

# Learning Through Cooperation: Its Impact on the Social Behavior of Grade I Pupils

Vincent Garalde<sup>1</sup>; Belen L. Dominguiano<sup>2</sup>

<sup>1,2</sup>School of Graduate Studies, Annunciation College of Bacon Sorsogon Unit, Inc.,  
Sorsogon City, Philippines

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**Abstract:** This study determined the impacts of cooperative learning instruction in the social skill development of Grade I pupils. This employed 10 Grade I pupils in selected schools in Matnog I District, Matnog Sorsogon. Using descriptive method of research, the researcher discovered that the teachers utilized different cooperative learning approaches in developing the social behavior of grade I pupils which are peer- interactive cooperative tasks (group work activities), partner-based (pairing of pupils, dyad, buddy system); team-based (collaborative learning teams), technology-enhanced collaboration (digital peer engagement), cooperative learning approaches game-based group learning, and discussion-based Collaboration (dialogue). The study also found out that that these cooperative learning activities are effective in developing the social skills of the learners. The teachers develop the social skills of learners through various activities including using real-world situations that the children oftentimes encounter, giving merit to group or each member, choosing deliberately activities that promote self-confidence to lessen pupils' shyness, and providing support and structure during class activities. However, challenges are experienced in developing the social skills of the learners through cooperative learning. These challenges include some pupils tend to remain socially withdrawn, time constraints in preparing collaborative activities, limited learning resources necessary for adoption of cooperative learning strategies, and some pupils exhibit resistance to collaborative tasks. Based on these findings, the researcher recommended the use of different approaches in developing their social skills of the pupils, strategies to encourage the participation of pupils in developing the social skills. The researcher likewise recommends to empower teachers on the use of cooperative learning activities in developing the social skills of pupils through LAC sessions.

**Keywords:** Cooperative Learning Instruction, Self-Confidence, Social Behavior, Shyness, Technology - Enhanced Collaboration.

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## I. INTRODUCTION

School is a social environment, and teaching is a social process. These words reflected that teaching and learning require social interaction between teachers and learners as well as among the learners themselves. Their daily interaction enhances their holistic development and allows them to acquire the competencies needed to prepare them in their life outside the school.

Consequently, social skills are essential for students to interact in a social environment like the school. According to She, children's social development is important in their well-being. The Parke defines social development as the process by which an individual learns to interact with others around them. Social development fosters language skills, build self-esteem, strengthen learning skills, resolve conflict and establish positive attitude.

Good social skills are critical to successful functioning in life. According to Joseph, there are different types of social skills. These are survival skills (listening, following

directions); interpersonal skills (sharing asking for permission, joining an activity, waiting for turn); problem-solving skills (asking for help, apologizing, accepting consequences); and conflict resolution skills (dealing with teasing, losing, peer pressure). The development of these skills enables children to have a successful academic life.

Social skills are known to have impact to attitude, behavior and even academic performance of the learners. Herrity stated that social skills such as empathy, communication and interpersonal skills are essential aspects of the person's daily life. The author posited that there are several ways to improve social skills. These include: engagement with others; develop listening skills, and interact with peers.

Meanwhile, not everyone is capable to social interaction. Thus, it is apparent that social skills of the students should be particularly trained. Joseph contends that among the intervention teachers can emphasize on the learning, performance, generalization, and maintenance of appropriate behaviors through modeling, coaching, and role-

playing. It is also crucial to provide students with immediate performance feedback. Likewise, teachers can provide training and practice opportunities in a wide range of settings with different groups and individuals in order to encourage students to generalize new skills to multiple, real-life situations.

In Philippine education setting, social skills development is also encouraged by the Department of Education. The DepEd no. 34 series 2022 promotes the conduct of psycho-social activities and promote the social and emotional well-being of the learners. Hernando-Malipot, likewise states that social and emotional skills are prioritized by the Department of Education to promote resiliency and positive outlook amidst challenges. Social skill development also facilitates academic achievement and develops well-rounded, wholesome individuals social skill development also facilitates academic achievement and develops well-rounded, wholesome individuals.

Thus, strategies and integration of social development in teaching and learning are essential. Acosta and associates stated that school-based intervention on social development teaches essential behavioral skills in order for students to graduate with positive impacts. Ferrer's collaborative instruction promotes social skills by learning together.

Cooperative instruction, according to the website Because Learning, is a teaching framework focused on providing multiple instructional approaches to learning. Basically, it involves lessons accompanied by different activities that require interaction. This gives students learning experiences beyond their subject matter.

Mendo-Lazaro and associates stated that cooperative instruction is an avenue to promote the social skills of learners. In the activities employed by teachers in cooperative instruction, it favors the development of social skills instead of learners working autonomously. Learners' interaction with their classmates paved the way to social skill development, which could only be enhanced when one can interact with others. The opportunity to complete the tasks given by teachers provides an opportunity for students to develop their own social skills through observation of others' skills, as well as reflecting on their own.

The present study focused on the enhancement of social development through the use of cooperative instruction. The researcher believes that teachers should integrate social skills development among students through this strategy. In secondary students, socialization should not be imposed. They should come to realization that they want to socialize because it gave them positive effects, both academically and socially. This can be done through the utilization of cooperative instruction. Given these premises, the researcher finds it timely and relevant to conduct a study on the enhancement of social development through the use of cooperative instruction.

## II. STATEMENT OF THE PROBLEM

This study aimed to find out the enhancement of social development of the learners through cooperative learning.

Specifically, this ought to provide answers for the following questions:

- What are the different Cooperative learning approaches used by teachers in developing the social behavior of Grade I pupils?
- What is the level of effectiveness of cooperative learning approaches used by teachers in developing the social behavior of Grade I pupils?
- How do teachers develop the social behavior of Grade I pupils using cooperative learning approaches?
- What are the challenges encountered by the teachers in using cooperative learning approaches to develop the social behavior of Grade I pupils?
- What learning and development activities for teachers could be designed to enhance the use of cooperative learning approaches in developing the social behavior of Grade I pupils?

## III. METHODOLOGY

This paper utilized a mixed method of research. The mixed-method research approach is a combination of qualitative and quantitative methods of research. This approach allows researchers to offset the limitations of using only one method, enhancing the robustness of the findings by integrating the strengths of both data.

While quantitative method quantifies the data gathered, qualitative research method analyzes non-numeric method. Mixed method shown the lived experiences of teachers on how they utilized cooperative learning approaches to develop the social skills of pupils. Through this method, the researcher utilized the theme emerged from the in-depth interviews conducted to teacher-respondents regarding this study.

This study aimed to determine the enhancement of social development of students through cooperative instruction. This study employed Elementary School teachers as respondents. Specifically, there are 10 teachers employed in this study. The researcher utilized the purposive sampling method to determine the respondents.

## IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This presented the results from the data gathered in this study. These data were analyzed and interpreted as follows: i.) Different Cooperative Learning Approaches Used by Teachers in Developing the Social Behavior of Grade I Pupils; ii.) Effectiveness of Cooperative Learning Approaches in Developing the Social Behavior of Grade I Pupils; iii.) How Teachers Develop the Social Behavior of Grade I pupils Using the Cooperative Learning Approaches; and iv.) Challenges Encountered by Teachers in using

Cooperative Learning Approaches that Hinder the Development of the Social Behavior of Grade I Pupils.

➤ *Different Cooperative Learning Approaches Used by Teachers in Developing the Social Behavior of Grade I Pupils*

The social behavior of an individual is shaped primarily by cultural norms, social structures, and individual

characteristics. School is an environment that holds a great influence on the social behavior of the learners. The social development of pupils is developed through cooperative learning. Table 1 reveals the cooperative approaches used by the teachers in developing the social behavior of Grade I pupils.

Table 1 Cooperative Learning Approaches Used by Teachers in Developing Social Behavior of Grade I Pupils

Indicators	Frequency	Percentage
Peer-Interactive Cooperative Tasks (Group work Activities)	10	100
Partner-based (pairing of pupils, dyad, buddy system)	10	100
Team-based learning (collaborative learning teams)	10	100
Technology-enhanced Collaboration (Digital peer engagement)	8	80
Game-based group learning	7	70
Discussion-based Collaboration (dialogue)	7	70

Accordingly, there are 6 cooperative learning approaches employed by the Grade I teachers. At the top of the list are Peer-Interactive Cooperative Tasks (Group work Activities), Partner-based (pairing of pupils, dyad, buddy system); and Team-based learning (collaborative learning teams). These cooperative learning approaches have frequencies of 10 or 100%. This indicated that teachers favor approaches where learners team up with each other to complete tasks. These approaches are also notable for interacting with classmates during activities.

Parallel to this, Buchs and Butera<sup>1</sup> determined that teachers should prepare the learners when using cooperative learning instruction. The authors posit that for cooperative learning to be successful, learners should be willing to cooperate.

Another cooperative learning approach, technology-enhanced Collaboration (Digital peer engagement) has a frequency of 8 or 80% of the respondents. This indicated that the use of technology also fosters cooperation among pupils. Additionally, 2 cooperative learning approaches, game-based group learning and discussion-based Collaboration (dialogue)

both have 7 as their frequency or 70% of the respondents. This showed that the teachers utilized cooperative learning approaches during discussion and game-based activities. Particularly, the teachers utilized think-pair-share strategies that enhanced cooperation and knowledge sharing among pupils.

In the article by Alruwaili & Templin they discussed how cooperative learning improves the academic performance of pupils in different subject areas. The integration of technology and cooperative learning approaches enhances learning outcomes.

➤ *Effectiveness of Cooperative Learning Approaches in Developing the Social Behavior of Grade I Pupils*

The cooperative learning approach is popularly used in the education system. Cooperative learning approaches are known to develop the knowledge of the pupils in different learning areas. It also fosters socialization among learners, as they work together to achieve learning goals. The effectiveness of the cooperative learning approach, along with peer-interactive cooperative tasks in developing the social behavior of Grade I pupils, is shown in Table 2.

Table 2 Effectiveness of Peer-Interactive Cooperative Tasks as a Cooperative Learning Approach in Developing the Social Behavior of Grade I Pupils

Indicators	Mean	Description
Listens attentively to peers	4.50	Highly Effective
Responds cooperatively during cooperative activities	4.40	Highly Effective
Waits for their turns	4.20	Highly Effective
Uses calm tones	4.20	Highly Effective
Involves actively in the performance of tasks	3.60	Highly Effective
Average	4.20	Highly Effective

There are 5 social behaviors, such as listening attentively to peers, responding cooperatively during cooperative activities, waiting for their turns, using calm tones, and being active in the performance tasks, which are specified by the respondents. These indicators have a 4.2 weighted mean and are described as highly effective. At the top of the list is listening attentively to peers. This social behavior has 4.50 as its weighted mean and is described as

highly effective. This result showed that cooperative learning enables learners to value their peers and respect their opinions.

This result is supported by Tang<sup>3</sup>. In her paper, she described that cooperative learning improves the communicative ability, including listening and speaking. The author asserts that as an interactive learning method, teachers

should adjust cooperative learning according to learners' actual reaction.

Additionally, the social behavior that responds cooperatively during cooperative activities has 4.40 as its weighted mean. This is also described as highly effective. This is followed by social behaviors wait for their turns and uses calm tones have weighted mean of 4.2 and both described as highly effective. These social behaviors showed that learners develop patience and respect towards their peers. Using calm tones especially during their sharing their ideas showed one to be patience and less assertive.

Meanwhile, the least in rank is the social behavior involves actively in the performance of tasks. This social behavior has 3.60 as its weighted mean and is described as

highly effective. This finding indicated that learners become actively involved in their activities. Further indicated that learners believe that they can complete their tasks along with peers.

In the paper of Deysolong, it suggests that cooperative learning develop essential social skills. Interaction with peers, active listening, and respectful dialogues have been actively developed in cooperative learning environment.

Partner-based Cooperative learning approach also developed social behavior of learners. Table 3 reflected its effectiveness in developing the social behavior of the learners. Accordingly, there are 5 social behaviors along this cooperative approach, with 3.98 as the weighted mean average, and given the description is highly effective.

Table 3 Effectiveness of Partner-Based as a Cooperative Learning Approach in Developing the Social Behavior of Grade I Pupils

Indicators	Mean	Description
Demonstrates respectful turn-making and reciprocal dialogue	4.50	Highly Effective
Shows awareness of peers' feelings	4.30	Highly Effective
Adjusts behavior for the sake of keeping partnership	4.10	Highly Effective
Uses calm tones	3.60	Highly Effective
Takes initiative in helping the partner by explaining instructions	3.40	Moderately Effective
Average	3.98	Highly Effective

Topped in the list is the social behavior, which demonstrated respectful turn-making and reciprocal dialogue with 4.5 as its weighted mean. This social behavior is described as effective. This finding showed that learners learn the concept of giving way. Social behavior of waiting for one's turn when others are speaking and respecting their opinions.

This is followed by social behavior, shows awareness of peers' feelings has 4.3 as its weighted mean. This indicated that that the learners learn to be sensitive about other's feelings. This further explained that considering other feelings aside from their own is the manifestation of positive social behavior.

The social behavior adjust behavior for the sake of keeping partnership has weighted mean of 4.1 and described as highly effective. Uses calm tone is also a social behavior which is deemed effective by the respondents with a weighted mean of 3.6. This indicated that learners modified their behaviors and compromise in order to complete their tasks. Communicating in a calm tone lessens intimidation and maintain camaraderie with partner.

The social behavior with least weighted mean is takes initiative in helping the partner by explaining instruction. This behavior has weighted mean of 3.4 and described as moderately effective. This result can be attributed to the age of the learners. Usually, it is the teacher who guide the learners in completing the task/activity. However, the learner with prominent leadership skill takes charge and help their partner understand the instruction.

In the paper of Jhangiani<sup>5</sup>, interaction with others resulting in positive social exchange. During their interaction with others, they receive social rewards such as praise and affection. Likewise, social cost occurs when disagreement occurs. Guilt and frustration are among the social costs when disagreement occurs. As signified in the result, learners understands that positive social behavior resulted in social rewards.

Table 4 reflects the effectiveness of team-based learning as a cooperative learning approach in developing the social behavior of pupils. There are 5 social behaviors indicated with weighted mean average of 4.08 and described as highly effective.

Table 4 Effectiveness of Team-Based Learning as a Cooperative Learning Approach in Developing the Social Behavior of Grade I Pupils

Social Behavior	Mean	Description
Recognizes the assigned role (as leader...)	4.60	Highly Effective
Initiates group decision activities	4.40	Highly Effective
Adapts to given tasks by peers	4.0	Highly Effective
Encourages other members to participate	3.80	Highly Effective
Helps peers to understand instructions	3.60	Highly Effective
Average	4.08	Highly Effective

Among the social behavior, recognizes the assigned role (as leader) has the highest weighted mean 4.6 and described as highly effective. This result showed that pupils recognized their assigned leader during activities. The leaders are usually those that have manifested leadership skills. Usually, the team members follow their assigned leaders.

The behavior initiates group decision activities have 4.4 as its weighted mean and described as highly effective. Also, the behavior adapted to given tasks by peers has weighted mean of 4.0. This social behavior is also described as highly effective. These results showed that learners recognized the tasks given to them. The pupils also followed the group decision, resulting in teamwork and harmonious completion of activities.

The social behavior encourages other members to participate and helps peers to understand instructions have weighted mean 3.8 and 3.6, respectively. These social behaviors are described as highly effective. These findings revealed that learners developed helpfulness and patience, especially among those who have difficulty in understanding the instructions in completing the tasks.

In the study of Petre<sup>6</sup>, she revealed that the cooperative learning positively effects the development of leadership skills of the learners. Effective communication, decision making and teamwork are also developed through

cooperative learning. The author also discussed that unlike traditional learning, cooperative learning approach fosters cognitive skills.

The Table 5 reflected the effectiveness of technology-enhanced collaboration in developing the social behavior of Grade I pupils. Accordingly, there are 5 social behaviors identified with weighted mean average of 3.76 and described as highly effective.

Among the social behavior, manifests patience when using shared devices has the highest weighted mean of 4.2 and described as highly effective. Followed in this is shares to peers the device. This social behavior has 4.0 as weighted mean and described as highly effective. This revealed that the learners learn the value of sharing through cooperative learning approaches. Waiting for turns showed that they learn to be considerate with their peers. Giving and consideration strengthen relationship with peers.

Meanwhile, there are 2 social relationships with the weighted mean of 3.6 and described as highly effective. These are performing the digital task with peers and encourage other members to be participate. These indicated that the learners collaborate to complete the tasks. Collaboration and encouragement foster positive social behavior. The learners also understand that working with classmates yielded better results.

Table 5 Effectiveness of Technology-Enhanced Collaboration as a Cooperative Learning Approach in Developing the Social Behavior of Grade I Pupils

Social Behavior	Mean	Description
Manifests patience when using shared devices	4.20	Highly Effective
Shares to peers the device	4.0	Highly Effective
Performs the digital task with peers	3.60	Highly Effective
Waits for their turns	3.60	Highly Effective
Uses calm tones	3.40	Moderately Effective
Average	3.76	Highly Effective

Uses calm tone is the social behavior with least weighted mean 3.4 and described as moderately effective. This can be probably because of the learners' age. Young learners seldom use calm tones, especially with peers. Their excited chatters are part of their social behaviors.

The study of Vali<sup>7</sup> revealed that technology foster cooperative learning. The learners cooperate in completing

projects using technology. Technology-based collaborative learning develops learners' social interaction. However, the author noted that collaborative learning and interaction of learners depends on the technology use. It should be a device that learners are familiar with. Sharing knowledge with the same understanding deepens social interaction.

Table 6 Effectiveness of Game-Based Group Learning as a Cooperative Learning Approach in Developing the Social Behavior of Grade I Pupils

Social Behavior	Mean	Description
Values group success over individual wins	4.20	Highly Effective
Manifests helping attitude in accomplishing challenge	4.20	Highly Effective
Waits for their turns	4.0	Highly Effective
Uses calm tones	3.60	Highly Effective
Manages excitement during game performance	3.50	Moderately Effective
Average	3.90	Highly Effective

Social behavior of learners is also developed in game-based activities. These activities are utilized by integrating

game mechanics in classroom activities. Teacher’s game-based group learning as cooperative approach in learning also fosters social behavior.

Table 6 revealed that there are 5 social behaviors identified by the respondents. These have average weighted mean of 3.9 and described as highly effective. Of the identified social group, values group success over individual wins and manifests helping attitude in accomplishing challenge have the highest weighted mean of 4.2 and describe as highly effective. This result indicated that the learners got excited in winning when they win in groups, especially if they win over the other groups. Gamified learning activities serves as opportunity for learners to bond during tasks completion. They give value to team work, instead of individual success.

The social behavior waits for turn has 4.0 as weighted mean and described as highly effective. This result indicated that learners excitedly wait for their turn to perform the tasks. These also showed that they recognized leadership and, in fact, appointed leaders manifesting these qualities. They, themselves accepted their roles, recognize their turns and perform them excitedly. Group members understand that group achievement is their achievement.

The social behavior uses calm tone has weighted mean of 3.6 and described as highly effective. The learners understand that agitated behavior during game-based activities. Using calm tones carry out the activities effectively and gives them a high chance of winning against opposing group.

Manages excitement during game performance is a social behavior has the lowest weighted mean of 3.5 and described as moderately effective. This indicated that learners, while excited during game-based activities, contain their excitement and waited for their turns. This behavior allows other groups to complete their turns with little interruption from classmates.

Parallel to this, Lasala<sup>8</sup> disclosed in his study that Game-based activities enhanced communication, cooperation, and confidence. These lead to more social interaction with classmates. Showing positive behavior during activities leads to success of the group. This behavior modification enables learners to understand the value of social behavior.

Table 7 Effectiveness of Discussion-Based Collaboration as a Cooperative Learning Approach in developing the Social Behavior of Grade I Pupils

Social Behavior	Mean	Description
Waits for their turn without interrupting	4.60	Very Effective
Uses calm tones	4.40	Highly Effective
Affirms others’ nice ideas	4.0	Highly Effective
Follows discussion rules	4.0	Highly Effective
Involves actively in dialogue	3.80	Highly Effective
Average	4.16	Highly Effective

Discussion-based collaboration as cooperative learning approach also shown effectiveness in developing the social behavior of Grade I pupils. Accordingly, there are 5 indicators with weighted mean average 4.16 and described as highly effective.

Social behavior with the highest weighted mean is waits for their turn without interrupting with 4.6 as weighted mean and described as very highly effective. Waiting for turn allowed learners to gather the information they needed during discussion. While expressing their ideas is necessary during discussion, learners understand that speaking out of turns is impolite.

Using calm tone is also a social behavior effectively developed through discussion-based collaboration. This social behavior has weighted mean of 4.4 and described as highly effective. Calm tones can prove their point as much as using higher tones. Calm tones also did not intimidate other pupils.

There are 2 social behaviors with the same weighted mean of 4.0. These are: affirm others’ nice ideas and follow discussion rules. Indicated in this result is that the learners recognize that following discussion rules enhances learning outcomes. Likewise, when everyone follows the there is a

camaraderie and harmony during discussion. Affirming one’s ideas is also a social behavior developed among learners. Learners observed that when they affirmed other’s ideas, they feel better and become friends with that classmate.

The social behavior developed with least weighted mean of 3.8 and given the description effective is involves actively in a dialogue. Activities such as jigsaw technique fosters dialogue among learners. During this dialogue that they are able to discuss the lesson effectively.

Faster Capital<sup>9</sup> affirm these findings as the website posits that collaborative approach provide rich context for social learning. When children work together in completing tasks and compromise, they acquire essential social skills. These social skills enable learners to develop holistically.

➤ *How Teachers Develop the Social Behavior of Grade I pupils Using the Cooperative Learning Approaches*

It is a well-recognized fact that when teachers tell pupils to group together it will not necessarily mean that they will cooperate with one another. In fact, learners struggle to perform group tasks, hence developing the learners’ social behavior. Teachers utilize different avenues to develop social behavior of pupils through cooperative learning approaches.

Table 8 shows how teachers develop the social behavior of Grade I pupils using the cooperative learning approaches. Among the 8 indicators, there are 7 who have frequency of 10 or 100% of the respondents. Included in this is engage pupils in activities highlighting each other's skills.

*“Grade I pupils have their own strength and weaknesses. I made sure that the activities I employ*

*highlighted their strength. Through this, the pupils are able to engage actively in activities during lessons”* stated by one of the teacher respondents. She also stated that jigsaw activities highlighted the learners' strength. It was the teachers that assigned the tasks to the learners instead of the group leader. By doing this, the learner's skills are highlighted.

Table 8 How Teachers Develop the Social Behavior of Grade I Pupils Using the Cooperative Learning Approaches

Indicators	Frequency	Percentage
Engage pupils in activities highlighting each other's skills	10	100
Create a classroom management plan	10	100
Conduct social role-play activities	10	100
Assign real-world situation that children often times encounter	10	100
Give merit to group or each member	10	100
Choose deliberately activities that promote self-confidence to lessen pupil's shyness	10	100
Provide support and structure during activities	10	100
Encourage every learner to recognize the importance of attentive listening	9	90

Also, teachers create a classroom management plan is employed by teachers in developing the social behavior of learners. *“I created sitting arrangement plan by pair, positive reinforcement and engagement strategies,”* affirmed by the teachers. The classroom management plan also consequences for bad behavior. Classroom management plan changes per quarter, creating social interaction among pupils.

Conduct social role-play activities, assign role to each member during class activities, and use real-world situations that children oftentimes encounter is also use by the teacher in developing the social behavior of the Grade I pupils. These allow learners to generate proper responses among learners. These activities also enable pupils to develop social behavior.

*“Actually, during activities, I foster behavior modelling,”* one of the Grade I teachers answered during follow-up informal interview. *“During role playing, I usually ask pupils to act scenarios at home, in the playground or schools.”* The responses of the learners are very genuine. Socialization in their age is almost natural. However, it is upon the teacher to guide them in interacting positively with peers.

Also, the indicators give merit to the group or each member and choose deliberate activities that promote self-confidence to lessen pupils' shyness. Teachers employ approaches and activities that would foster confidence and lessen learners' timidity. Usually, during game-based learning, everyone learns to participate.

*“Game-based learning are fun. Activities that the learners enjoy boosts their confidence, especially if the teacher gives recognition to the learners' efforts,”* one of the respondents stated. The teacher also clarified that giving awards and recognition is one of the ways to boost the learners' confidence not only to reward their participation or behavior.

Providing support and structure during activities on the other hand is also how teachers develop learner's social behavior. *“By giving structure, lay down rules and guidelines of the games/activities,”* said the Grade I teacher respondent. *“These rules and guidelines are followed by the learners. Also, the scaffold I provided as the activity went along boosts the learner's confidence. Those who catch the instructions, relay them immediately to their groupmates and even to other groups, fostering social interaction. By these interactions they learn proper behavior.”* Further explained by the teacher.

Meanwhile, encourage every learner to recognize the importance of attentive listening has 9 as its frequency or 90% of the respondents. This implied that teachers also valued the importance of listening skills of the pupils. *“I see to it that learners develop attentive listening. Simple exercises like listen when somebody is talking is effective in getting the attention of the learners. Listening attentively is essential in social behavior.”*

Accordingly, social behavior develops in school as part of the curriculum. However, it is not taught as a subject, but rather developed through integrated activities. Ding & Ding<sup>10</sup> suggested activities that the teachers may employ to develop the social behavior of the learners. These activities include: think-pair-share, jigsaw, role-playing, Team-based learning, and group projects. These activities develop the social behavior of learners.

#### ➤ Challenges Encountered by Teachers in using Cooperative Learning Approaches that Hinder the Development of the Social Behavior of Grade I Pupils

Cooperative Learning is an approach that develops not only the cognitive skills of the learners but social skills of the pupils as well. Working together in a small group pave way to social interaction, teamwork and camaraderie. However, the employment of cooperative learning approach in developing the social behavior of the pupils is not without difficulties. These difficulties are enumerated in table 4.

Accordingly, there are 6 difficulties encountered by the teachers. Top in the list, with the frequency of 10 and rank 1 is some pupils tend to remain socially withdrawn. Teachers

observe that there are learners who are not inclined to socialization. The teachers find it difficult to coax them in participating in group activities.

Table 4 Challenges Encountered by Teachers in using Cooperative Learning Approaches that Hinder the Development of the Social Behavior of Grade I Pupils

Indicators	Frequency	Rank
Some pupils tend to remain socially withdrawn	10	1
Time constraints in preparing cooperative activities	9	3
Limited learning resources necessary for the adoption of cooperative learning strategies	9	3
Some pupils exhibit resistance to cooperative tasks	9	3
Some teachers demonstrate limited proficiency in facilitating cooperative learning environments	6	5
Some teachers struggle to maintain productive group behavior during cooperative tasks	4	6

The challenges Time constraints in preparing collaborative activities, limited learning resources necessary for adoption of cooperative learning strategies, and some pupils exhibit resistance to cooperative tasks have frequency of 9 and rank 3. This indicated that among the challenges encountered by the teachers' time constraints and resources. These two challenges impede the utilization of cooperative learning approaches.

The reluctance of pupils to cooperate with classmates has also become a challenge for teachers. These learners prefer to work independently rather than cooperate with classmates. While this is not a bad thing, the learners remain timid and shy rather than sociable and active.

Parallel to this result, Buchs, et al<sup>11</sup> revealed that teachers reported difficulties in embedding cooperative learning into the curriculum and finding time for it, the less they say actually implement it. Additionally, there are teachers who recurred to traditional teaching method. These pose difficulties in using cooperative learning in developing the social behavior of learners.

#### ➤ *Proposed Learning and Development Activities for Teachers to Enhance the Use of Cooperative Learning Approaches in Developing Social Behavior of Grade I Pupils*

##### • *Rationale*

Social behavior encompasses the growth of social skills, emotional understanding, and the capacity to form relationships. Social developments start in early childhood and continue throughout life. It also involves the development of empathy, self-awareness and the ability to navigate social structure.

While social behavior is not explicitly taught in the curriculum, teachers develop this through classroom activities and fostering positive interaction. The cooperative learning approach is one of the avenues for teachers to develop social behavior of learners. The proposed Learning and Development (L&D) program is designed to equip Grade I teachers with effective strategies and practical tools for implementing cooperative learning approaches in the

classroom. The goal is to enhance students' social behaviors, including teamwork, empathy, communication, and responsibility.

##### • *Objectives:*

After the LAC Session, teachers will be able to:

- ✓ Understanding the key principles of Cooperative Learning and its role in developing social behavior;
- ✓ Design and implement cooperative learning activities suited for Grade I pupils;
- ✓ Apply classroom management techniques to support cooperativities work among pupils;
- ✓ Evaluate pupils' social development through observation and reflection tools.

## V. CONCLUSIONS AND RECOMMENDATIONS

#### ➤ *Based on the Foregoing Findings, The Following are the Formulated Conclusions:*

- The different cooperative learning approaches used by teachers in developing the social behavior of grade I pupils are peer- interactive cooperative tasks (group work activities), partner-based (pairing of pupils, dyad, buddy system); team-based (collaborative learning teams), technology-enhanced collaboration (digital peer engagement), cooperative learning approaches game-based group learning, and discussion-based Collaboration (dialogue).
- The level of effectiveness of cooperative learning approaches is effective in developing the social behavior of learners.
- The teachers develop the social behavior of Grade I pupils through Peer- Interactive Cooperative Task, Partner-based (pairing of pupils, dyad, buddy system) and Team-Based learning (collaborative learning teams).
- The challenges encountered by the teachers in using cooperative learning approaches are: pupils tend to remain socially withdrawn, time constraint in preparing collaborative activities and limited learning resources.

- Learning and development activities for teachers to enhance the use of cooperative learning approaches in developing social behavior of Grade I pupils is designed.

➤ *Based on the Foregoing Conclusions, The Following Recommendations are Offered:*

- Different cooperative learning approaches in developing the social behavior of pupils be utilized by teachers.
  - Effective cooperative learning approaches be employed by teachers in developing the social behavior of pupils such as: peer- interactive cooperative tasks, partner-based and team-based approaches.
  - Varied Cooperative learning activities be employed in developing the social behavior of pupils such as peer-interactive cooperative tasks, partner-based and team-based approaches.
  - Updated cooperative learning activities such as technology-based be used by teachers.
  - Learning and development activities for teacher to enhance the use of cooperative approach through LAC Session is designed.
  - Future researchers be encouraged to conduct a study on the following topics:
- ✓ Impacts of Cooperative Learning Approach in Developing Social skills of KS1 Learners
  - ✓ Factors that Affect the Development of Social Behavior of Learners
  - ✓ Problems Encountered by Teachers in Developing the Social Behavior of Grade I Pupils

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