the same background. The researchers noticed that there was positive interaction between the first-year students who studied English as a requirement. The academic year 2022-2023.

2. Literature Review
2.1 Education Group Work (EGW)
Group work is repeatedly used in higher education as a pedagogical mode in the classroom, and it is displayed as equivalent to any other pedagogical exercise. Without considering the pros and cons of group work, a non-reflective selection of pedagogical mode might end up resulting in less desirable consequences. A reflective choice, on the other perspective, might result in positive experiences and enhanced learning, as stated by (Galton et al., 2009; Gillies and Boyle, 2011; Hammar Chiriac and Granström, 2012).

2.2 Group Work (GW)
Group work might be in favor of different purposes. As mentioned above, the most purpose of group work in education is that the students who take part in group work "learn something." Learning can be in terms of academic knowledge or "group knowledge." Group knowledge leads to learning to work in groups, as claimed by (Kutnick and Beredondini, 2009; Gillies and Boyle, 2010, 2011; Hammar Chiriac, 2011a, b). Affiliation, partnership, and happiness might be of equal significance as academic knowledge, or they may even be prerequisites for learning. As a result, the group and the group work serve more employments than just "just" being a pedagogical mode. Hence, before group work is achieved, it is important to consider the purpose the group assignment will have as the objective, the means, or both. From a learning perspective, group work might function as both an objective (i.e., learning cooperative abilities) and as the means (i.e., a base for academic achievement) or both (Gillies, 2003a, b; Johnson and Johnson, 2004; Baines et al., 2007). If the purpose of group work is to serve as an objective, the group's function is to develop students' promotion of group work abilities, such as social training and interpersonal skills. If, on the other part, group work is used to acquire academic knowledge, the group and the cooperation in the group become a base for students' knowledge acquisition (Gillies, 2003a, b; Johnson and Johnson, 2004; Baines et al., 2007). The group contributes to the acquisition of knowledge and stimulates learning, thus promoting academic performance. Naturally, group work can be a learning environment where group work is used both as an objective and as a means. One example of this concept is in the case of tutorial groups in trouble-based learning. Both functions are significant and might complement and/or even develop each other. Albeit used for several purposes, both approaches might serve as an incentive for learning, emphasizing a different aspect of knowledge and learning in a group within an educational setting.

2.3 Working In a Group (WIG)
Even if group work is often introduced as "pupils working together as a group or a team" (Blatchford et al., 2003, p. 155), it is important to consider that group work is not just one activity but different activities with many conditions (Hammar Chiriac, 2008, 2010). This achieves that group work may change characteristics many times during a group work session and/or during a group's lifetime, thus proposing that certain working modes may be better suitable for many parts of a group's work and vice versa (Hammar Chiriac, 2008, 2010). It is also important to identify how the work is accomplished in the group, whether by working in a group or working as a group. From a group work perspective, there are two primary ways of negotiating collaboration in groups: working in a group (collaboration) or working as a group (collaboration; Underwood, 2003; Hammar Chiriac and Granström, 2012). Positions where students are sitting together in a group but working individually on isolated sides of a group assignment are referred to as working in a group. This is a common situation within an educational setting, as stated by (Gillies and Boyle, 2011).

2.4 Cooperation Between Students (CBS)
Collaboration between students might take place, but it is not important to accomplish the group's task. Finally, the task the students put their different contributions together into a joint product (Galton and Williamson, 1992; Hammar Chiriac, 2010, 2011a). While no cooperative activities are mandatory while working in a group, collaborative learning may occur. However, the benefits, in this case, are an effect of social facilitation as claimed by (Zajonc, 1980; Baron, 1986; Uziel, 2007) and are not caused by cooperation. In this position, social facilitation alludes to the supported motivational effect that the existence of other students has on individual student's performance. Working as a group, on the other side, leads to learning benefits from collaboration with other group members. Working as a group is often traced back to "factual group work" or "meaningful group work" and denotes group work in which students utilize the group members' skills and work together to achieve a common goal. Moreover, working as a group presupposes collaboration and that all group members will be included in and working on a common task to produce a joint output (Bennet and Dunne, 1992; Galton and Williamson, 1992; Webb and Palincsar, 1996; Hammar Chiriac, 2011a, b). Working as a group is characterized by common effort, the utilization of the group's competence, and the existence of trouble solving and reflection.

Granström (2006) stated that working as a group is a more uncommon activity in an educational setting. Both approaches might be useful in different parts of group work, relying on the purpose of the group work and the kind of task   Hammar Chiriac Students'

experiences of group work assigned to the group as reported by (Hammar Chiriac, 2008). Working in a group might lead to collaborative education, while working as a group might facilitate cooperative education. While there are differences among the real meanings of the concepts, the terms are frequently used interchangeably, as stated by (Webb and Palincsar, 1996; Hammar Chiriac, 2011a, b; Hammar Chiriac and Granström, 2012).

3. Methodology
3.1 Introduction
This part is concerned with the methodology of the study. A detailed description of the subject and setting has provided the design of the instrument, the procedure of data collection and the method of the data analysis. In addition, the validity and reliability of the questionnaire and interview are presented.

3.2 Subjects
The subject of this study was comprised of (50) + (10) students who shared the same level and were descended from the same background. Those students were randomly selected because they had the same level in terms of their academic knowledge as well as they have the same educational background. The English language is a foreign language to them.

3.3 Instruments
The researchers have used the quantitative and qualitative methods as well as the questionnaire and the interview as tools to collect information and data relevant to this study.

3.4 Data Collection Procedures
The questionnaire was given to (50) respondents who represented the students who share the same level, and the interview was given to 10 respondents who represented the random sample.

3.5 Data Analysis Procedures
This part is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire and interview.

4. Results
The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire was statistically analyzed and discussed, as shown in the following tables.

4.1 Analysis of the questionnaire
Now, let us turn to analyze the questionnaire. All Tables have shown the scores assigned to each of the 8 statements by the (50) respondents.

Statement (1)
Table (1) Pair work and group work help the students to participate positively to interact with their teacher.

Valid	Frequency	Percent (%)
strongly agree	11	25
Agree	30	60
Neutral (no opinion)	4	05
Disagree	5	10
Strongly Disagree	0	0
Total	50	100.0

Table (1) above shows that most of the respondents (85%) Strongly agree and agree that most students should interact with others. Only 10% do not agree with the statement that pair work and group work do not help the students to participate positively to interact with their teacher.

Statement (2)
Table (2) Pair work and group work help the students to participate positively to provide answers to their exercises.

Valid	Frequency	Percent (%)
strongly agree	6	12
Agree	23	54
Neutral (no opinion)	16	22
Disagree	5	12
Strongly Disagree	0	0
Total	50	100.0

Table (2) above shows that most of the respondents (66%) Strongly agree and agree that most students should participate positively to provide answers to their exercises. Only 12% do not agree with the statement that pair work and group work do not help the students to participate positively to provide answers to their exercises.

Statement (3)
Table (3) Pair work and group work help the students to build self-confidence to express themselves positively among their colleagues.

Valid	Frequency	Percent (%)
strongly agree	11	22
Agree	20	39
Neutral (no opinion)	5	13
Disagree	14	26
Strongly Disagree	0	0
Total	50	100.0

Table (3) above explains that most of the respondents (61%) strongly agree and agree that most students need to build self-confidence to express themselves positively among their colleagues. Only 26% do not agree with the statement that pair work and group work do not help the students to build self-confidence to express themselves positively among their colleagues.

Statement (4)
Table (4) Pair work and group work help the students to build a team spirit among themselves.

Valid	Frequency	Percent (%)
strongly agree	5	10
Agree	23	45
Neutral (no opinion)	12	21
Disagree	10	24
Strongly Disagree	0	0
Total	50	100.0

Table (4) above shows that most of the respondents (55%) strongly agree and agree that most students are in need to build a team spirit among themselves. Only 24% do not agree with the statement that pair work and group work do not help the students to build a team spirit among themselves.

Statement (5)
Table (5) Pair work and group work help the students to build a collective mind among themselves.

Valid	Frequency	Percent (%)
strongly agree	06	15
Agree	20	44
Neutral (no opinion)	15	20
Disagree	09	21
Strongly Disagree	0	0
Total	50	100.0

Table (5) above shows that most of the respondents (59%) strongly agree and agree that most students should build a collective mind among themselves.

Only 21% do not agree with the statement that pair work and group work do not help the students to build a collective mind among themselves.

4.2 The Highest and Lowest Agreement through the People's Responses
As seen from the above tables, the statements in all sections obtained the highest mean of agreement given by the students who descended from the same level. In other words, these statements scored a percentage of 65.4% agreement among the students who descended from the same background. This gives evidence that the students who descended from the same background (respondents) were in total agreement with the concept that most students should work in pairs or groups. Most students show positive results through using pair work and group work. Students need interaction, a collective mind, team spirit and self-confidence among themselves. This indicates the importance of pair work and group work in the learning process to develop students' academic performance among themselves.

4.3 The Highest and Lowest Disagreement through the People Responses
Some statements gave the highest disagreement and lowest percentage – with a percentage of 18.6 %. It disagrees with the idea of pair work and group work. Most students do not understand the importance of pair work and group work in the learning process to develop students' academic performance among themselves.

4.4 Analysis of the Interview
The responses to the interview of the 10 expert interviewees were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each question in the interview is analyzed statistically and discussed. The following table will support the discussion.

4.1.1 Analysis of Expertise People's Interview

Questions	Question One		Question Two		Question Three		Question Four		Question Five	
10	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
Frequencies	6	4	8	2	7	3	7	3	6	4
Percentages	60%	40%	80%	20%	70%	30%	70%	30%	60%	30%

4.1.2 Question One
The table above illustrates the percentage and frequency of the answers of the sample that is concerned with the questions and shows that most of the sample answers were positive, which is represented by the percentage (60%). This justifies that most students need pair work and group work to help the students to participate positively to interact with their teacher.

4.1.3 Question Two
The table above illustrates the percentage and frequency of the answers of the study sample that is concerned with the questions and shows that most of the sample answers were positive, which is represented by the percentage (80%). This justifies that pair work and group work help the students to participate positively to provide answers to their exercises.

4.1.4 Question Three
The table above illustrates the percentage and frequency of the answers of the study sample that is concerned with the questions and shows that most of the sample answers were positive, which is represented by the percentage (70%). This justifies that pair work and group work help the students to build self-confidence to express themselves positively among their colleagues.

4.1.5 Question Four
The table above illustrates the percentage and frequency of the answers of the study sample that is concerned with the questions and shows that some of the sample answers were positive, which is represented by the percentage (70%). This justifies that pair work and group work help the students to build a team spirit among themselves.

4.1.6 Question Five
The table above illustrates the percentage and frequency of the answers of the study sample that is concerned with the questions and shows that most of the sample answers were positive, which is represented by the percentage (60%). This justifies that pair work and group work help the students to build a collective mind among themselves.

5. Conclusion
In conclusion, the findings of this study revealed that all sections justify 'the need for pair work and group work in developing students' academic performance', which was highly rated by the students who descended from the same level.

We can say that there was a consensus of opinions in favor of investigating the importance of pair work and group work in developing students' academic performance towards students' interaction, providing common ground among the concerned students towards their teachers and themselves. As well as participating positively to interact with their teacher, students participate positively to provide answers to their exercises and build self-confidence to express themselves positively among their colleagues, in addition to building a team spirit among themselves as well as a collective mind among themselves.

The responses to all statements in terms of pair work and group work proved the need for pair work and group work to develop students' academic performance of the same level. All statements are positive in these sections, being either strongly agreed or only agreed.

Most of the respondents were in favor of the statement that pair work and group work in developing students' academic performance. A very large majority of the respondents agreed on the importance of helping the students who descended from the same level to acquaint themselves with pair work and group work. Accordingly, evaluation increases the awareness of teachers towards pair work and group work in developing students' academic performance, as well as the urgent need for pair work and group work, especially for explaining and reviling the importance of pair work and group work in developing students' academic performance. It is a necessity for students to know the importance of pair work and group work in developing students' academic performance.

In short, there are no statistically significant differences perceivable, stating that the teachers have no opportunity to use pair work and group work. However, the use of pair work and group work should be one of the main means of improving students who were in favor of the use of pair work and group work in the target language to achieve maximum efficiency in using pair work and group work in developing students' academic performance.

Conflicts of Interest: The authors declare no conflict of interest.
Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

[1] Bennet, N., and Dunne, E. (1992). Managing Classroom Groups. Hemel Hempstead: Simon & Schuster Education.

[2] Blatchford, P., Kutnick, P., Baines, E., and Galton, M. (2003). Toward a social pedagogy of classroom group work. Int. J. Educ. Res. 39, 153–172. Doi: 10.1016/S0883-0355(03)00078-8

[3] Gomleksize, M. N. (2007). Effectiveness of cooperative learning (jigsaw II) method in teaching English as a foreign language to engineering students (case of Firat University, Turkey). European Journal of Engineering Education, 32(5), 613-625. http://dx.doi.org/10.1080/03043790701433343

[4] Galton, M., and Williamson, J. (1992). Group Work in the Primary Classroom. London: Routledge.

[5] Gillies, R. M. (2003b). Structuring cooperative group work in classrooms. Int. J. Educ. Res. 39, 35–49. Doi: 10.1016/S0883-0355(03)00072-7

[6] Granström, K. (2006). Group phenomena and classroom management in Sweden, in Handbook of Classroom Management: Research, Practice, and Contemporary Issues, eds C. M. Evertson and C. S. Weinstein (Mahwah, NJ: Lawrence Erlbaum), 1141–1160.

[7] Gillies, R. M., and Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of implementation. Teach. Teach. Educ. 26, 933–940. Doi: 10.1016/j.tate.2009.10.034

[8] Gillies, R. M., and Boyle, M. (2011). Teachers' reflections on cooperative learning (CL): a two-year follow-up. Teach. Educ. 1, 63–78. Doi: 10.1080/10476210.2010.538045 www.frontiersin.org June 2014 | Volume 5 | Article 558 | 9 Hammar Chiriac Students' experiences of group work.

[9] Hammar Chiriac, E. (2008). A scheme for understanding group processes in problem-based learning. High. Educ. 55, 505–518. Doi: 10.1007/s10734-007- 9071-7

[10] Hammar Chiriac, E. (2010). Group work is not one, but a great many processes – understanding group work dynamics, in Group Theory: Classes, Representation and Connections, and Applications, ed. C. W. Danellis (New York: Nova Science Publishers, Inc.), 153–166.

[11] Hammar Chiriac, E. (2011a). Research on Group Work in Education. New York: Nova Science Publishers, Inc.

[12] Hammar Chiriac, E. (2011b). Research on group work in education, in Emerging Issues in Compulsory Education [Progress in Education. Volume 20], ed R. Nata (New York: Nova Science Publishers, Inc.), 25–44.

[13] Hammar Chiriac, E., and Granström, K. (2012). Teachers' leadership and students' experience of group work. Teach. Teach. Theor. Pract. 3, 345–363. Doi: 10.1080/13540602.2012.629842

[14] Kutnick, P., and Beredondini, L. (2009). Can the enhancement of group work in classrooms provide a basis for effective communication in support of school-based cognitive achievement in classrooms of young learners? Cambridge J. Educ. 39, 71–94. doi: 10.1080/03057640902836880

[15] Underwood, J. D. M. (2003). Student attitudes towards socially acceptable and unacceptable group working practices. Br. J. Psychol. 94, 319–337. Doi: 10.1348/000712603767876253

[16] Uziel, L. (2007). Individual differences in the social facilitation effect: a review and meta-analysis. J. Res. Person. 41, 579–601. Doi: 10.1016/j.jrp.2006. 06.008

[17] Webb, N. M., and Palincsar, A. S. (1996). "Group processes in the classroom," in Handbook of Educational Psychology, eds D. C. Berliner and R. C. Calfee (New York: Macmillan), 841–873.

[18] Zajonc, R. B. (1980). Compresence, in Psychology of Group Influence, ed. P. B. Paulus (New York, NY: Lawrence Erlbaum)

[19] Hashemi, H. (2005). The effectiveness of a proposed program for teaching Arab language in achievement and attitudes of non-native speakers in Oman (Unpublished PhD Thesis). Cairo University.

[20] Wichadee, S. (2007). The effect of cooperative learning on English reading skills and attitudes of the first-year students at Bangkok University. Presented at the conference of languages for specific purposes in Higher Education — Searching for Common Solutions organized by Brno University of Technology, Czech Republic. November 29-30-2007.