



Impact Of Cooperative Learning In Inculcating Social Skill

Ms. Nosheen sabah¹, Dr. Rukhshanda², Ms. Uzma Khalid Ghori³,

¹MS scholar, noshsabah123@gmail.com, Department of Education, University of Wah

²Assistant Professor, rukhshanda.mushtaq@uow.edu.pk. Department of Education, University of Wah

³Senior lecturer, uzma.khalid@uow.edu.pk. Department of Education, University of Wah

ABSTRACT

Apart from it, teaching strategy is to learn a social skill; students must see the need and understand the skill before they practice it in classroom how well they have used the social skill. It is a great teaching policy that connects students' different skills and intellectual and social skills to raise their achievement in learning. It has been viewed that social skill has successfully been used into classrooms for students of all ages and ability levels, going from playschool through college level where they complete a variety of tasks or projects related to a group of content areas. Cooperative learning highlights the key role of teachers in organizing group activities. The main objective of conducted the research is find out the **Impact of Cooperative Learning. In Inculcating Social Skill.** The study is descriptive quantitative research. The Sample consists 350 students of secondary schools in Gilgit, Pakistan. The data was collected through questionnaire.

It is revealed from the study that cooperation classes is an important factor that improves social skills

KEY WORDS: *cooperative learning, skills generating, social skills*

1. Introduction

Apart from it, teaching strategy is to learn a social skill; students must see the need and understand the skill before they practice it and process how well they have used the social skill. It is a great teaching policy that connects students' different skills and intellectual and social skills to raise their achievement in learning (Johnson & Johnson 1990). It has been viewed that social skill has successfully been used into classrooms for students of all ages and ability levels, going from playschool through college level where they complete a variety of tasks or projects related to a group of content areas. Cooperative learning highlights the key role of teachers in organizing group activities (Marzano et al., 2001, Law, 2008) It has been observed that cooperation in writing classes is an important factor that improves communication and (Yumi & Erina, 2015; Ahmadi et al., 2014; Shi, 1998) Its focus has been moved to the role of teachers' discourse during cooperative learning and its effect on the quality of group discussions and learning (Johnson & Johnson 2002; Neber et al., 2001; Gillies 2004; Hertz-Lazarowitz & Shachar 1990)

There are certain components which distinguish cooperative learning from team work They include:(a) Positive interdependence The group members' learning depends on the actions that each member of the group performs; (b) face-to-face interaction. At some point in the process, the members of the group work face-to-face, bettering their social adaptation and competence; (c) individual responsibility. No member of the group can be successful without the success of the others; (d) small group interpersonal skills. Learners must learn interpersonal and communication skills along with other skills in order to accomplish common goals; (e) group processing. A cooperative group works well when it reflects on its performance (Johnson and Johnson, 1989). The benefits of Cooperative Learning do not come about automatically: they come from the positive effects when teachers can be reflected. Teachers are confused about Cooperative Learning methods, because teachers and students are inadequately prepared . (Sharan 2010). Though this method has been globally investigated and recognized as an effective strategy to enhance student learning and social skills, it cannot be

‘repeated in the same way and with the same actions in each country, as can we learned from different studies. (Gobbo, Jacobs, and Pescarmona 2010).

2. Objectives of the study the objective of the study includes;

- To highlight the impact of cooperative learning in inculcating social skills.
- To know the perception of students about the social skills.

3.1 Research Design

Research design is the structure of research methods and techniques chosen by a researcher. It creates the proposal for the collection, measurement and analysis of data. It was a quantitative Method Research and secondary high schools was taken as a sample. the questionnaires from 250 students to collect data questions contained 35.

3.2 Sample

A sample is a smaller and controllable form of a larger group. It is a subcategory containing the characteristics of a larger population. These are used in statistical testing where the population sizes are too big for the test to cover all possible members (Kenton, 2019). A sample easily provides information related to the population. Sampling is the most important part in data collection, without this conduction of research was not possible.

The population of the study is secondary schools of Gilgit Baltistan. The sample of the study was 250 students of secondary schools of Gilgit Baltistan.

Likert scale was devised in order to measure ‘attitude’ in a scientifically accepted and validated manner in 1932. An attitude can be defined as preferential ways of behaving/reacting in a specific circumstance rooted in relatively enduring organization of belief and ideas (around an object, a subject or a concept) acquired through social interactions .The

issue is how to quantify these subjective preferential thinking, feeling and action in a validated and reliable manner: a help is offered by Likert scale .The original Likert scale is a set of statements (items) offered for a real or hypothetical situation under study. Participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale. Here all the statements in combination reveal the specific dimension of the attitude towards the issue, hence, necessarily inter-linked with each other.

3.3.3 Questionnaires

The main component of the questionnaires consists of:

- i. Improve Social skills of students through cooperative learning

Data analysis and Discussion

Cooperative learning activities promote social skills

- The respondent student’s responses show that the cooperative learning activities promote social skills. Therefore 60.2% respondent’s students were agreed and majority of teachers were observed that cooperative learning activities promote social skills. Similarly(Johnson & Johnson, Butera 1990,2015)

Teachers place students into mixed ability groups, promote social skills

- The respondent student’s responses show that when teachers place students into mixed ability groups promote social skills. Accordingly 58.6% respondent students were agreed and majority of teachers were talked that when teachers place students into mixed ability groups promote social skills.

Cooperative learning helps students to increase positive attitude

- The respondent student’s responses show that the cooperative learning helps students to increase positive

attitude. As a result 75% respondent student was agreed and majority of teacher were argued that cooperative learning helps students to increase positive attitude.

Cooperative learning Students have ability to adopt social values in classroom

- The respondent student's responses show that the cooperative learning students have ability to adopt social values in classroom. So 76.6% respondent students were agreed and majority of teachers were mentioned that through cooperative learning students have ability to adopt social values in classroom.

Cooperative learning students share their things

- The respondent student's responses show that the cooperative learning students share things. Thus 74.7% respondent was agreed and majority of teachers were viewed that in cooperative learning students share their things.

Cooperative learning activities students use manners

- The respondent student's responses show that cooperative learning activities students use manners. Accordingly 78.9% of the respondent agreed and majority of teachers were talked that cooperative learning activities students use manners.

Cooperative learning students work together for a common goal.

The respondent student's responses show that the cooperative learning students work together for a common goal. Consequently 65.6% of the respondent agreed and majority of the teachers said that cooperative learning student's work together for a common goal.

1. Conclusion

Social skills It was concluded that cooperative learning improve social skills of students. There is no doubt social skills play vital role to increase socialization and social activities make students confident and bold enough to become an active social member. Even though School is a social institution where students promote social qualities. it is a platform where every student is actively participation. When they interact to each other they enhance their social skills. Students adopt social values as well as respect different a social value which are exciting in the classroom students share and contribute their things which they have develops in the classroom. And indeed create friendship among students. They share things for good result and achieving for a common goal. In classroom there are many students having different cultures, through cooperative learning each and every students adopt and respect the other cultures .It shows positive manners, performing activity during presentations and when shares ideas to each other. Students are easily able to solve their problems. When students speak or share his knowledge in a group under the supervision of a supervisor or teacher; they become bound to be careful of social values. it is necessary for students to improve social skills because Students express them self in class, school and society. I it develop their confidence the he communicate their ideas and feelings among class, School and society. Sharing and caring to each other.

5. References

- [1] Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational researcher*, 38(5), 365 379.
- [2] Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative



- learning. *Educational researcher*, 38(5), 365-379.
- [3] Buchs, C., & Butera, F. (2015). Cooperative learning and social skills development. *Collaborative learning: Developments in research and practice*, 201-217.
- [4] Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational researcher*, 38(5), 365-379.
- [5] Buchs, C., & Butera, F. (2015). Cooperative learning and social skills development. *Collaborative learning: Developments in research and practice*, 201-217.
- [6] Gut, D. M., & Safran, S. P. (2002). Cooperative learning and social stories: Effective social skills strategies for reading teachers. *Reading & Writing Quarterly*, 18(1), 87-91.
- [7] Ebrahim, A. (2012). THE EFFECT OF COOPERATIVE LEARNING STRATEGIES ON ELEMENTARY STUDENTS' SCIENCE ACHIEVEMENT AND SOCIAL SKILLS IN KUWAIT. *International Journal of Science and Mathematics Education*, 10(2), 293-314.
- [8] Parveen, Q., Mahmood, S. T., Mahmood, A., & Arif, M. (2011). EFFECT OF COOPERATIVE LEARNING ON ACADEMIC ACHIEVEMENT OF 8th GRADE STUDENTS IN THE SUBJECT OF SOCIAL STUDIES. *International Journal of Academic Research*, 3(1).
- [9] Goudas, M., & Magotsiou, E. (2009). The effects of a cooperative physical education program on students' social skills. *Journal of applied sport Psychology*, 21(3), 356-364.
- [10] Mercendetti, D. (2010). Connecting social skills and cooperative learning.
- [11] Akbar, E. (2015). *EFFECT OF COLLABORATIVE LEARNING APPROACH ON ACADEMIC ACHIEVEMENT, SOCIAL*

SKILL DEVELOPMENT AND MOTIVATION LEVEL OF SECONDARY SCHOOL STUDENTS IN PAKISTAN STUDIES (Doctoral dissertation, NORTHERN, UNIVERSITY, NOWSHERA).