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## THE ROLE OF COOPERATIVE LEARNING FOR DEVELOPING SOCIAL SKILLS OF THE STUDENTS AT THE SECONDARY SCHOOL LEVEL

Corresponding & Author 1:	<b>NAYYAR SULTANA</b> , Lecturer, National University of Modern Languages, Islamabad. Pakistan, Email: <a href="mailto:nayyarsultana@numl.edu.pk">nayyarsultana@numl.edu.pk</a>
Co-Author 2:	<b>DR. NABEELA SHAKUR</b> , Lecturer, National University of Modern Languages, Islamabad. Pakistan, Email: <a href="mailto:nabeelashakur@numl.edu.pk">nabeelashakur@numl.edu.pk</a>
Co-Author 3:	<b>RUBINA KOUSAR</b> , PhD scholar, National University of Modern Languages, Islamabad. Pakistan, Email: <a href="mailto:Rubinakousar2007@gmail.com">Rubinakousar2007@gmail.com</a>

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### Abstract

The present study aims to determine the role of cooperative learning in developing the social skills of students at the secondary school level. Cooperative learning means the learning style of students in a small group with communication, discussion, collaboration, and cooperation with each other. This study was conducted to analyze the role of cooperative learning in developing the social skills of the students at the secondary school, as well as, to explore the effective social skills for students at the secondary school level. The research approach was a quantitative and self-adopted questionnaire with 15 statements concerning 5-point Likert scales as a tool used to collect and find the data. The population of the study consisted of all the students of Islamabad Model School for Boys I-8/1 Islamabad, there were enrolled about 158 students. The students of classes 9th and 10th were selected as samples of the research by using a convenient sampling technique. There were 51 (32%) students in classes 9th and 10th. The questionnaires were distributed to 51 students and 43 students responded. Thus, the response rate was 84.3%. This study examined that most of the students responded strongly agreed to develop social skills through cooperative learning.

**Keywords:** Cooperative, Skills, Convenient, Communication, Technique

## Introduction

The field of education is a two-way street where learning and teaching go hand in hand. Education is a tool designed to equip students with the knowledge, abilities, and skills necessary to become productive members of society. Teachers, however, play a crucial role in obtaining these benefits. According to [Al, Rawi & Ismail \(1978\)](#), "The ability of the teacher to maintain the interest that brings students to the course in the first place" is a prerequisite for effective learning in the classroom. Therefore, in addition to being accountable for providing students with accurate information, teachers also must present this knowledge in an engaging, impartial, imaginative, and easily understood manner. Stated differently, this approach is referred to as a teaching method. Teaching methods, according to Ismail Al-Rawi, are how an educator plans, coordinates, and carries out a variety of instructional strategies and activities to accomplish specific learning objectives. According to [Ismail Al-Rawi \(2013\)](#), teaching methods are the instruments that demonstrate the effectiveness of the learning process and the teacher's competencies. Teachers employ a wide variety of teaching techniques based on various factors. One of the most organic, imaginative, and successful teaching strategies is cooperative learning. Cooperative education is a crucial component of instructional strategies. It facilitates students' effective learning and comprehension of the lecture. ([Asal, Yousuf, et. al, 2023](#)), Students who participate in cooperative learning are more motivated to learn, become more interested in others, and perform more actively. Cooperative learning and social skills were the two main variables that this study focused on. One independent variable is cooperative learning. The phrase "cooperative learning" refers to a teaching strategy where students work together in small groups to accomplish a shared objective while strengthening their capacity for self-learning and piqued curiosity. ([Tahira, Muhammad,](#)

[Asma, 2023](#)), The set of interpersonal behaviors, communication skills, and emotional intelligence that allow people to interact with others in a variety of social contexts and build successful relationships and social outcomes is known as social skill, which is a dependent variable in this study."People with these social skills can collaborate, communicate, and interact with others in a variety of social situations. These abilities include the ability to communicate both verbally and nonverbally, empathy, active listening, and the ability to follow social conventions and manners" ([Matson, J. L., & Matson, M. L. \(1983\)](#)). This study investigates how cooperative learning affects academic goals, influencing the behavior of college students and helping them to achieve several academic goals. This study intends to examine the effects of cooperative methodology on academic goals (learning goals, social reinforcement goals, and achievement goals) among secondary students enrolled in undergraduate education degree courses. It sees cooperative learning as a chance to support the development of critical skills in secondary students. It aims to illustrate the effectiveness of cooperative learning in a secondary school context as a means of cultivating and maintaining objectives that motivate high school students to advance their knowledge, acquire new skills, and take pleasure in their academic work in the classroom. One independent variable is cooperative learning. The members of the group acquire knowledge by applying a set of fundamental social skills that completely engage social cognition because they necessitate an understanding of social customs and norms that promote teamwork ([Brizio et al., 2015](#)). Children use the cooperative learning approach in small, diverse groups that are designed to maximize learning for each member of the group ([Slavin, 2014](#)).

## Rationale of the Study

Students can equitably develop their learning skills by participating in cooperative learning. Students cooperate as a result. In actuality, group learning yields greater benefits for each student than individual learning when it comes to diversity in behavior, language, place, culture, religion, and so forth. Because they can ask each other polite questions, students can learn knowledge and information through cooperative learning that they cannot learn from their teachers. In particular, the research study focused on students' confidence, self-worth, motivation, and problem-solving abilities.



## Problem Statement

Without involving and enhancing social skills during the learning process, students cannot actively learn and the classroom cannot be made into a learning environment. All educators desire that their pupils participate fully in class, pay attention in class, and stay on task. However, students' social skills are lacking, and teachers have trouble teaching these subjects because of the way that students behave when they don't actively listen, stay on task, or participate. Students have trouble interacting and communicating with one another, as well as expressing their ideas and thoughts to others. Focusing on these problems, this study is conducted to improve social skills through the use of cooperative learning strategies for developing students' social skills at the secondary level.

## Theoretical Framework

### Vygotsky's Sociocultural Theory

Lev Vygotsky, a Russian psychologist, created the well-known sociocultural theory, which is used in developmental psychology. This theory places a strong emphasis on how social interaction and cultural background influence cognitive development. Learning and development are closely related, according to Vygotsky, and people pick up new skills and knowledge through social interactions with adults or peers who have more life experience. This process is referred to as the "zone of proximal development" (ZPD). The range of tasks that a learner can complete with assistance but cannot complete on their own is represented by the ZPD. [L. S. Vygotsky \(1978\)](#). This seminal work by Vygotsky offers a thorough examination of his sociocultural theory and its consequences for comprehending cognitive processes and human development. It explores how language, cultural background, and social interactions influence how people develop cognitively, making it a key work in the field of developmental psychology. Vygotsky demonstrated the existence of three stages of knowledge in his sociocultural theory. The student can learn and gain knowledge on his own without assistance from others in the first stage. The second stage is when the student realizes they need assistance from others to learn and acquire knowledge. As students receive assistance from others, they should cooperate and interact with one another. It refers to this kind of information necessitated collaborative learning. The third stage is that the student cannot acquire the knowledge on his own or with the help of another person.

### Research Objectives

1. To assess the role of cooperative learning in developing the social skills of the students at the secondary level.
2. To identify effective social skills for students through cooperative learning at the secondary level.

3.To analyze cooperative learning strategies for developing social skills at the secondary level.

### **Research Questions**

- 1.What is the role of cooperative learning in developing the social skills of the students at the secondary level?
- 2.What are the effective social skills for students at the secondary level?
- 3.What are the cooperative learning strategies to develop social skills at the secondary level?

### **Significance of the Study**

This study looks at how group collaboration influences students' behavior and aids in their secondary school academic success. Students can improve their communication, comprehension, writing, and reading skills when they work together. Students' skills become apparent when they study together and work together because they are all different from one another. The findings of this study are important because they demonstrate to educators the value of cooperative learning and how to use successful cooperative strategies in their instruction. It can also be helpful to researchers who are interested in this field, especially those working in the field of education.

### **Literature Review**

#### ***Cooperative Learning***

This review focused on how cooperative learning affects secondary students' learning. The review emphasizes the value of using cooperative learning as a teaching strategy at the secondary school level and the accomplishments of the students. With cooperative learning, students with varying skill levels are placed in groups and given rewards based on the performance of the group as a whole rather than on the performance of any one individual. In collaborative education, [Slavin \(2013\)](#). A common description of cooperative learning is that it helps students develop higher-order thinking skills ([Slavin, 2013](#)). Reviews of the cooperative learning approach by [Kyndt \(2013\)](#) consistently demonstrate that it is a promising

teaching strategy. Children's academic performance has improved when using a cooperative learning approach in a variety of subject areas.

#### ***Social Skills For Students***

According to [Agran, Hughes, Thoma, & Scott \(2016\)](#), social skills are a set of taught behaviors that enable a person to build meaningful relationships with others and refrain from acting in socially inappropriate ways. Social skills are behaviors that help people avoid unfavorable reactions and engage in influential interactions. They stand for people's success in terms of their social and behavioral health ([Rawles, 2016](#)). These abilities, which stem from cultural and social roots, encompass actions like taking the lead in forging new channels of communication, asking for assistance, and offering recommendations to benefit others. According to [Skillsyouneed.Com \(2017\)](#), social skills are those that are required to interact and communicate with others through posture, gesture, verbal and nonverbal communication, as well as personal emergence. They contend that those with strong social skills are better able to build fulfilling and fruitful relationships in both their personal and professional lives. Social skills are particular behaviors that result in confident, positive interactions with others. It has to do with a person's ability to perform particular acts in social situations that respect others, solve issues, and appropriately communicate attitudes, wishes, feelings, and opinions

#### ***Significance Of Cooperative Learning***

The use of cooperative learning as a teaching strategy has significant implications. One advantage of cooperative learning is that it allows groups to work together for a sufficient amount of time throughout a course. Teams will build relationships and expand their activities beyond the classroom. Pupils will reach out to one another for assistance with queries or issues they are having, and they frequently keep in touch with one another in subsequent terms ([Bean, J., 1996](#)). Within

classrooms and institutions, cooperative learning fosters the growth of learning communities (Tinto, V., 1997). In addition to creating a supportive environment for managing conflict resolution, cooperative learning encourages constructive social responses to issues (Johnson, R.T., Johnson, D, W, 1990; Messick, D.M., & Mackie, D.M., 1988). They need to be taught how to challenge ideas and advocate for their positions without personalizing their statements (Johnson, D.W., Johnson, R.T., Holubec, E.J., 1984).

### ***Cooperative Learning Role In Developing Students' Achievements And Language Proficiency***

The literature gave considerable attention to the academic accomplishments and language skills of students because numerous studies were carried out in these domains. For instance, Marzban & Alinejad (2014) studied the effects of cooperative learning on reading proficiency using a pretest, posttest, and standardized proficiency exam in Iran. The findings demonstrated a notable improvement in the pupils' reading ability. Motaei (2014) reported comparable outcomes in support of the use of similarly within the same context. Khoury's (2012) findings demonstrated the benefits of cooperative learning for raising student achievement. All of these studies, however, only addressed a small portion of the cooperative learning spectrum; in contrast, the current study covered the topic of differentiation along with several other cooperative learning-related elements. Despite the technical difficulties and limitations, Dalgarno and Kennedy (2013) found that virtual cooperative learning had a positive impact on communication, collaboration, and interaction. Munir, Baroutian, Young, & Carter (2018) conducted a follow-up study that elaborated on the numerous benefits of cooperative learning for educators and students. These benefits included the ability to enhance the learning process, bolster critical thinking abilities, enhance social and

interactional skills even after graduation, facilitate reflective learning, and take advantage of peer assessment opportunities.

### ***Development Of Social Skills By Cooperative Learning***

Having cooperative learning in the classroom implies learning together in groups, while also acquiring social skills for working in a team, as the cooperative environment is ideal for developing adequate social skills (Turrión and Ovejero, 2013). The group members learn by bringing into play a series of essential social skills that fully engage social cognition, insofar as they require understanding social habits and norms that lead to cooperation between the team members (Brizio et al., 2015). In cooperative learning, students practice newly acquired social and communication skills through behavioral trials, mimic other partners (modeling), and get immediate feedback from their partners on how they behave. Lastly, they generalize what they have learned to apply in new and different contexts (León et al., 2015). To put it briefly, the cooperative learning group would serve as a social skills training ground. The theoretical foundations of both approaches cooperative learning and social skill training are largely similar, as noted by Vallet & Martín (2017). Their interactions facilitate the latter's growth and acquisition.

### ***The Role Of Cooperative Learning In Communicative Competence***

Tawil & Ismail (2012) investigated how students viewed the advantages of cooperative learning. A different study carried out in the Yemeni context revealed gains in students' oral communication abilities as well as their sense of participation and belonging in the classroom. With more than 202 different nationalities, the UAE has one of the highest rates of cultural diversity in the world. This diversity contributes to the projected business, economic, and educational initiatives and is thought to be a very essential factor in the success of business in the UAE (Menon Vadakepat, 2013).



### **Cooperative Learning Role In Developing Self-Esteem And Motivation**

A study conducted by [Ajilchi \(2013\)](#) examined the psychological effects of two instructional procedures, namely collaborative learning and mastery teaching, on the emotional intelligence and self-esteem of 25 middle school students who were not in the same grade. The outcomes showed a noteworthy increase in self-esteem and emotional intelligence. Similar to this, [Zhou \(2012\)](#) conducted a survey and empirical research in a regular class of non-English major students for fifteen weeks in the Chinese context. The findings emphasized how cooperative learning helps students become more motivated. Cooperative learning and differentiated instruction combined in a particular setting may increase student motivation and yield better learning outcomes. Other benefits of cooperative learning such as motivation and communicative competence were cited in a study by [Azizinezhad et al. \(2013\)](#). The study was carried out in Tuyserkan, Iran. The study combined cooperative learning, second language learning, and An approach to teaching English as a second language that improves learning outcomes. The findings demonstrated improved communication skills and motivation for learning. In line with Krashen's "Affective Filter Hypothesis," [Yan-hong \(2013\)](#) looked into the anxiety Chinese first-year students had when learning a foreign language. He used two distinct teaching strategies: cooperative learning was used in one class, and traditional teaching was used in the other. The study examined the participants' foreign language learning anxiety through a classical instrument, the FLCAS (Foreign Language Classroom Anxiety Scale). After the analysis and comparison of the first and second FLCAS, the researcher asserted that cooperative learning has a paramount impact on lowering learners' anxiety about second or foreign language learning.

### **Methodology**

#### **Research Approaches**

To carry out the study, a quantitative research approach was adopted. The responses were numerical, and statistical analysis was used to operationalize the data. From the respondents' point of view, the data was objectively analyzed. The quantitative approach had to be used because of the nature of the research objectives.

#### **Research Design**

The research employed a descriptive style methodology. Given that the focus of the research is on describing the function of cooperative learning, the researcher is particularly interested in describing the function of cooperative learning in the development of students' social skills.

#### **Population**

All the students of Islamabad Model School for Boys I-8\1, Islamabad (VI-X) comprised the population of the study. There are 158 students enrolled in session 2023-24.

Sr. No	Population (Students)	n
1.	VI-VIII	107
2.	IX	35
	X	16
	Total	158

#### **Sample Size**

The students of the 9th and 10th classes were selected as samples of the research which consisted of about 32% of the target population. The data is collected from 51 students from 9th class and 10th class. Thus the response rate was 84.3%.

Sr. No	Sample (Students)	n
1.	IX	35
2.	X	16
	Total	51

#### **Sampling Technique**

A convenient sampling technique was used by the researcher for the selection of samples from the Islamabad Model School for Boys I-8\1, Islamabad (VI-X).

### **Research Tool**

The research tool which was used to collect the data was a questionnaire. It consists of 15 items with a 5 Likers scale. The questionnaire was adapted by the researcher.

### **Delimitation of the Study**

The study was delimited to:

- 1) Islamabad Model School for Boys I-8/4 Islamabad.
- 2) The data was collected from Boys' Schools.
- 3) A questionnaire was used as a research tool.

### **Data Collection**

The data was collected through close-ended questionnaires which helped the researcher to collect the quantitative data. Data was collected from students of Islamabad Model School for Boys I-8/4 Islamabad by personal visit with the help of an adapted questionnaire.

### **Data Analysis**

The information was gathered from students in classes 9 and 10 at the Islamabad Model School for Boys I-8/1 Islamabad. 84.3% was the respondents' rate as a result. Once the data was gathered, a straightforward percentage technique was used to analyze it.

[See Annex A](#)

Table No 4.1, According to the first statement, 20% of students agreed, 0% were neutral, disagreed, or strongly disagreed, and 79% strongly agreed. This suggests that the CL is crucial for improving social skills. The questionnaire's other statements also touch on the importance of cooperative learning in helping students improve their communication skills, which are the foundational abilities of all social skills. According to the overall average rate of all statements, 29% of students agreed and 69.1% strongly agreed, indicating that most students believe cooperative learning is crucial for helping them develop their communication skills.

[See Annex B](#)

The motivation, self-assurance, and self-esteem mentioned above were all considered

to be the primary social skills. The first three statements in Table No. 4.2 discussed the motivation. Results indicate that 37.2% of students agreed, 7.7% were neutral, and 1.4% disagreed, with 53.45% strongly agreeing. This indicated that the students' strong performance was motivated in part by cooperative learning. The final three statements discussed how students' confidence and self-esteem are affected by cooperative learning. According to statements 8 and 9, 31.3% of students agreed, 4.6% were neutral, and 1.1% disagreed, with 66.7% of students strongly agreeing. This indicated that the majority of students supported the idea that cooperative learning raises students' self-confidence. However, the tenth statement was entirely appropriate in light of the earlier ones. It indicates that 2.3% strongly agreed, 2.6% agreed, 9.3% naturally, 25.5% disagreed, and 58.1% strongly disagreed.

[See Annex C](#)

The social skills that are central to the social skills are behavior and attitude, curiosity for cooperative learning, freedom for questioning, and social interaction skills. All of the aforementioned statements were taken into consideration. The first four statements in Table No. 4.3 discussed students' interest in cooperative learning, behavior and attitude, freedom of inquiry, and social interaction skills. 46.5% of students strongly agreed, 34.3% agreed, 15.6% were neutral, 2.9% disagreed, and 5% strongly disagreed, according to the data. This suggests that cooperative learning enhances students' social skills, modifies their behavior and attitude, permits them to ask questions, and piques their interest in cooperative learning—all of which are beneficial to their academic success. The last statement was about the influence of cooperative learning on the problem-solving skills of the students. It shows that 11.6% strongly agreed, 4.6% agreed, 20.9% naturally, 25.5% disagreed, and 37.2% strongly disagreed, this meant that cooperative learning

is not influenced by problem-solving skills which is the social skill of students.

### Discussion

The goal of the current research project is to determine which social skills students can effectively acquire through cooperative learning at the secondary level and to evaluate the contribution of cooperative learning to the development of social skills in students. Three research questions served as the foundation for the current investigation. The two variables that formed the basis of the recent research study's theoretical framework were students' social skills (dependent) and cooperative learning (independent). A research study was conducted using a quantitative research approach. The Islamabad Model School for Boys I-8/4 Islamabad (VI to X) was the study's target population. A self-created survey was employed to gather the information. The study's conclusions show that most students felt cooperative learning contributed positively to the social skills development of secondary school students. They both agreed that cooperative learning offers beneficial instructional strategies and conditions for academic group projects. The majority of students appeared to concur that cooperative learning has improved their social skills in a variety of ways, including communication, motivation, behavior and attitude changes, social interaction, freedom to ask questions, and a growing interest in learning cooperatively. It has been demonstrated that cooperative learning improves students' academic achievement. However, it was found that cooperative learning did not affect two social skills. These two abilities were problem-solving and self-worth. The majority of students disagreed, either strongly or indifferently that cooperative learning is ineffective for developing these two abilities. (Syed, Samina, Shamsa, 2023), It was advised that teachers implement cooperative learning in their classes to help students improve their motivation, communication skills, ability to

change their behavior and attitude, ability to interact with others, freedom to ask questions, and overall interest in learning. The analysis of successful cooperative learning techniques for enhancing social skills at the secondary school level was another goal of this research project. Additionally, it was advised that teachers interact with students during class and give them more opportunities to speak up. Students were divided into small groups by the teacher, and they were asked to talk and interact with one another.

### Analysis

Three goals served as the foundation for the design of this research project. After applying a straightforward percentage formula to examine Research Question 1, it was discovered that cooperative learning is crucial to the social skill development of secondary school students. It has been demonstrated that cooperative learning improves students' academic achievement. It facilitates student communication, self-motivation, and confidence-building. (Van, Gotch, et. al. 2024), It also improves behavior and attitude, allows students to ask questions freely, and piques their interest in learning. Additionally, it was discovered that when students are confused about what they are learning or comprehending, working together to gather pertinent information can help. Study question 2's analysis using a straightforward percentage formula revealed that cooperative learning improves students' social skills in a variety of ways. (Syed, Sanaullah, Muhammad, 2023), Research has indicated that cooperative learning can foster the development of effective social skills such as communication skills, student motivation, self-confidence, positive behavior and attitude, freedom to ask questions, and a passion for learning. Additionally, it was discovered that students' ability to solve problems and build their self-esteem is not enhanced by cooperative learning. Research question 3 was analyzed by a simple percentage formula, one of the



objectives was to analyze cooperative learning strategies for developing social skills at the secondary level. It was found that communication is the best strategy for cooperative learning and giving more chances for students to speak in class

### Conclusion

The purpose of the most recent research study was to identify the social skills that students can effectively acquire through cooperative learning at the secondary level and to investigate the role that cooperative learning plays in helping students develop their social skills. The majority of students strongly agreed or agreed, according to the research study's conclusions, that cooperative learning is important for helping students develop their social skills. It was also found to be an appealing learning approach and a practical strategy for achieving academic success. Research suggests that cooperative learning has facilitated students' acquisition of communication skills, positive attitudes and behaviors, self-assurance, and the ability to ask questions without fear. A few pupils concurred that cooperative learning improved their sense of self-worth and problem-solving skills. It was also determined that students feel the to freedom ask questions among students through cooperative learning. Most of the students agreed that cooperative learning has improved students' satisfaction and they are comfortable being their self through learning cooperatively. It was recommended that teachers use cooperative learning in the class and give the chance for students to discuss and communicate with each other because it leads the students to learn while growing their social skills.

### Recommendations

- It is recommended that the government should provide trainers to train the teachers to use this effective teaching and learning method.
- The government may give awareness to secondary-level teachers and students

about cooperative learning. Teachers may assign creative tasks to the students so that instead of time passing they may focus on their academic tasks with students' social skills.

- Educational authorities invent new technologies and strategies for effective cooperative learning.
- It is also recommended that cooperative learning for secondary-level students should be permanently organized.
- It is very important to make sure that the cooperative learning environment is motivating and safe to encourage students to interact collaboratively.
- The results of this study may provide hints or guidance for future research to conduct a more in-depth investigation of the issues of cooperative learning.
- During the class, when the teacher is teaching the subject they also should be reminded of students' social skills improvement.

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**Appendix****Annex A****Table 4.1: Cooperative learning for developing social skills of secondary level students**

Sr. No	Statement	1 SA	2 A	3 N	4 D	5 SD
	<b>Social skills</b>					
SS1	Cooperative learning plays an important role in enhancing social skills.	34 79%	9 20.9%	0 0%	0 0%	0 0%
SS2	The ability to communicate effectively with others is a core social skill.	25 58.1%	17 39.5%	1 2.3%	0 0%	0 0%
SS3	Cooperative learning helps students in developing better communication skills.	31 72%	11 25.5%	1 2.3	0 0%	0 0%
SS4	Social skills increase when students communicate with each other.	29 67.4%	13 30.2%	1 2.3	0 0%	0 0%
	Total	119 (69.1%)	50 (29%)	3 (1.7%)	0 0%	0 0%

**Annex B****Table 4.2: Cooperative learning for developing social skills of secondary level students**

Sr. No	Statement	1 SA	2 A	3 N	4 D	5 SD
CL5	Cooperative learning is a powerful tool for motivating students.	20 46.5%	21 48/8%	2 4.6%	0 0%	0 0%
CL6	Students get motivated when they learn according to the method of cooperative learning.	28 65.1%	13 30.2%	2 4.6%	0 0%	0 0%
CL7	When students work together, they become motivated.	21 48.8%	14 32.5%	6 13.9%	2 4.6%	0 0%
	Total	69 (53.4%)	48 (37.2%)	10 (7.7%)	2 (1.5%)	0 (0%)
CL8	The confidence level of the students increases when they learn through cooperative learning.	27 62.7%	12 27.9%	3 6.9%	1 2.3%	0 0%
CL9	Cooperative learning helps me to build confidence in myself.	27 62.27%	15 32.8%	1 2.3%	0 0%	0 0%
	Total	54 (66.7%)	27 (31.3%)	4 (4.6%)	1 (1.1%)	0 0%
CL10	Cooperative learning method has fostered self-esteem as a social skill.	1 2.3%	2 2.6%	4 9.3%	11 25.5%	25 58.1%
	Total	1 (2.3%)	2 (2.6%)	4 (9.3%)	11 (25.5%)	25 (58.1%)

## Annex C

**Table 4.3: Cooperative learning for developing social skills of secondary level students**

Sr. No	Statement	1 SA	2 A	3 N	4 D	5 SD
	<b>Intrapersonal Skills</b>					
<b>IS11</b>	When I communicate and discuss with others, my social interaction skills increase and build.	26 60.4%	12 27.9%	5 11.6%	0 0%	0 0%
<b>IS12</b>	Cooperative learning brings about the best changes in my behaviour and attitude.	20 46.5%	16 37.2%	6 13.9	1 2.3	0 0%
<b>IS13</b>	When I collaborate with teachers and classmates, I feel to free for asking anything.	16 32.2%	13 30.2%	10 23.2%	4 9.3%	0 0%
<b>IS14</b>	I am interested in cooperating in class with teachers and students.	18 41.8%	18 41.8%	6 13.9%	0 0%	1 2.3%
	Total 172	80 (46.5%)	59 (34.3%)	27 (15.6%)	5 (2.9%)	1 (.5%)
<b>IS15</b>	Cooperative learning enhances problem-solving skills.	5 11.6%	2 4.6%	9 20.9	11 25.5%	16 37.2%
	Total 215	5 (11.6%)	2 (4.6%)	9 (20.9%)	11 (25.5%)	16 (37.2%)