

STUDENTS' COOPERATION SKILL: A KEY TO ACADEMIC ACHIEVEMENT IN KHYBER PAKHTUNKHWA PAKISTAN

Dr Naseer Ahmad¹, Palwasha Naseer²¹ Post-Doctoral Fellow, Islamic Research Institute, International Islamic University, Islamabad, Pakistan.² Allama Iqbal Open University, Islamabad, Pakistan.HEC
"Y"
CategoryHJRS
HEC Journal
Recognition System

ARTICLE INFO

Article History:

Received: July 18, 2024

Revised: August 13, 2024

Accepted: August 16, 2024

Available Online: August 19, 2024

Keywords:

Cooperation

Students

Academic

Achievement

Secondary Level

Funding:

This research journal (PIIJISS) doesn't receive any specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyrights:



Copyright Muslim Intellectuals Research Center. All Rights Reserved © 2021. This work is licensed under a Creative Commons Attribution 4.0 International License.

ABSTRACT

The aim of this study was to explore the relationship between cooperation skill and students' academic achievement at secondary level in Khyber Pakhtunkhwa. This was a single-method research design and quantitative in nature. A 5-point Likert type scale was used as tool for data collection regarding their peer relation skill. Population was all the secondary school students in Khyber Pakhtunkhwa. A sample of five hundred students, ten from each school was randomly selected. Data were collected through questionnaire and students' academic achievement was assessed through self-developed academic achievement test. The validity of the instruments was checked with the help of expert committee while the reliability of instruments was checked through Cronbach alpha and was found as 0.800. Data were analyzed through SPSS using Pearson Product moment correlation. It was found that an accurate relationship existed between cooperation skill and students' academic achievement at secondary level in Khyber Pakhtunkhwa. It was recommended for all the stake-holders. i.e. parents, teachers, policy-makers etc. that they may motivate the students to cooperate with their peers for achieving high academic achievement.

Corresponding Author's Email: drnaseerahmad1979@gmail.com

INTRODUCTION

Man is a social entity and thus he/she has to establish good social interactions and relations with his/her community members (Parmar,2013). He/she may know the rules, attitudes and beliefs of that society to get success in life. Thus he/she becomes a member of that society. This process is called socialization (Sharma, Goswami & Gupta,2016). Socialization is important due to establishment and maintenance of

Students' Cooperation Skill: A Key to Academic Achievement in Khyber Pakhtunkhwa Pakistan

good relationships with other people and obeying social rules. This process forms the backbone of an individual's success. With the help of this process, one gets adaptation to the environment. Social skills have different dimensions (Caldarella, 1995) but this study considered only cooperation skill. Cooperation is an important skill and is an indicator of dependency. It is one of the strategies. In this skill, common mind is used which is effective for the novelties. This skill brings acceptable change in society. The output of the education system gives the labour force for other systems. Cooperative working habits give productivity. For this purpose, cooperative learning is the important process. In this process, the students work together in groups, develop a product at the end. Cooperative learning is the method in which students gather for the achievement of common goals. Every member can achieve the goal if other members of group achieve the goal. Cooperative learning is the working of students in small groups in which they help each other. There are certain principles which the students must obey while implementing this process. (i) positive interdependence: In this, each individual depends on other member and praises him. (ii) Individual accountability: In this, the performance of each individual is evaluated. (iii) Face-to-face interaction: In this, each individual helps each other and shares ideas. The sense of responsibility and social solidarity depends on this interaction. (iv) Social skills: In this, individuals acquire social skills in a better way. (v) Evaluation of the group processing: In this, the efficiency of the project is evaluated. Cooperative learning affects academic achievement and develop desirable attitudes towards courses. But now the questions arise what is the existing cooperation skills' level of students and how this skill can be acquired? To get this skill, education is the best tool. Education is the process of equipping individuals with the rightful skills, understanding qualities and competencies that enable them to lead a successful life in society and thus participate effectively in development of country. Curriculum is the educational experiences designed purposely for certain students with a specific time in order to accomplish the pre-determined objectives. It is an instrument for guided instruction. Every society has its own particular conceptual framework for the methods designing curriculum and its goals.

STATEMENT OF THE PROBLEM

The study's main goal is to determine the relationship between cooperation skill level and students' academic achievement at the secondary level in Khyber Pakhtunkhwa. Since the primary goal of education is to help students develop as people, each student is expected to contribute to society in some way. To achieve this, they may obey certain laws and develop certain social skills like cooperation skill. High cooperation skill level among pupils will improve their academic achievement.

Objectives of the Study

To determine the relationship between cooperation skill level and students' academic achievement at secondary level in Khyber Pakhtunkhwa.

Research Question

What is the relationship between cooperation skill level and students' academic achievement at secondary level in Khyber Pakhtunkhwa?

Hypothesis

Ho: There is no relationship between cooperation skill level and students' academic achievement at secondary level in Khyber Pakhtunkhwa.

Significance of the Study

This study will advance the field of educational research and give curriculum designers an up-to-date assessment of students' cooperation abilities. The findings of this study may serve as a benchmark for assessing students' cooperation. This study evaluates the academic performance levels of secondary school students as they currently stand and also highlights some obstacles that students must overcome to raise their academic achievement levels. The impact of cooperation skill on students' academic progress at the secondary level in Khyber Pakhtunkhwa is also revealed by this study. This study raises awareness of the value of kids' cooperation.

Delimitations

This study is delimited to:

- i. Secondary level Grade 9th.
- ii. Districts Peshawar & Mohmand.

LITERATURE REVIEW

Cooperation Skill

Cooperation means working together for the accomplishment of common goals (Johnson & Johnson, 2018). Cooperation is an important skill and is an indicator of dependency. It is one of the strategies. In this skill, common mind is used which is effective for the novelties. This skill brings acceptable change in society. The output of the education system gives the labour force for other systems. Cooperative working habits give productivity. For this purpose, cooperative learning is the important process. In this process, the students work together in groups, develop a product at the end. Cooperative learning is the method in which students gather for the achievement of common goals. Every member can achieve the goal if other members of group achieve the goal. Cooperative learning is the working of students in small groups in which they help each other. There are certain principles which the students must obey while implementing this process. (i) positive interdependence: In this, each individual depends on other member and praises him. (ii) Individual accountability: In this, the performance of each individual is evaluated. (iii) Face-to-face interaction: In this, each individual helps each other and shares ideas. The sense of responsibility and social solidarity depends on this interaction. (iv) Social skills: In this, individuals acquire social skills in a better way. (v) Evaluation of the group processing: In this, the efficiency of the project is evaluated. Cooperative learning affects academic achievement and develop desirable attitudes towards courses. It consists of a number of techniques. Two of these techniques are (i) Jigsaw technique (ii) Team Game Tournament (TGT). In jigsaw technique, students are divided into groups containing 5-6 students each. Each group works together and creates expert group. In TGT technique, teacher/student makes presentation on the topic and then students are divided into heterogeneous groups. Then students

Students' Cooperation Skill: A Key to Academic Achievement in Khyber Pakhtunkhwa Pakistan

teach the subject to each other, and these compete each other. The points of each group is calculated by adding the points of students. That group which gets more points are rewarded high. Cooperative learning has an important effect on improving academic achievement of students. Cooperative learning has a lot of advantages. Some of these are as under (i) It creates an environment of cooperation among students. This cooperation activates each member for success and thus results team success (ii) When there is cooperation, students will enjoy the opportunity to express their skills and interests which will contribute to the success of team (iii) Cooperation supports learning. Students get an opportunity to learn from their friends and present it and thus permanent learning is ensured (iv) Cooperation develops a sense of responsibility in students. The success of all members is the success of whole team. Thus each member becomes a responsible one (v) Cooperation posters preparation skills, presentation skills and leadership skills which are key to success (Altun, 2015). There are two theories of cooperative learning. (i) Structure-process-outcome theory: According to this theory, cooperative learning is the way of structuring the situation which determine the process of engagement of individuals for the completion of task. (ii) Social interdependence theory: According to this theory, the interdependence among members of group is the essence of group. This interdependence causes a dynamic impact on members of group. Cooperative learning are of four types (i) Formal cooperative learning: In this type of learning, students work together for one class period to several weeks to achieve the common goal and jointly complete the specific tasks. (ii) Informal cooperative learning: In this type of learning, students work together temporarily to achieve the common goals and complete the task. (iii) Cooperative-base groups: In this type of learning, students give support, encouragement and assistance to one another to make academic progress by attending class and completing assignments. (iv) Constructive controversy: In this type of learning, the advantages and disadvantages of proposed actions are discussed to synthesize the novel and creative solutions. There are five elements in cooperative learning (i) Positively interdepending (ii) Individual accountability (iii) promotive interaction (iv) social skills (v) group processing. Positive interdependence is the key to cooperative learning. All members depend upon each other for their success. In individual accountability, every member contributes his/her share to group work. In promotive interaction, each member promotes the success of other by helping, assisting, supporting and encouraging the others. In social skills, the students use appropriately the social skills. In group processing, the students engage themselves in group processing. Cooperative efforts give numerous outcomes. This is helpful in achieving the common goal which results in higher academic achievement and greater productivity. Cooperation also creates new ideas and solutions, higher level of reasoning and greater level of transfer of knowledge (Johnson & Johnson, 2018). Cooperative learning is that form of instruction in which students work in groups to accomplish a common goal. It increases students' academic achievement, self-esteem, development of higher level of cognitive skills, comprehension and improves interpersonal relationship and communication skills. Several studies have been conducted for cooperative learning of elementary and secondary schools' students but less for higher education institutions. This cooperative learning decreases

students' stress and anxiety (Milson & Laatsch, 2019). Cooperative learning is a pedagogical practice that enhances students' academic achievement and social relationship and thus accomplishes common goals. It shares ideas, examines issues and constructs understanding. It has many integral functions (Molla & Muche, 2018). Cooperative learning is an approach which is used for teaching in classroom. It is an alternative to traditional classroom teaching methods. It enhances academic scores. It is an alternative to lecture method. Cooperative learning is the cooperative interaction in which students work together in small groups to maximize the learning. Cooperative learning is the teaching arrangement in which small heterogeneous groups of students work together to achieve the shared goal. It is not simply the group activities but is a combination of five essential components. i.e. individual accountability, group processing, face-to-face interaction, positive interdependence and social skills (Rabgay, 2018).

Academic Achievement

With the passage of time, needs of a society change and according to these needs, changes may be made in curriculum to fulfill the needs of society. But in the modern competitive world, academic achievement is the main concern because future success depends upon it. Achievement means scores gained by students on teacher made test. Different professionals have defined academic achievement in different words but there is a general consideration that it is a benchmark of academic progress. Academic achievement is also named as proficiency and may be evaluated in different ways e.g. examinations and tests etc. This academic achievement is affected by certain factors e.g. intellect, memory etc. but besides these, there are some non-cognitive factors which affect this academic achievement e.g. attitudes, beliefs, social and emotional qualities. Educational outcomes are called the academic achievement. It is the education system educational goals achievement level. It is the extent to which students get the knowledge, skills and proficiencies that the teacher teaches/assigns. It is also called as academic intelligence. Academic intelligence is the general ability and related abilities. It is generally measured by examination and continuous assessment. There are different methods of testing. Academic achievement is a multidimensional variable and is related to whole child development i.e. human growth, cognitive, emotional, social and physical development (Preeti, 2013). Students' academic achievement is reflected by an indicator which is called GPA. This is an internal indicator and shows the level of productivity of a certain education institution (Kadiyono & Hafiar, 2017). Now the question arises that what is the relationship of social skills with students' academic achievement? Sometime there is a significant positive relationship between them whereas sometime social skills are not a strong predictor of academic achievement (Gustavsen, 2017). A substantial research studies indicate a direct and moderate strong relation between students' prosocial behaviours and their academic achievement. There are several evidences that show that there is a link between students' classroom behavior and students' academic achievement (Elliott, Malecki & Demaray, 2011). Student academic achievement is the score obtained in state-offered standardized tests. Academic achievement shows student's success in achieving the goals of particular education in short or long term. Broadly speaking, academic achievement is the completion of

high school or a college or university degree. In a given semester, high academic achievement means a student is on the honor roll.

Secondary School Level

This study has been conducted at secondary level. Secondary level is a link between elementary level and higher education level. Secondary school students have age period (15-18 years). It is a time of personal and social development that requires a sophisticated repertoire of social-emotional skills for healthy adjustment. Adolescents interact with peers. It is a transition period from childhood to adulthood. When there is a balance in social development, it shifts from parent to peers. From character development point of view, this stage is very important (Eskin, 2003). Adolescence is the period of great changes. In these changes, emotional changes are important. This period creates harmony between self-image and expectations. This period is important for interaction with other teens. It is one of the most significant and intricate life stages. This is caused by puberty. It is a period of crisis which empowers the teenagers (Ghodrati, et al, 2016). This stage is the transition period between childhood and adulthood and involves socio-emotional, biological and cognitive changes (Devi, 2017). It is the stage of life where a constant focus, training and motivation are required for students. It is a stage when a proper support is needed for healthy development and smooth learning. It is a stage when learning expectations increase (Zahidullah, 2015). Social skills play an important role in adjustment with their peer group and establishment of good relationship with their teachers and other adult members of the society. These also play an important role in improvement of students' academic achievement (Sharma, Goswami & Gupta, 2016). From above mentioned detail, it is clear that social skills enhance students' academic achievement. But what is the role of socialization process in students' academic achievement and interaction in the society and what is the nature and extent of relationship between social skills and students' academic achievement and how it may be determined? Study may be done in this regard. It is concluded that cooperation skill is very important for successful life and personality development and may be developed and therefore, a program for its development may be introduced at secondary level. So this may be included in curriculum at all level particularly at secondary level. Earlier work has been done in this regard in other countries but in Pakistan no such work has been done. So, in this vein, the researcher selected the study.

Relationship Between Peer Relation Skill Level and Academic Achievement

There has been reported a relationship between students' social skills and school performance with mixed results (Jurkowski & Hanze, 2016). Research shows mixed results about the relationship between social skills and academic achievement. Some research shows a significant positive relationship whereas others show that social skills are not related with academic achievement (Gustavsen, 2017). Research shows that students' social behavior affects teacher's behavior and hence students' academic achievement (Elliott, Malecki & Demaray, 2014). Less work has been published which shows that social skills have an effect on academic achievement. One of the study illustrates that students' prosocial classroom behavior has a direct causal effect on students' academic achievement. e.g. students' classroom behavior affects the

quality of instructional exchange. Students behaving responsibly contribute to academic achievement. It was explained that there is a significant relationship between social skills and academic performance. This relationship of social skills with academic performance is highly important in transition phase (Emily J & Comedis, MA, 2014). Promotion or demotion of students' learning depends on their social behavior. Studies show that the social and academic domains of school life are related with each other (Trei,2006). Social skills play an important role in revealing and use of academic ability. These are linked with the interpersonal relationships, self, peer relationships and academic achievement. Investigations show that there is an association between social skills and academic achievement. Children having good social skills secure high grades and perform better. This association changes with age (Zsolnai & Kasik, 2014). There are several predictors of students' academic achievement. e.g. cognitive ability, motivation, attitude, personality etc. Of these, personality is that non-cognitive predictor of academic achievement. This personality consists of several dimensions which are called Big-Five Factors of personality. These include openness to experience, neuroticism, extraversion, agreeableness and conscientiousness. It has been investigated that GPA which is used for measurement of students' academic achievement, has a strong positive relationship with students' conscientiousness while the other big-five personality traits are weak predictors. Studies show that socially accepted students perform better in academic achievement while students who are socially rejected show low academic achievement. These rejected students give higher level of drop-out, are controversial and have more behavioral and attention problems (Munoz-Hurtado, 2018). For measurement of correlation, Pearson-product moment correlation is used. This relationship is shown by a graph called scatterplot (Vanderstoep & Johnston, 2009).

RESEARCH DESIGN & MATERIALS

Research Design

This was a correlational and descriptive survey type study. This was a single-method design and quantitative in nature (Creswell.2012). In this study, data were collected by answering questions about students' social skills. It was correlational study because it determined whether and to what extent the relationship exists between social skills and academic achievement (Gay & Mills,2000). The purpose of this study was to determine the relationship between peer relation skill level and students' academic achievement. A high correlation does not imply that one causes the other. In this study, Pearson Product-Moment Correlation was used which analyzed the data. (Gay & Mills, 2000).

Population Of the Study

The population of the study were as under:

1. All the secondary level students in public sector schools in Khyber Pakhtunkhwa.
2. The details were as under (ASR, 2021-2022).

S. No.	Secondary Schools	Students
1.	2690	460331

Sample

Gay and Mills (2000) stated that if the population is beyond certain point (N=5000), then 400 sample size is enough. But for qualitative study, 60 or 70 sample size is enough (Gay & Mills, 2000). For smaller population (N=100), the entire population is taken as sample. However, the more is the sample, the accurate will be the result. Out of 2690 secondary schools, only 50 schools were randomly selected. Among these selected schools, ten students of grade 9th, were selected from each school. Thus the entire students' sample was 500 students. The sampling technique was random for selection of schools and students and the sample size was as under.

1. 500 secondary school students---ten students from each school.

Research Instruments

The researcher developed one 5-point Likert instruments and one 4-point achievement test for data collection:

- i. Self-developed scale for identification of cooperation skill level (CORS)
- ii. Self-developed 9th grade Pak Study Test (PSAAT)

These instruments were developed for getting the required data as there were no such type of instruments. Peer relation skill level of students was rated by using cooperation skill rating system (CORS). This is the 10-items modified scale. This scale consists of 5-point Likert Scale (1=never, 2=seldom, 3=sometimes, 4=Often, 5=always). This scale consists of one factor-based scale i.e. cooperation skill. The academic achievement has been measured by 4-point test. In educational field, achievement test is important. Before construction of achievement test, the researcher first reviewed the various question papers of Board of Intermediate & Secondary Education (BISE) Peshawar for Pakistan Studies at secondary level. After reviewing, need was felt to develop an achievement test on the basis of Bloom's Taxonomy of Educational objectives. For this purpose, researcher consulted with Pakistan Studies SST teachers teaching at secondary level in different secondary schools. Preliminary draft was prepared. For construction and standardisation of achievement test, these steps were taken by researcher. (i) planning the test (ii) preparation of the test (iii) administration of the test (iv) item analysis (v) standardisation of test. Planning is the first and important step in the construction of an achievement test. For this, the researcher kept in mind certain aspects such as subject level, to whom, what, when and how to measure. For this, the researcher made certain decisions i.e. objectives, content, scoring process, number and type of items, length of test etc. In this achievement test, the researcher selected Pakistan Studies for grade 9th and decided to prepare multiple choice questions (MCQs). After this, a blueprint was prepared according to Bloom's Taxonomy. Bloom has divided educational objectives into three categories.

Validity & Reliability of the Instrument

Table: Reliability of Cooperation Skill

S.No	Factor	No of items	Cronbach alpha
1.	Cooperation	10	0.800

RESULTS & DISCUSSION

Findings

This survey was regarding the cooperation skill. This survey contained ten items.

Summary of Findings

Cooperation skill

1. 38% of the students were of the view that they often share materials with others.
2. 51 % of the students were of the opinion that they always work well for a common purpose.
3. 38 % of the students were in favour that they always cooperate with others in a variety of situations.
4. 70 % of the students opined that they always fulfill their responsibility.
5. 60 % of the students responded that they always follow rules.
6. 68 % of the students had the opinion that they always respond appropriately to constructive criticism.
7. 36 % of the students were of the view that they always play an active role for success.
8. 61 % of the students were in favour that they always ask others how they are, what they are doing.
9. 29 % of the students responded that they always laugh at others' people's jokes and funny stories.
10. 72 % of the students had the opinion that they always take care of others' property as if it were theirs.

Table: Co-operation Skill

S.No	Statements	N	Mean	S.D
1	Sharing materials with others.	1200	3.83	1.044
2	Working well for a common purpose	1200	4.32	0.855
3	Cooperation with others in a variety of situations	1200	3.89	1.126
4	Fulfilling responsibility	1200	4.48	0.923
5	Following rules	1200	4.37	0.902
6	Playing an active role for success	1200	4.54	0.817
7	Responding appropriately to constructive criticism	1200	3.89	1.135
8	Asking others how they are, what they are doing	1200	4.33	1.018
9	Laughing at others' people's jokes and funny stories	1200	3.48	1.303
10	Taking care of others' property	1200	4.53	0.887

Table shows that the mean score for sharing materials with others 3.83 shows that they are slightly agreed while mean score for working for common purpose 4.32 shows that they are agreed. Mean score for cooperation with others 3.89 shows that they are less agreed. Mean score for fulfilling responsibility 4.48 shows that they are highly agreed. Similarly, mean score for following rules 4.37 shows that they are agreed. The more mean score for active role for success 4.54 shows that they are strongly agreed. Mean score for responding to constructive criticism 3.89 shows that they are less agreed. Mean score for asking others 4.33 shows that they are moderately agreed. Similarly, mean score for laughing at others' jokes 3.48 indicates that they are less agreed. Mean score for taking care of others' property 4.53 shows that they are agreed. In this study, survey method was used. In this study, one self-developed 5-point Likert questionnaire was used for data collection.

Students' Cooperation Skill: A Key to Academic Achievement in Khyber Pakhtunkhwa Pakistan

For determination the nature and strength of relationship between cooperation skill and academic achievement, the researcher used Pearson product-moment correlation coefficient.

Determination of Relationship Between Cooperation Skill and Students' Academic Achievement

For determination of relationship between cooperation skill and academic achievement, the researcher used Pearson product-moment correlation coefficient.

Table: Correlation of Students' Academic Achievement with Cooperation Skill

Scale	N	R	P
Cooperation Skill	500	0.607**	.00

** Correlation is significant at the 0.01 level (2-tailed).

Table shows the correlation coefficient $r=0.607$ with $p=0.00$ shows a moderate relationship between cooperation skill and academic achievement. Thus, the hypothesis "There is no relationship between cooperation skill level and students' academic achievement at secondary level in Khyber Pakhtunkhwa" was rejected.

Discussion

In the light of statistical analysis and findings, following conclusions were drawn.

1. Majority of the students were of the view that they do not often share materials with others.
2. Majority of students opined that they always work well for a common purpose.
3. Majority of the students were in favour that they always do not cooperate with others in a variety of situations.
4. Majority of the students opined that they always fulfill their responsibility.
5. Majority of the students responded that they always follow rules.
6. Majority of the students had the opinion that they always respond appropriately to constructive criticism.
7. Majority of the students of the students were of the view that they always do not play an active role for success.
8. Majority of the students were in favour that they always ask others how they are, what they are doing.
9. Majority of the students responded that they do not always laugh at others' people's jokes and funny stories.
10. Majority of the students had the opinion that they always take care of others' property as if it were theirs.
11. A positive correlation coefficient ($r=0.607$) of cooperation skill with academic achievement was found.

Recommendations

In the light of the views of students and class teachers about students' social skills and their relationship with students' academic achievement, following recommendations were drawn.

1. It was found that majority of the students have low social skill level. Although this level plays an important role in improving students' academic achievement level, so their development in post COVID-19 pandemic era, is strongly recommended that government may include the teaching of social skills in curricular and cocurricular activities.

2. It was found that students' cooperation skill score is low. Therefore, its development is strongly recommended.
3. It was examined that majority of the students scored low in Pakistan Study Test(PSAAT) while others scored high. This low score was due to deficiency in cooperation skill. In development of this skill, there are some hurdles e.g. economic weaknesses, heavy workload etc. So for improvement of academic achievement and development of students' social skills, the removal of these hurdles is strongly recommended.
4. It was determined in this study that cooperation skill was positively correlated with students' academic achievement. So, it is recommended for educational planners to make cooperation skill an integral component of school curriculum at secondary level particularly in post COVID-19 pandemic era so that students may achieve higher academic achievement. Following suggestions may be made.
 - i. Research may be carried out at primary level to assess the cooperation skill level at gross root Level particularly in post COVID-19 pandemic era. Research may be done to determine the relationship between other dimensions of social skills like empathy, planning, perseverance skill, decision-making skill, problem-solving skill etc and students' academic achievement.
 - ii. Research may be conducted with longitudinal survey design in which data are collected two or more times. This design is very useful for understanding dynamics of a problem over time.
 - iii. Research may be carried out in whole of Khyber Pakhtunkhwa public and private schools in order to familiarize the importance of socialization process and message may be conveyed to parents, curriculum experts and teachers that development of social skills is very important for better academic achievement.

REFERENCES

- Altun,S.(2015).The Effect of Cooperative Learning on Students, Achievement and Views on the Science and Technology Course, *International Electronic Journal of Elementary Education*,7(3),451-468.
- ASR,(2021-2022).*Annual Statistical Report, 2018-19 of Government Educational Schools Including Newly Merged Districts(NMDs) Based on 31st October, 2018*, Khyber Pakhtunkhwa Elementary & Secondary Education, pp.1,2,9,15.
- Caldarella,P.(1995).*Common Dimensions Of Social Skills Of Children And Adolescents: A Review And Analysis Of The Literature*, Unpublished M.Sc Psychology Thesis, Utah State University ,Logan, Utah,pp.30.
- Creswell,J.W.(2012).*Educational Research(4th edition)*,Planning,Conducting and Evaluating Quantitative & Qualitative Research,University of Nebraska- Lincola,pp.43.
- Devi,M.(2017).Study of Social Skill Level of School Students, Seth Banarsi Dass College of Education, Kurukshetra, Haryana , India, *International Journal of Multidisciplinary Research and Development*, Volume 4, Issue 7, ISSN:2349-5979.
- Elliot, Malecki & Demaray(2014).New Directions in Social Skills Assessment and Intervention for Elementary and Middle School Students, *Exceptionality*,9,19-32.
- Emily J & Comedis,M.A.(2014).The Role of Social Skills in the Academic Performance of De La Salle

Araneta University Freshmen Students Creating a Culture, *DLSU Research Congress, De La Salle University, Manila, Philippine*, pp.

Eskin, M. (2003). Self-reported Assertiveness in Swedish and Turkish Adolescents: A Cross-cultural Comparison, *Scandinavian Journal of Psychology*, 44, 7-12.

Gay, L.R. & Mills, G.E. (2000). *Educational Research*, Competencies for analysis and application, 11th Edition, pp. 165, 515, 208, 232, 233, 234, 236, 253, 254, 255, 107, 108, 445, 446, 534, 536, 541, 544, 546, 623.

Ghodrati, Tavakol, Heydari and Akbarzadeh (2016). Investigating the Relationship between Self-esteem, Assertiveness and Academic Achievement in Female High School Students, *Health Science Journal*, Vol. 10(4:9), ISSN: 1791-809X, PP. 1.

Gustavsen, A.M. (2017). Longitudinal Relationship between Social Skills and Academic Achievement in A Gender Perspective, *Student learning, Childhood & Voices, Gustavsen, Cogent Education*, doi.org/10.1080/2331186x.2017.1411035, pp. 2-3, 8.

Johnson, D.W. & Johnson, R.T. (2018). Cooperative Learning: The Foundation for Active Learning, <http://dx.doi.org/10.5772/intechopen.81086>, pp. 62.

Jurkowski, S. & Hanze, M. (2016). A Close Look at Social Skills and School Performance: Students' Peer Relations' Skills and Assertion Skills as Predictors For their Written and Oral Performances, *Eur J Psychol Educ* (2017) 32; 79—95, doi 10.1007/s10212—015—0284—3.

Milson, L.M. & Laatsch, L.J. (2019). Does Cooperative Learning Enhance Students' Achievement, *Laboratory Medicine*, Vol. 27(9), pp. 618, 619.

Munoz-Hurtado, J. (2018). The Role of Teachers on Students' Peer Groups Relations: A Review on their Influence On School Engagement and Academic Achievement, *Limite Revista Interdisciplinaria de Filosofia y Psicologia* Vol. 13. No. 42, pp. 30-43.

Molla, E. & Muche, M. (2018). Impact of Cooperative Learning Approaches on Students' Academic Achievement and Laboratory Proficiency in Biology Subject in Selected Rural Schools, Ethiopia, *Hindawi Education Research International*, pp. 1.

Parmar, P. (2013). Role of Communication in the Improvement of One's Personality language in India

Preeti, B. (2013). Role of Emotional Intelligence for Academic Achievement for Students, *Research Journal of Educational Sciences*, ISSN: 2321-0508, Vol. 1(2), 8-12.

Rabgay, T. (2018). The Effect of Using Cooperative Learning Method on Tenth Grade Students' Learning Achievement and Attitude towards Biology, *International Journal of Instruction*, Vol. 11(2), e-ISSN: 1308-1470, pp. 265-280.

Sharma, R., Goswami, V. & Gupta, P. (2016). Social Skills: Their Impact on academic achievement and other aspects of life, Faculty of Education, Banasthali, Vidyapith Rajasthan, India, *International Journal for Innovative Research in Multidisciplinary field*, ISSN-2455-0820, Vol. 2, issue-7, pp. 220.

Trei, L. (2006). Stanford News Service, Stanford University, Stanford, California, 94305, (650) 723-2300.

Vanderstoep, S.W. & Johnston, D.D. (2009). *Research Method for Every Day Life*, pp. 76-78, Holland University of Michigan Jossey-Bass, San Francisco.

Zahidullah, (2015). *A Study of Socio-Economic Background, Parental Involvement and Teacher Perceptions of these with Reference to Students' Academic Achievement at Secondary Level*, Unpublished M.Phil Thesis, Department of Education, Abdul Wali Khan University, Mardan, pp. 2.

Zsolnai, A. & Kasik, L. (2014). Functioning of Social Skills from Middle Childhood to Early Adolescence in Hungary, *The International Journal of Emotional Education*, Vol. 6, No. 2, ISSN: 2073-7629, University of Szeged, Hungary, pp. 54.