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Effect Of Collaborative Learning Strategies On Student's Social Skills At Elementary Level

Dr. Shakeela Parveen[1] , Dr. Sadaf Jabeen[2] , Dr. Bismillah Sahar[3] , Kirn Iftikhar[4]

[1](Dy. District Education Officer) School Education Department Tehsil Ferozewala, District Sheikhupura Pakistan.

[2](Assistant professor) Department of STEM Education Lahore College for Women University, Lahore Pakistan.

[3](Headmistress) Aapa Nisar Fatima Girls High School, Shah Jamal, Lahore Pakistan.

[4](Research Scholar) Department of STEM Education Lahore College for Women University, Lahore Pakistan.

Abstract

The purpose of the study was to examine the effects of collaborative learning strategies on students' social skills at elementary level. The study was mix method in nature. The Nonequivalent Control Group Design was applied to conduct the qualitative part and the Embedded Design was applied to complete the qualitative part of the study. All the students of grade eight of district Sheikhupura were the population of the study. Two secondary schools of district Sheikhupura were selected conveniently.The sample consisted of eighty students enrolled in grade 8th, selected through simple random sampling by belting technique. Threedifferent instruments were used to collect the data from the sample. Instrument A was a Social Skills Questionnaire, instrument B was an Interview Protocol and instrument C was an observation checklist developed by the researcher with the help of literature review. The quantitative data were analyzed by using statistical package of social sciences (SPSS) version 22 and thematic analysis was done in analyzing qualitative part of the data. To answer the research questions, Mean score, Standard Deviation and independent sample t-test were applied. Results indicated that collaborative learning strategies have a significant effect on the student's social skills at the elementary level. The results of the study were likely to be helpful for teachers, administrators and policy makers in improving the social skills and quality of education.

Keywords: Collaborative Learning, Strategies, Social Skills, Elementary level.

Introduction

Collaborative learning represents situations in which teachers plan group work with the aim to maximize both social and cognitive outcomes of students. This collaborative learning, gives frequent feedback which providesa better understanding on the part of students, and develop new reflections for all of us.Collaborative learning signifies a significant move away from the typical teacher or lecture-centered settingtowards the learner centered environment in the classroom. In collaborative classroom, the teaching/listening /note-taking procedure may not vanish completely, yet it lives close by different procedures that depend on students' discussion and active work with the course material. Teachers who apply collaborative learning methodologies in their classrooms will in general reflect themselves less as master transmitters of knowledge to students, butmore as expert designers of intellectual experiences of students and as mentors of aprogressively developing learning process (Morgan, 2003).

Collaborative learning activities engage students in challenging task or problems, instead of opening facts and ideas and afterward moving towards applications. Collaborative learning activitiesstart with problems and issues, for which students' must establishsuitable facts and ideas, rather than being observers of questions and answers, or issues and solutions, students become instant practitioners. In a rich context collaborative learning, motivate students to practice and develop higher order thinking and problem-solving skills (Johnson, Johnson, David& Holubec, 1990). In collaborative learning activities, students inevitablyunderstandchanges, and should struggle with reorganization and working with it. Capacity buildings of students in order todeterminechanges, respecting all differences in a group and caring how others are getting along with these capacities are important elementswhile living in a group. Development of collaboration, teamwork, and managerialcapacities are important and practical classroom objectives, not simply extra-curricular ones (Willis, 2007).

Collaborative learning motivates students to develop an active voice in forming their opinions and beliefs and a sensitive ear in hearing others. Discussion, thinking, and consensus building out of differences are strong threads in the surface of collaborative learning, and in social life also (Vogt, Cameron, & Dolan, 1992). Vygotsky (1978) at that point put together his worldview with respect to the collaborative learning, he is guaranteeing that working with an increasingly capable individual is appropriate to self-improvement. Vygotsky focused on the individual capably, established in a collaborative setting and broadly mentioned the accompanying objectives: firstly learning is intervening on a social level between a child and other children in his or her environment, and after that it internalized by the child on an individual level. Secondly, learning on the social level regularly includes training given by progressive, knowledgeable people, either by grownups or peers, who participate in movement with less knowledgeable people in a process of direction or collaboration. With the end goal of brainstorming how to process from the social to the individual level, language briefed as a psychological device to control individually, others. It also helpsoneself in sorting out capacities that are basic to cognitive development.

Social skills similarlystrengthen the positive development of adults to associate with peers. Hair, Jager, and Garret (2002) saw that teenagers who have firm social aptitudes, especially in the

field of contention, passionatefriendship and the utilization of basic social practices are guaranteed to be acknowledged by friends, create fellowships, keep up a firm association with parents and peers, are also observed as influentialproblem solvers, develop prominent enthusiasm for school and perform better intellectually.

Gresham (2005) expressed that social skills are created through collaborative learning and development. Sadly, a few students, with disabilities, neglect to create a positive social conduct. A few learnerscannotunderstand what is theappropriatesocietal behavior, or, then again, may have the information but don't know howstart practicing. Some active learners may confine the performance of appropriate social behavior. Mclntyre(2001) saw that absences or excesses in the social behaviorassociated with learning, teaching, and the classroom's organization and climate. Many students never learned appropriatebehavior in social settings (circumstances in which they should communicate to other people). Maybe they didn't get this direction in their home (either in view of absence of preparing by older tradition or other arrangement of qualities and practices being educated). Maybe they had great good examples in the home and neighborhood ofprogressivesuitablebehavior, yet didn't develop just because of being kids. Under National Curriculum of Social Studies, Govt. of Pakistan (2002); wanted social skills have been recognized in the social studies curriculum, but uptil now are not clarified legitimately, a couple of social skills are; critical thinking, rights and responsibilities, collaboration, role of individual, promote thankfulness, bear criticism, taking an interest in group discussion, sharing responsibility, and showing regard, etc. The Education Policy makers have likewise themselves accepted that our educational framework does not satisfy the prerequisites of granting such learning which is important for the advancement of social skills among students in institutes. It generates the impression that due valuation has not been rewarded to create social skills among pupils at the elementary level. Social practices, habits, values in our students are insignificant, and in this democratic society, our children won't probably adapt to the fast developing world (Rashid, 2011). In the neo-Vygotskian collaborative learning method, the assessment of social-communicative experience not just based on the appearance of majority points of view, but on the advantages that decide social organization itself: The scaffolding and collectiveguidance, relativemotivation, development of the extent of activity or description, the complementation of jobs and inter-subject controls of commitments and exercises (Cubero & Rubio, 2005).

The goal of this study was to analyze the effect of collaborative learning strategies on student's social skills at the elementary level.

Objective of the Study

The following was the research objective of the study to:

- Find out the effect of collaborative learning strategies on student's social skills at elementary level.

Research Hypotheses

$Ho_{1:}$ There is no significant difference in pretest scores of students' social skills betweencontrol and experiment group at the elementary level.
$Ho_{2:}$ There is no significant difference in posttest scores of students' social skills between control and experimental group at the elementary level.

Statement of the Problem

To choose an appropriate strategy for teaching is very important. Teaching strategy directly affects the learning and social development of students. Collaborative learning strategies as the independent variable have a strong effect on elementary level student's social skills.Although ample research is available for collaborative learning, but an effect of collaborative learning strategies for student's social skills at the elementary levelhas scarcely been explored. To improve the students' social skills through collaborative learning strategies, this area needs in depth research to increase the students' social effectiveness.

Methodology

Research Design

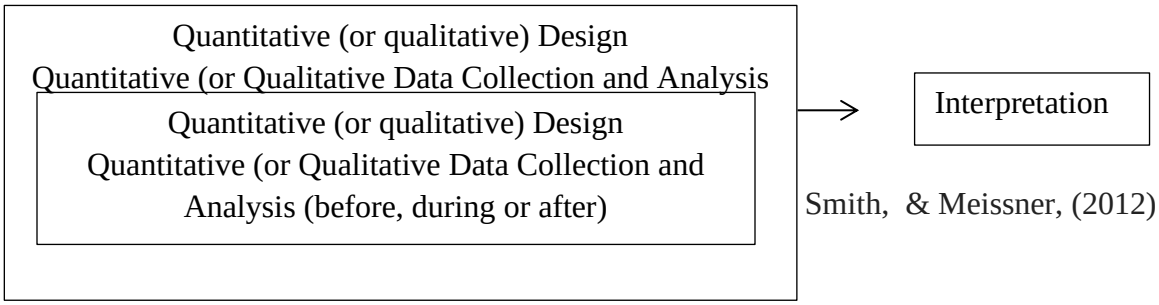
Research design is a method to create and collect information and to discover the answer of research questions (Coolican, 2006). The study was mix method in nature. Two designs (quantitative and qualitative research) were used to conduct the study. The Nonequivalent Control Group Quasi Experimental Design was used to complete the first (quantitative) part of the study.The Nonequivalent Control Group Quasi Experiment Design was used to conduct the study; this design is likely the most of the time utilized design in social researchTrochim, & Donnelly, (2001). The characteristic of this design is to use most commonly in the social sciences, it is best fitted with intact groups. The researcher intends to take intact groups because of his personal limitations, so, she chooses the Nonequivalent Control Group Quasi Experiment Design. The Nonequivalent Control Group Quasi Experiment Design symbolically represents as:
The Nonequivalent Control Group Design.

	Pretest	Treatment	Posttest
Experimental group	O1	X	O2
Control group	O1		O2

(Campbell, 2000)

The Embedded Design was used to complete the second (qualitative) part of the study. The purpose of the embedded design is to gather quantitative and qualitative data instantaneously or sequentially, but to have one form of data plays a supportive role to the other form of data. The purpose for gathering the second form of data is that it influences or supports the primary form of data. The embedded design symbolically represents as:

The Embedded Design



Smith, & Meissner, (2012)

Population

The population is the study's target group that is expected to study or treat (Van et al., 2013). As per the School Education Department, Government of the Punjab (2018) data available on its website, the total number of public elementary schools in district Sheikhupura were one hundred and ninety-eight (198) one hundred and eleven (111) were female and eighty-seven (87) were male public elementary schools.

Elementary (8th grade) students and elementary schools in District Sheikhupura.

Sr No	Schools	No of Elementary Schools	No of Students in 8th grade
1	Male	87	7649
2	Female	111	9254
3	Total	198	16903

(Khan , 2019)

Sample of the study

Two public elementary schools from district Sheikhupura were selected through convenience sampling technique due to time and financial constraints of the researcher. Total number of students' enrolled in the public elementary school "A" were forty-one (41), and in public elementary school "B" were forty-three (43), the sum was eighty-four (84) students. The sample of the study was comprised of all pupils of public elementary school "A" (41) and "B"(43). The total numbers of students were eighty-four (84) in both schools. All eighty-four (84) pupils were selected as a sample of the study from both school "A" (41) and school "B" (43) as intact groups. In the Nonequivalent Control Group Quasi Experiment Design, researchers regularly utilize intact groups that we believe are comparative as the treatment and control groups.

Intervention

Collaborative learning strategy (Jigsaw) was used during the treatment. The jigsaw collaborative learning technique was said to improve social networks in learning and boost decent variety. The work condition is frequently similar to a jigsaw. It includes separating a task into subtasks, where

people inquire about their appointed zone. Students with a similar point from various groups may get together to talk about thoughts between groups.

Instrumentation

Three instruments were used by the researcher to gather the data from sample. Instrument A was a social skill questionnaire which was developed by the researcher with the help of literature review. Instrument B was an Observation Checklist and instrument C was an Interview Protocol. Instrument B and C were developed while keeping in view the literature and social skill Questionnaire.

Social Skill Questionnaire. Instrument A was a social skills questionnaire which was developed by the researcher with the help of the literature review to accomplish the logical and rigorous development process behind constructing the items. The subsequent literature was used to develop the specific items indicated:

Pupils helping one another mentioned in the literature as an essential skill in order that they should improve and develop in classrooms. Parveen et al. (2011) stated, "Students and teachers should feel the idea that students can help one another, learning is not just applied on occasion, but is a fundamental principle of classroom organization" (p. 60). This skill is reflected in item 1.

Students collaborating with one another were frequently found in the literature. Bauminger, (2002)"Discussed the significance of social skills that these are certain capacities that help the child to cooperate with others in various circumstances in manners that are esteemed" (P. 61 & 62). The collaborative skill is represented in items 2 and 7.

Students making decisions were based on Harasim (2000): "Students are encouraged to explore different opinion that has shaped our country's history by discussing the question, 'How should we decide?' rather than 'What is the answer?'" (p. 71). This skill represented in item 3.

Students discussing in the class were identified as a critical skill in assigning meaning and developing understanding. Cantwell (2002) stated that "Fought that Social Skills are the establishment for coexisting with others. Constructing meaningful explanations means giving students regular opportunities to talk, read, writes, and solve problems together" (p. 62). This skill is documented in item 4.

Students caring about or accepting responsibility for each other in learning is an important outcome that educators should help and facilitate in the classroom. "Students should see one another as resources for learning, and there should be a school-wide norm that every student's learning is everyone's responsibility, that every student's success is everyone's success" (Sezek, 2012, p. 64). This skill is represented in item 5.

Making friends is a necessary skill that students should develop both inside as well as outside the classroom. Acar, & Tarhan, (2008) advocated, "Constructive peer relationships described by one fourth grader as simply, 'We learned to like each other' are critical to the

development and socialization of children and adolescents. Children with poor peer relationship are at risk, dropping out of school and involved in criminal activities" (Parker & Asher, 1993, p. 66). The improvement of student friendships as a result of the classroom instructional method is documented in item 6.

Social Skill Questionnaire was used by the researcher to collect the response from students because most of the studies supported to use a questionnaire for merging social skill as, Ebrahim (2012), Rahsid (2018), Jabeen &Khanam (2020),work on social skills of elementary level students and used questionnaire to measure social skills (Ebrahim, 2012 & Rahid, 2018).

A social skill questionnairewas consisted 12 Yes/No items, six items represent the collaborative skills, and six non-collaborative skills. The items required to respondents in Yes/ No form called dichotomous item. When responding to a dichotomous item, respondents classify their level of agreement or disagreement on a symmetric Yes or No scale for a series of statement. The dichotomous question is a question that can have two possible answers. The demographic variables were also the part of the Social Skill Questionnaire which are: Age, sibling, birth order, family member, family status, participant father's education, Participant mother's education, father's occupation, mother's occupation, family income, home and transport so, that it can be observed, that these demographic factors have any effect on participants non-collaborative skills and collaborative skills or not.

Validity and reliability of the social skill questionnaire

Reliability is identified with consistency of results, for example, does the planned instrument reliably measure what it should claim to measure (Yilmaz, 2013). Piloting of the instrument was done to check the reliability. According to Issac and Micheal, 10-30 participants for pilot study are suitable (Gozali, et. al. (2018, March, pp. 869-883).

Twenty students from public elementary school "C" were selected to participate in the pilot testing procedure, but one student did not participate in the piloting testing procedure due to some personal problem. Only nineteen students participated in the pilot test in order to find the reliability of the social skills questionnaire developed by the researcher. The value of Cronbach's Alpha of reliability was showed in the below table:

Reliability of The Social Skill Questionnaire Collaborative, Pilot Test.

N	Items	A
19	12	0.72

Note: n=number

Observation Checklist

Instrument "B" was an Observation Checklist, which was developed by the researcher keeping in view the related literature and concepts of the social skills questionnaire. Observation is the collecting of the behavior of the sample. Researcher trusts on his or her personal powers of

observation what he or she has observed other than interacting with people in termgaininfo what they say or think about the problem(Reinharz, 2017).It was based on six themes; Cooperation, group work, self-confidence,6 sharing, problem solving, and respect of other's opinion. Each theme consists of five sub-themes in this way the number of total sub-theme were thirty (36). To check the trustworthiness of the tool expert opinion and peer debriefing was collected, after that the tool was used to record the behavior of students. It was a participant's observation which was done by the researcher during treatment. In participant observation the researcher joined the group, and observed the activities, at the same time taking care to observe what is going on (Becker & Geer, 2003). The behavior was observed in three different settings at the beginning, middle and at the end of the treatment to measure the change in the behavior of participants.

Interview protocol

The interview proceduresignifies a contextually centered story that is not only constructed by the participant(s) and the interviewer (Gubrium & Holstein, 2002), but also imitate an active and expressive collaboration between the researcher and interviewer. Moreover, interviews motivates the researcher to go beyond telling the story (i.e., the what) by making transparent the processes, negotiations, and other interactive facets that occur both between the participant and the interviewer and between the researcher and interviewer (i.e., the how) and incorporating this information into the final qualitative report. Definitely, if the researcher believes this form of storytellingsuitable and significant, the interview procedure could assist the researcher's voice being intermingled with the participant's voice in an auto-ethnographical way (Onwuegbuzie et al., 2010)Further, the interview procedure can help the interpretive investigator complete the hermeneutic circle of understanding (Warren, 2002). In other words, routinely utilizing interviews as an aspect of the data collection process transforms the interview procedure into what Onwuegbuzie et al. (2010) call a methodology of story-sharing (p. 14). Additionally, we contend that the interview process can be used to extract more meaning from data collected via other means such as observation and focus group.

To take the view of teachers who taught the experimental and control group an interview was conducted to strengthen the results collected through social skill questionnaire and observation checklist. The interview protocol was consisted of the five themes (cooperation, group work, sharing, self-confidence and respect of other opinions) which were extracted from literature and social skill questionnaire. Each theme contains of two sub-themes which were in question form. In this way the total number of interview questions was ten (10). The trustworthiness of the interview protocol was measured through expert opinions and peer review before conducting.

Data collection

The data were composed by the researcher personally before and after the intervention, with the support of three instruments. Instrument A was a Social Skill Questionnaire developed by the researcher keeping in view the relatedliterature to measure the result of collaborative learning on students social skills at elementary level.Instrument B was an Observation Checklist which was developed to validate the results of the Social Skill Questionnaire. Instruments C was an Interview

Protocol designed to record the views of teachers about the student's social skill development during intervention. Instrument A was pilot tested. To validate Instrument B and C expert opinion and peers review was conducted. The data collected from the participants was kept private and only used for research purpose.

Data analysis

The data was analyzed by using statistical package of social sciences (SPSS) version 22. To answer the research questions, Mean score, Standard Deviation, and independent sample t-test were applied. To analyses the qualitative data, thematic analysis was done under themes.

Comparison of Control and Experiment Group on Pretest Scores of Non-Collaborative and Collaborative Social Skills

	Control		Experiment						95% CI	
	Mean	SD	Mean	SD	t	df	P	η^2	LL	UL
Non-collaborative Social Skills	2.06	0.37	1.96	0.43	1.17	78	0.245	0.017	-0.07	0.28
Collaborative Social Skills	2.43	0.31	2.46	0.25	0.57	78	0.568	0.004	-0.16	0.09

Note: M= mean, SD= standard deviation, df= degree of freedom, p= significance, η^2 = partial eta square, CI= confidenceinterval.

Non-Collaborative Social Skills

The above table shows the comparison of control and experimental group on pretest scores of the non-collaborative social skills. An independent sample t-test was conducted. It was identified that, there was no significant difference between control group pretest scores of the non-collaborative social skills (M=2.06, SD=0.37) and experimental group pretest score (M=1.96, SD=0.43; t (78) =1.17, p >0.05. The partial eta square was large η^2 =0.017.

Collaborative Social Skills

It was also identified that, there was no significant difference between control group pretest scores of collaborative social skills (M=2.43, SD=0.31) and experimental group pretest score of collaborative social skills (M=2.46, SD=0.430.25; t (78) =0.57, p >0.05. The partial eta square was large η^2 =0.004.

Comparison of Control and Experiment Group on Post-Test Scores of Non-Collaborative Social Skills and Collaborative Social Skills

	Control		Experiment						95% CI	
	Mean	SD	Mean	SD	t	df	p	η^2	LL	UL
Non-collaborative social skills	2.54	0.73	2.11	0.40	3.32	60	0.002	0.155	0.17	0.70
Collaborative social skills	2.38	0.28	3.73	0.46	15.78	65	<.001	0.793	1.51	1.17

Note: M= mean, SD= standard deviation, df= degree of freedom, p= significance, η^2 = partial eta square, CI= confidence interval.

Non-Collaborative Social Skills

In the above table it was indicated that, for the comparison of control and experimental group on posttest scores of the non-collaborative social skills. An independent sample t-test was conducted. It was identified there was statistically significant difference between control group pretest scores of the non-collaborative Social skills (M=2.54, SD=0.73) and experimental group posttest scores of non-collaborative social skills (M=2.11, SD=0.40; t (60) =3.32, p <0.05. The partial eta square was large η^2 =0.155.

Collaborative Social Skills

For the comparison of control and experimental group on post-test scores of collaborative social skills, an independent sample t-test was conducted. It was identified there was statistically significant difference between control group post-test scores of collaborative social skills (M=2.38, SD=0.28) and experimental group pretest scores of collaborative social skills (M=3.73, SD=0.46.25; t (65) =-15.78, p <0.001. The partial eta square was large η^2 =0.798.

Summary Statistics of Control and Experiment Group On Pretest and Post Test Scores of Non-Collaborative Social Skills and Collaborative Social Skills

	Control				Experiment			
	Mean	SD	Skewness	Kurtosis	Mean	SD	Skewness	Kurtosis
Non-collaborative social skills Pre-test	2.43	0.31	0.13	-0.33	2.46	0.25	-0.12	-0.75
Collaborative social skills Pre-test	2.06	0.37	-0.26	-0.48	1.96	0.43	-0.05	-0.98
Non-collaborative social skills Posttest	2.38	0.28	0.42	-0.40	3.73	0.46	0.21	0.58
Collaborative social skills Posttest	2.11	0.40	-0.62	-0.12	3.59	0.48	0.49	-1.02

Note: SD= Standard Deviation.

Table 4.22 shows the summary statistics of control and experimental group on the pretest and posttest scores of non-collaborative social skills and collaborative social skills. To find out the mean, standard deviation, skewness and kurtosis of the control group on the pretest and posttest

scores of the non-collaborative social skills and collaborative social skills descriptive statistic conducted. It highlights the highest and lowest mean values. Control group "pre-test" non-collaborative social skills received highest mean value, (M= 2.43, SD=0.31), followed by non-collaborative "posttest" experimental group, (M=2.38, SD=.28), collaborative social skills, experimental group "posttest "(M=2.11, SD=0.40, followed by collaborative social skills control group "per-test" (M=2.06, SD=0.37).

Observation Checklist

Observation was collected in three setting begging, middle and at the end of the treatment.

Beginning Observation: Under the first sub - theme (cooperation) the responses of experimental group indicates that "students helping one another within a group was observed as Yes". The responses of control group observed as No in response to all the sub-theme. The second sub-theme was (group work). The observation sheet showed that "only sub-theme no four students were making noise during class was observed as Yes". In the response of all other sub-times the responses of students were No in the experimental group.The responses of control group observed as No in response to all the sub-theme. The third sub-theme was (Self-Confidence). The observation sheet showed that "only sub-theme threestudents are happywas observed yes". All other sub-themes were observed as Noin the experimental group.The responses of control group observed as No in response to all the sub-theme. The forth sub-theme was (sharing).The observation sheet presented that "only sub-theme three students sharing their stationary wereobserved as Yes". All others were observed as No" in experimental group.The observation sheet highlighted that all the sub-themes were reported as No in control group. Only sub-theme four students sharing their seats were observed as Yes. The fifth sub-theme was (Problem Solving). The observation sheet presented that "All the sub-themes were observed as No "in both experimental and control group. The sub-theme sixth was(Respect of others opinion). The observation sheet presented that "only sub-theme five students are listing their teacher observed as Yes" in both control and experimental group. All the other sub-themes were observed as No" in both groups.

Middle Observation: during seconding setting observation responses showed a positive difference in the behavior of the members of the experimental group. The responses of control group observed as same as in beginning observation. Underthe first sub - theme (cooperation) the observation sheet indicated that "only sub-theme four some students are not ready to help others was observed as no". All the other sub-themes responses were observed as Yes in the experimental group.The second sub-theme was (group work). The observation sheet showed that "sub-theme no one studentis happy while working in a group, no three students actively participating in group work, and sub-theme no five that class is busy in their task were observed as Yes". In the response of all other sub-times the responses of students were No in the experimental group. The third sub-theme was (Self-Confidence). The observation sheet showed that "only sub-theme twostudents looking lazy/boarwere observed No". All other sub-themes were observed as No in the

experimental group. The forth sub-theme was (sharing).The observation sheet presented that "all the sub-themes wereobserved as Yes". The fifth sub-theme was (Problem Solving). The observation sheet presented that "All the sub-themes were observed as Yes". The only sub-theme five "that students can easily share difficult concepts reported as No".The sub-theme sixth was(Respect of others opinion). The observation sheet presented that "All the other were observed as yes".

Final Observation: Results indicates that at the end observation the responses of experimental group participants were observed as "Yes" means collaborative learning strategies improve their social skill. But no change observed in the observation of control group responses.

Interview Protocol (Interview Based Review from Teacher)

An interview protocol was developed by the researcher keeping in view the literature and concepts of the Social Skill Questionnaire. It was consisted of five themes; cooperation, group work, self-confidence, sharing, and respect of others opinion. Each theme contains further two sub-themes. The interview was taken by the researcher. The responses of respondents were written and tap recoded as well. After interview completion, the data was transcribed, re-write and listen again and again before analysis. Both the teachers (experiment and control group) were the part of the interview. Interview was conducted individually with both of them. During interview the teacher who taught controlled group reported that she did not feel any change in the behavior of her students. So, the responses of experimental group teacher was collected and recorded.

1 Theme No 1 Cooperation

i. Do you feel any change in the student's behavior if you look back from your first day to last day collaborative class?

At the reply to this question the teacher responded that Yes there is a gigantic change that I feel in the first to last day of my class behavior. . At the start they try to misbehave to prove that other students were wrong and also try to prove the others point of view wrong. "I was really worried how I can manage the class if their behavior did not have changed uff!" even all the students were unaware how to behave in a group. She reported as we move on the behavior of participants was changed.

i. Did you observe any change regarding cooperation among students during your whole teaching period?

ii. In response to this question teacher replied the changes that I observed while teaching students by using this approach were: (i)They became good listener (ii) Positive competition (iii) Try to help others (iv) Try to use different ways to understand their topic (v) Taking an interest in class (vi) Start sharing their all learning strategies with other classmates.

Theme No 2 Group Work

i. Did you feel any change in your student's behavior while working in a collaborative classroom setting?

Yes, I feel a change in their behavior during collaborative class before that they just try to explain their topic in a right or wrong any way without understanding. But when they start to work in the group they try to understand the topic fully so that they become competent enough to share the topic in front of the class on board confidently.

ii. What is your opinion on group work and how it affects the student's learning while working in a group?

According to my point of view, the group study was very effective for students to share their ideas and knowledge with other students. The basic advantage of group work that was in a short period of time students not only understands their concept during group discussion, but also understands the topics of other groups during group presentations.

Theme No 3 Self- confidence

i. Did the self-confidence of your students increased during teaching through collaborative learning?

ii. Yes, the self-confidence of the students was increased because I remembered in the first class students were not taking interest to explain their topic even weak students feel shy and try to hide their faces. But I observed as we moved on all the students started taking interest in their lessen and everybody started working in group and showed interest to share their work from their group side even I observed the shy students who wanted to leave the class in their starting days also showed interest to share their point of view. This technique boosted confidence level of all students.

iii. Would you recommend that collaborative learning strategies should be utilized while teaching other subjects as well at elementary level?

Yes, I must say this was the best strategy to teach at the elementary level I feel enormous change in students' behavior as I was teaching them with this strategy (i) students starts enjoying learning, (ii) they became reflective (iii) they become more confident than before.

Theme No 4 Sharing

i. Did collaborative learning, improve the sharing habit of students and what was your observation during teaching?

Yes, collaborative learning improve the their sharing habit because in the first day of their class students try to let down the other students just to show how self-confident they are and try to come first to explain her point of view but after using jigsaw technique students feel that the best solution to solve the problem is sharing and helping others.

ii. What is your opinion on student's habit of sharing? Will it helpful in their future socialization?

Yes, sharing habit must be helpful in their future life, as they learn sharing of things in their class,

Theme No 5 Respect of others opinion

i. **Did you observe that your students giving respect to other students opinion while working together?**

ii. On the first day of class students feel shy and hesitate while explaining their answer and show no interest in understanding the concept, even they do not want to talk. They have no idea of how to participate in a group, what are the norms of group work. I remembered they start fighting in the beginning days of our class, but gradually they learn all the norms and etiquettes of group work and how to listen other's point of view.

iii. **ii.What type of changes you observed in your student's behavior regarding the respect of other's opinion?**

iv. I observed that not only they started to listen others, but also taught others how to behave while their classmates were talking or sharing their point of view.

Conclusion and Discussion

Numerous collaborative learning studies are put to pupils with both educational goals and social skillspurposes. Accordingly, one of the motivations behind elementary education is likewise to create social abilities among children since social aptitudes are similarly as significant as academics.The purpose of the study was to examine the effect of collaborative learning strategies on the student's social skills in public elementary schools. Findings indicate that there was statistically significant effect of collaborative learning strategies forthe student's social skills in public elementary schools. Results indicates that there is statistically significant difference between control group post-test scores of the Non-collaborative skills (M=2.54, SD=0.73) and experimental group post-test scores of Non-collaborative skills (M=2.11, SD=0.40). Hair, Jager, and Garret (2002) saw that teenagers who have solid social aptitudes, especially in the regions of contention, passionatefriendship and the utilization of basic social practices are bound to be acknowledged by companions, create fellowships, keep up a firmassociation with parents and peers, are viewed as powerful problem solvers, develop more prominent interest for school and perform better academically. Social skills indicate a wide range of aptitudes, important to coexist with others and carry on cooperatively in groups (Rose-Krasnor 1997; Smith and Hart 2004).Results also indicates that there is a statistically significant difference between control group post-test scores of collaborative skills (M=2.38, SD=0.28) and experimental group post-test scores of collaborative skills (M=3.73, SD=0.46.25). It is recognizes that there is a statistically significant difference of experimental group post-test scores of collaborative skills and non-collaborative skills. Social skill enables students to communicate usefully with friends, educators, and other school authorities and shapes their sentiments of association with the school, therefore byeducatingacademic skill (Smith and Hart 2004; Ladd, Herald et al. 2006; Valiente, Lemery-Chalfant et al. 2007).The aim of education today is not only a success in terms of achievement scores but also Development of social and cooperative skills of the students. Cooperative learning has its own psychosocial and philosophic significance for the development of these skills (Jabeen, Kalsoom & Khanum, 2020).Lavasani et al., 2011 said we observed that implementing

collaborative learning by teacher in classroom promotes social interaction between students and reduce impulsive behaviors among them.

Future Recommendationsand Guidelines

1. The Jigsaw collaborative learning strategy used to measure its effect on student's social skills. Future researchers may use other collaborative learning strategies and noted their effect on students' social skills and as well make a comparison among all collaborative learning strategies and find the difference among their effect.
2. The effect of collaborative learning strategy was measured in this study and results highlighted that the social skills of the experimental groupwere improved after intervention future researcher may also design studies on the same line to validate the results of the present study.
3. Observation checklist was used to measure the effect of collaborative learning strategy on students social skills which highlights that collaborative learning strategies improve students social skills future researcher may use the interview protocol for better understanding.
4. The study measures the effect of collaborative learning on students' social skills at the elementary level. The future, researchers can use these collaborative learning to measure their effect on other skills like; emotional skills, physical, psychological etc.
5. The participants of this study were girls of elementary school students. In the future, the boys' school students may be subject of the study.
6. The participants of this study were elementary school students in the future, the primary and secondary school students may be the subject.
7. This study was conducted with public school students; in the future, such type of studies may have been conducted with private school students.
8. The non-equivalent control group quasi experimental design was used to conduct the study. Future researchers may use true experimental research design to conduct the study.
9. Moreover, district Sheikhupura, was the place where the study was conducted, in the future; such type of studies may be conducted in other districts of Punjab and other provinces of Punjab as well.

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