

# Joyful Collaborative Teaching for Junior High School Araling Panlipunan 10

May Pearl P. Nuñal

Cebu Technological University – Main Campus, Cebu, Philippines

## ABSTRACT

This study ascertains that joyful collaborative teaching has positive effects to the learning skills of the students. This study is supported by Social-Cultural Theory of Lev Vygotsky. It assessed the performance level of Grade 10 - Garnet students in Pasay City North High School - Mactan Airbase Annex after implementing joyful teaching during the class discussions. The study used a teacher-made rubric in evaluating the performance level of the students and a likert scale survey in determining the students' feedback in regard to the joyful teaching. The significant relationship between the students' performance and their feedback was measured using the Pearson's Correlation Coefficient at 0.05 level of confidence. The study revealed that students did a great job in the performance test. The teacher gave each group a grade that belonged to exemplary/exceptional category. Furthermore, more than 90% of the students gave positive feedback to the joyful teaching and collaborative learning activities. It implies that it is easier for the students to comprehend the lesson if the class discussions are fun and interesting. Social Studies is a boring subject if it not taught in a joyful way. Making use of different fun activities and collaborative learning greatly help students to participate and show excellent performance during the class discussions.

**KEYWORDS:** *Teaching Social Studies, Joyful Collaborative Teaching, Survey Research Design, Pasay City North High School - Mactan Airbase Annex*

## 1. THE PROBLEM AND ITS SCOPE INTRODUCTION

### Rationale of the Study

Social Studies or “Araling Panlipunan” is one of the most important subjects that should be taught to students. Social Studies is defined as the study of human society and social relationships. This encompasses everything from history and sociology to economics and political science. It includes a vast spectrum of disciplines. Thus, learning Social Studies is necessary for it gives the students the opportunities to acquire knowledge and insights about the different aspects in the society and how these aspects work. This will make the students widen their horizons and be open to new perspectives and ways of understanding.

The study conducted by Alazzi (2004) revealed that having an interest in Social Studies ultimately helped students prepare for the future. Students realized the importance of learning and understanding

government systems. They became aware of their responsibilities towards their country and be cautious of the different social and government issues. Additionally, Social Studies specifically history and citizenship classes touched students' daily lives and helped link them to their heritage. Social Studies improves learners' thinking skills and contributes to their intellectual development, indicating that they also consider social studies to be a reflective inquiry (Dinc, 2017). As means to transmit concepts of citizenship, Social Studies enables students to learn their rights, liberties, and responsibilities, to develop an awareness of what it means to be a citizen, and to guide them in socialization processes.

However, nowadays, learners find it boring to study Social Studies. There are vast amount of information that the students need to remember from different historical and philosophical topics to various contemporary issues. Hence, educators must have to integrate fun activities into teaching in order to entice

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students to learn the subject.

To address the identified gap in teaching Social Studies, this study made use of *joyful collaborative teaching* as an intervention strategy. Joyful teaching flourishes where students and teachers enthusiastically take part in the learning processes, relish challenges and keep success and failures in perspective. Students are more willing to participate in the class discussions when learning is more engaging and fun. They can easily retain the information because the process is delightful and memorable.

Therefore, this study was conducted in order to improve the strategy in teaching Social Studies. In this way, students can appreciate the importance of learning the subject. This will eventually lead to *joyful learning* where students are always improving knowledge of self and the world.

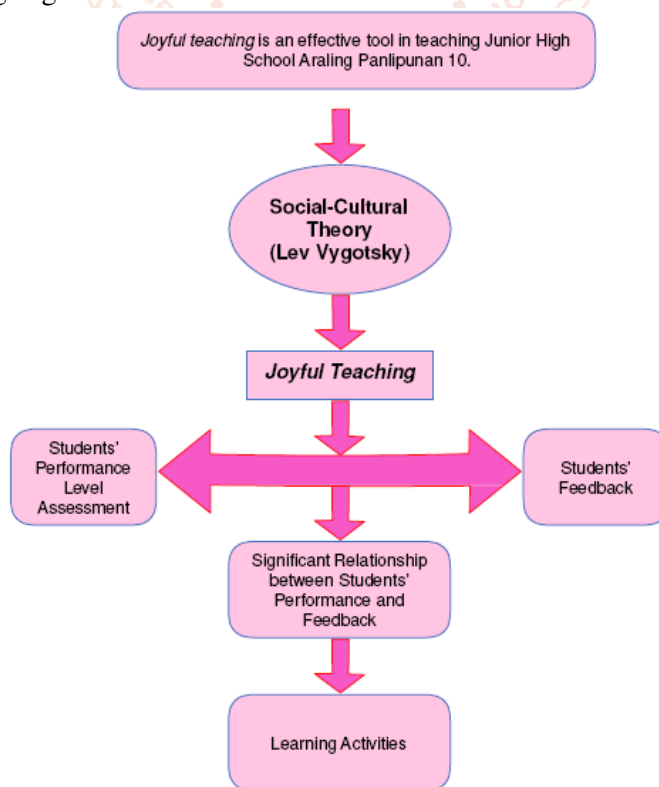
### Theoretical Background

*Joyful teaching* is an effective tool in teaching Social Studies in accordance with **Lev Vygotsky's Social-Cultural Theory**.

The proponent of Social-Cultural Theory is Lev Vygotsky. It views learning as inherently a social process activated through the Zone of Proximal Development (ZPD) (Dillenbourg 1999). The Zone of Proximal Development is the area where the most sensitive instruction or guidance should be given - allowing the child to develop skills they will then use on their own - developing higher mental functions

(McLeod, 2018). Through Social-Cultural Theory, collaborative learning has been rooted. It is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product (Laal, 2012). Collaboration can have powerful effects on student learning, especially for low-achieving students, and there appears to be a carry-over effect, such that individual performance on subsequent measures of achievement tends to be higher for students exposed to collaborative learning (Lai, 2011).

Vygotsky believes that the curiosity and active involvement of the young children's learning can develop new understanding or schema. Necessary learning happens through social interaction by the help of a proficient mentor. The mentor may show behaviors and/or provide verbal instructions for the children. He refers to this as cooperative or collaborative dialogue (McLeod, 2018). Furthermore, Vygotsky's idea of assistance might include a hint or clue, a word of praise, a suggestion, a learning strategy, a grammar reminder, or an intensive review. When the learner needs the greatest assistance, the teacher provides scaffolding to ensure that the learner's constructs will continue to grow stronger and more complex. As the learner requires less help, the teacher slowly removes the unnecessary scaffolding that props up the learner, and the learner becomes increasingly self-directed and self-empowered (Oxford, 1997).



**Figure 1. Theoretical Framework of the Study**

According to Kelly (2017), collaboration is a learned process and if managed correctly, it is a powerful tool that can allow educators to tap into new ideas and information. It allows for challenge and differentiation, enhanced confidence and self-esteem as well as strengthening social skills; thus, it is an important life skill.

Collaborative learning refers to an umbrella term for various educational approaches incorporating joint intellectual efforts by students, or students and teachers together by utilizing different group learning activities. As a theory, it suggests that learners who are educated in a group setting and cooperate in order to achieve a set of common goals are more likely to be successful in doing so, while those who work autonomously are more likely to exhibit competitive behaviors (Pappas, 2014).

There are five aspects of collaborative learning that drive its success. These are *positive interdependence* where students must see that each group member's efforts are important to both individual and team success; *promotive interaction* where students must empower each other by offering help, praise, feedback and resources; *accountability* where each student must accept responsibility for fulfilling his or her role, helping the team reach its learning goals; *soft skills instructions* that develop students interpersonal skills; and *group processing* where students should strategize how to meet their learning goals as a group (Guido, 2017).

Collaborative learning is a learning situation that involves two or more individuals who are attempting to have a shared educational experience. In these environments, students are able to learn from each other, utilize each other's skill sets and resources, and share experiences that may benefit the entire group (Pappas, 2014). Thus, it is beneficial not only for academics but also for learners' personalities for it involves the sense of teamwork and team spirit. In a classroom, this means higher levels of achievement, potential cross-ethnic friendships, life-long interaction, enhanced communication and cognitive skills, and critical thinking (Pappas, 2014). Additionally, collaborative learning is a positive, inclusive and powerful learning strategy that engages students throughout their school life and has had a significant positive impact on classes (Kelly, 2017).

Another proponent of collaborative learning is Barbara J. Thayer-Bacon. On her book entitled "Transforming Critical Thinking: Thinking Constructively" (2000), she emphasized the value of learners' relationships with other people in developing their critical thinking skills. Collaborative learning can trigger the students' critical thinking

skills and thus, they become good collaborators. Moreover, Kramarski and Mevarech (2003) stated that students belonging to collaborative group settings were better able to express their ideas in writing than those who were working alone. They associated the exceptional performance of the learners working in collaborative group settings to the higher quality of discussions observed among learners working together.

Collaborative learning is important for students and teachers. In schools, students will learn how to work with others harmoniously. Collaboration promotes self-analysis and eventually develops the students interpersonal skills. When various knowledge and skills are consolidated, it would be easier for the students to generate ideas related to the topics and find the most optimal solution to each problem.

According to the Oxford English Dictionary, joy is defined as a feeling of great pleasure and happiness. Joyful is the adjective form of joy. Webster dictionary defined joyful as experiencing well-being, success, or good fortune. Wei & Hung defined "joyful learning" as a kind of learning process or experience which could make learners feel pleasure in a learning scenario/process (Wei & Hung, 2011). A joyful perception is found to have a positive impact on the motivation of learning among students (Chen, Chen, & Liu, 2010). Gaining stronger concepts through practical experiences have a great potential to contribute in knowledge construction and comprehension.

Students' imagination plays an important role in promoting their creativity for learning (Proity, 2015). Joy improves learners' imagination, increases their energy, makes positive possibilities and supports their academic excellence. If teachers promote the experience of joy and provide challenges in the classroom, such kind of teaching may contribute to positive neural pathways that benefit individuals as well as the society (Heywood, 2005).

Brain research tells us that learning stops when the fun stops (Willis, 2007). It is very necessary to integrate fun activities during the class discussions. Teachers need to build a good rapport to the students by developing joyful activities. When teachers make use of methods that can help reduce stress and establish a positive emotional environment, a classroom can be a safe haven for students providing emotional comfort, knowledge and pleasure. Schools ought to be places where exciting things happen, where learners and teachers engage in meaningful exploration of themselves (Liston, 2001).

Higher levels of cognition, relationship between



teachers and learners, and a good experience are possible when students are engaged in the activity and motivated to learn and feel minimal stress (Proity, 2015). This kind of learning will not be realized in a teacher-centered classroom. Using relevant resource materials can turn teaching learning environment into a joyful one, and teaching and learning process needs to be decided according to the interests of the students (Kamal & Chowdhury, 2019). Learning is a process of knowledge development. It is holistic and can be sustained through social interaction based on the experiences among students. Through play, social interaction with students and teachers can be made. Creating joyful learning helps students to overcome the barrier towards the subject matter (Anggoro, Sopandi, & Sholehuddin, 2017).

Conklin proposed to add the dimension of play to frameworks of teaching. It is a dimension that encompasses young adolescents' engagement in classroom work that involves choice and self-direction, imaginative creations, and a nonstressed state of interest and joy (Conklin, 2014). Joyful teaching doesn't happen by chance. It blossoms where pupils and adult enthusiastically engage with learning, relish challenges, keep success and failure in perspective (Hayes, 2007). Furthermore, appropriate assessment can lead to joyful learning and joyful teaching (Hughes & Gullo, 2010).

Introducing joyful teaching in class discussions may promote the communication and interaction between teachers and students, motivate the students' enthusiasm to study, cultivate the students' innovation ability and improve their ability of manipulation and problem-solving (WU & XIE, 2010). The more thoroughly we map the guidelines of joyful collaborative teaching while integrating student voice and perspective on joyful learning, the more successful we can be in transforming education (Fisher, Stockbridge, Evensen, Maghzi, Pearson, & Cuddy, 2015).

Moreover, a classroom is an emotional place. Emotions control the learners' attention, affect their desire to learn, change the choice of learning strategies, and influence their self-regulation of learning (Pekrun, 2014). Having positive emotions towards learning has a huge impact to the performance of the students. Learners showing more strongly positive emotions are likely to be adopting more of a deep approach to learning. Both the experience of more positive emotions and the adoption of a deeper approach are associated with higher achievement scores (Trigwell, Ellis & Han, 2012). Joy is an emotion of great delight or happiness. As it promotes holistic learning, it

involves challenges that foster one's ability for a successful outcome (Proity, 2015).

## THE PROBLEM

### Statement of the Problem

This research assessed the status of joyful collaborative teaching in the instructional delivery of Araling Panlipunan 10 at Pasay City North High School - Mactan Airbase Annex, Lapu-Lapu City during the School Year 2019-2020, for learning activities.

Specifically, this study answered the following questions:

1. After using joyful collaborative teaching, what is the performance level of the students as to the following learning competencies:
  - 1.1. naipapaliwanag ang konsepto at dahilan ng migrasyon dulot ng globalisasyon.
  - 1.2. naipaliliwanag ang epekto ng migrasyon sa aspektong panlipunan, pampulitika, at pangkabuhayan.
  - 1.3. nakakabuo ng angkop na hakbang sa pagtugon ng mga suliraning dulot ng migrasyon.
2. What are the students' feedback about joyful collaborative learning context in the aspects of collaborative learning as to:
  - 2.1. positive interdependence;
  - 2.2. promotive interaction;
  - 2.3. accountability;
  - 2.4. soft skills instructions;
  - 2.5. group processing.
3. Is there a significant relationship between the students' performance and their feedback?
4. Based on the findings, what learning activities can be proposed?

### Null Hypothesis:

**HO1:** There is no significant relationship between the students' performance and their feedback.

### Significance of the Study

The outcomes of this study are of great help to the following entities:

**School Administrators.** The results of this study will aid the school for planning suitable teaching techniques based on the learning competencies on the curriculum guide.

**Teachers.** This study will serve as their basis for teaching the students how to come up and organize their ideas at a shorter time and without being intimidated by others.

**Students.** This teaching strategy will help them to contribute ideas for it allows them to think some ideas in a quiet atmosphere. Additionally, this will allow

them to create solutions in parallel based on the given problems.

**Future Researchers.** This study will serve as their reference or guide in testing other strategies to further hone the students' creativity in creating ideas.

### RESEARCH METHODOLOGY

This presents the methodology used in conducting the study. It includes the design, flow of the study, environment, respondents, instrument, data gathering procedure, scoring procedure and statistical treatment.

#### Design

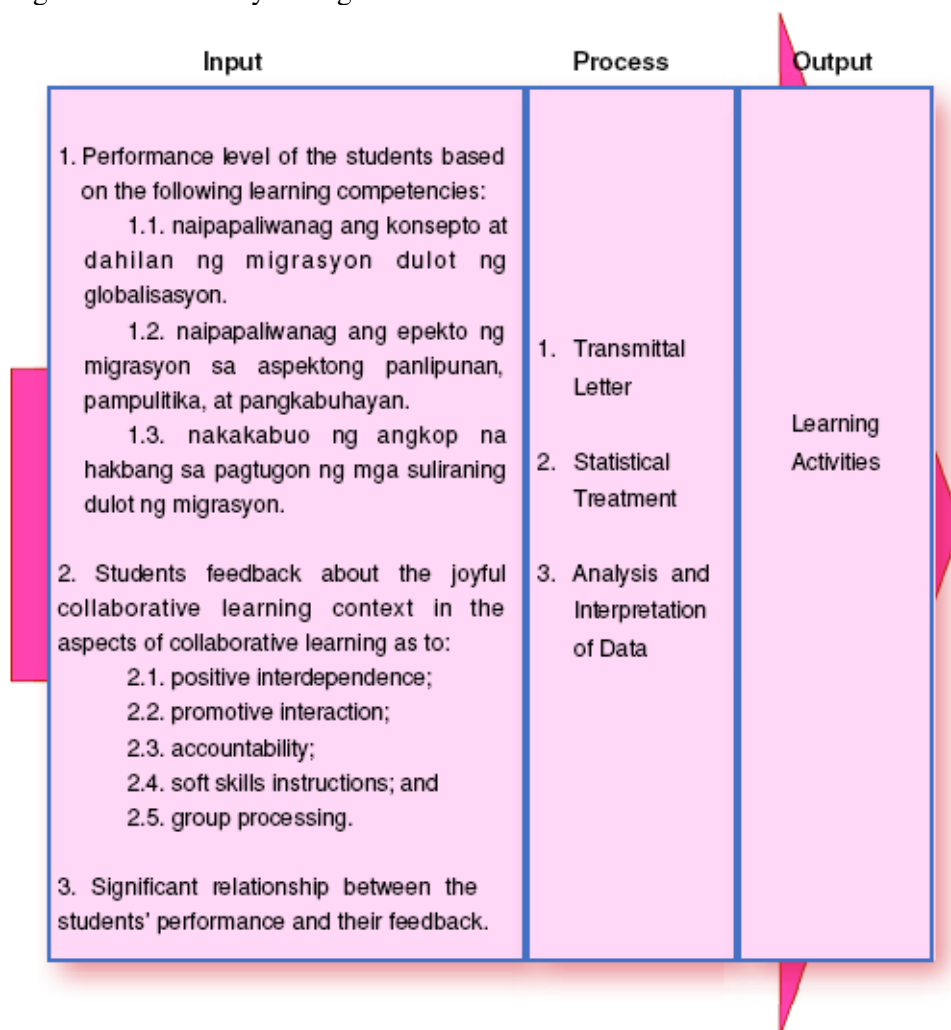
This study used the descriptive research method to determine if *joyful collaborative teaching* is effective in teaching Social Studies. This method was used to describe the characteristics and opinions of the respondents being studied. A survey through a likert

scale was utilized in order to gather the feedback of the respondents after implementing *joyful collaborative teaching*.

#### Flow of the Study

The flow of the study, which is illustrated in the Figure 1, shows the entire research activities.

The inputs of the study were the performance level of the students based on the learning competencies on the curriculum guide, the students feedback about the joyful learning context in the aspects of collaborative learning and the significant relationship between the students' feedback and their performance. Included in the process were the transmittal letter, statistical treatment, analysis and treatment of the gathered data. For the output of the study, it was the learning activities.



**Figure 2. Flow of the Study**

#### Environment

This study was conducted in Pasay City North High School - Mactan Airbase Annex (PCNHS-MAB), Lapu-Lapu City. PCNHS-MAB is the extension campus of Pasay City North High School - Main Campus which is located at Virginia St., M. Dela Cruz. The school was established in 1978. On August 28, 1995, the Pasay City Council approved Resolution No. 765, s. 1995, which amended the Resolution No. 463, s. 1992, renaming the Pasay City National High School to be officially known in all nomenclatures, designation and transactions as Pasay City North High School for all its interests and purposes. The annexes of the said school adopted and used

the same title of the school including the Pasay City North High School – Mactan Annex located at Mactan Air Base, Pajo, Lapu City, Cebu.

The school comprises of one (1) school principal, fifteen (15) teachers and a total of four hundred sixty-nine (469) enrolled students for the S.Y. 2019-2020. This school caters to junior high school students.

### Respondents

The study focused on Grade 10th students of Pasay City North High School-MAB Annex with a total number of one hundred twenty-nine (129) students. Grade 10 has three (3) sections - Emerald, Pearl and Garnet. However, the study was conducted only on one (1) section. A simple random sampling was used in determining the section for the study.



Figure 3. Location Map of Research Environment (PCNHS-MAB Annex)



### Instrument

The performance level of the students was evaluated by using a teacher- made rubric. After utilizing the *joyful collaborative teaching* in discussing the learning competencies, an activity was given to the students to evaluate their learning. They were divided into six groups. Moreover, students' feedback was gathered and treated through a likert scale.

### Data-gathering Procedure

Three (3) phases were carried out to answer the research sub-problems. Phase one (1) was the performance level assessment of the students after using the *joyful collaborative teaching*; phase two (2) was asking the students' feedback; phase three (3) was determining the significant relationship between the students' performance and their feedback.

A letter of request was sent to the school principal and the teacher asking for a permission to conduct the study inside the premises of the school and to gather necessary data such as the brief history of the school, the number of enrolled students for the S.Y. 2019-2020 and the number of teachers.

After using the *joyful collaborative teaching* in discussing the learning competencies, an assessment of the students' performance level was conducted. This was conducted to determine if the different activities were effective in learning the topics. A rubric was used in rating the performance level of the students. Students' feedback is necessary in order to know whether the activities promote collaborative learning or not. A survey questionnaire using the likert scale was used in gathering the students' feedback. The results of the performance level assessment and students' feedback were collected and analyzed using a statistical tool in order to determine if there's a significant relationship between the students' performance and their feedback.

### Statistical Treatment

To provide accurate, valid and reliable data, the following statistical tools were used in analyzing and interpreting the important quantitative facts and information that were gathered during the study:

- 1. Weighted Mean.** This will be used to evaluate the mean of the participants performance level and their feedback.
- 2. Pearson's Correlation Coefficient (Pearson's R).** This inferential statistic will be used to determine the significant relationship between the students' performance and their feedback.

### Scoring Procedure

The average ratings of the respondents were measured by using the following scale:

Range	Scale	Category Definition	Verbal Description
3.26 — 4.00	4	Exemplary	The group's performance is exceptional.
2.51 — 3.25	3	Accomplished	The group's performance is good but needs some focus.
1.76 — 2.50	2	Developing	The group's performance needs a lot of improvement.
1.00 — 1.75	1	Beginning	The group's performance does not meet the expectations.

### DEFINITION OF TERMS

The following terms are used in this study. Their meanings are as follows:

**Accountability.** This refers to the students' responsibility in fulfilling their role and helping the team reach its learning goals.

**Group Processing.** It refers to how students strategize in order to meet their learning goals as a group.

**Joyful Collaborative Teaching.** This refers to the way of teaching wherein teachers integrate fun activities in the class discussion and students are working together to solve a problem or complete a task.

**Learning Activities.** These are sets of activities designed by the teachers to achieve learning among students.

**Learning Competencies.** These refer to the desired knowledge, skills and behaviors that the students expect to master.

**Positive Interdependence.** This refers to the situation wherein students see that each group members' efforts are important to both individual and team success.

**Promotive Interaction.** This is a scenario showing that students empower each other by offering help, praise, feedback and resources.

**Soft Skills Instructions.** These refer to the instructions that develop students interpersonal skills.

**Students' Feedback.** This refers to any response from a student in regard to the teacher's teaching strategy and activities in the class.

## 2. PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION

This chapter shows the data that answer the questions raised in the study. The results are analyzed, discussed, and interpreted in this section. Data presented are on performance level of the students after using *joyful teaching* in Araling Panlipunan learning competencies, students' feedback on the use of the strategy and the significant relationship between the students' feedback and their performance level.

### PERFORMANCE LEVEL OF THE STUDENTS AFTER USING JOYFUL TEACHING

This section presents the performance level of the students after implementing *joyful teaching* during the class discussions. The learning competencies are *naipapaliwanag ang konsepto at dahilan ng migrasyon dulot ng globalisasyon*, *naipapaliwanag ang epekto ng migrasyon sa aspektong panlipunan, pampulitika at pangkabuhayan*, and *nakakabuo ng angkop na hakbang sa pagtugon ng mga suliraning dulot ng migrasyon*.

**Table 1 Performance Level of the Students in the Three Learning Competencies**

LEARNING COMPETENCIES (LC)	Number of students who got the score of:				Mean Score
	4	3	2	1	
LC 1: Naipapaliwanag ang konsepto at dahilan ng migrasyon dulot ng globalisasyon.	30	6	0	0	3.83
LC 2: Naipapaliwanag ang epekto ng migrasyon sa aspektong panlipunan, pampulitika at pangkabuhayan.	36	0	0	0	4
LC 3: Nakakabuo ng angkop na hakbang sa pagtugon ng mga suliraning dulot ng migrasyon.	24	12	0	0	3.67

Table 1 shows the performance level of the students after making use of the *joyful teaching*. The topics discussed in the class and the different activities conducted during the discussions were based on the three learning competencies. These are *naipapaliwanag ang konsepto at dahilan ng migrasyon dulot ng globalisasyon*, *naipapaliwanag ang epekto ng migrasyon sa aspektong panlipunan, pampulitika at pangkabuhayan*, and *nakakabuo ng angkop na hakbang sa pagtugon ng mga suliraning dulot ng migrasyon*. These learning competencies are indicated in the Department of Education's curriculum guide for Grade 10.

#### Naipapaliwanag ang konsepto at dahilan ng migrasyon dulot ng globalisasyon

The first learning competency covered the topics about the concepts, and contexts of migration. The teacher discussed the topics using a powerpoint presentation displayed in a monitor. She discussed the topics enthusiastically and she really gave the students the chance to participate and share their own ideas about the topics.

After the discussion, the students were divided into three groups. They had a debate whether it is good for the Filipinos to work abroad or just stay here in the country. Students were able to defend their sides. They even associated their answers to real-life experiences. For this activity, the students' mean score was 3.833. It was exemplary.

#### Naipapaliwanag ang epekto ng migrasyon sa aspektong panlipunan, pampulitika at pangkabuhayan

The perspectives and views of migration, and migrations issues and their effects were the topics tackled in the second learning competency. In order to deeply understand the topics, the teacher showed a film based on a real-life situation of overseas Filipino workers (OFW). It was not joyful at first because they saw the sufferings of the OFWs from the hands of their employers and the loneliness they felt being far from their family members. Nevertheless, the students felt joyous when the OFWs were able to go back home in the Philippines safely. After watching the film, students were asked to write a reflection paper related to the film. They were able to express their ideas. They were brought by their emotions in writing their reflection paper. The students' mean score in this activity was 4. It was exemplary.

#### Nakakabuo ng angkop na hakbang sa pagtugon ng mga suliraning dulot ng migrasyon

For the third learning competency, it covered the topics about international standards that can help in resolving the migration issues. The class discussion was fun and the students were participative. At the end of the discussion, the students were divided into several groups. Each group needed to create a song or a music video



that tackled the various topics in migrations. They could create their own lyrics and tune of the music or own lyrics in a tune of a well-known song. They recorded their activity and showed the finished video in the monitor. Everyone had fun watching the videos. In this activity, the students' mean score was 3.667. It was exemplary.

As what the results shown in the three learning competencies mentioned above, the groups' performance was all exceptional/exemplary. Students were able to apply what they have learned during the class discussion. During the class discussions, the teacher had a sense of humor and implemented some fun activities such as a debate, guess the words, and a short film. To further assess the performance level of the students, they were grouped and were asked to create a music video or a song with their own lyrics based on the topic of migration. The teacher assessed their performance with the use of a teacher-made rubric.

The result implied that *joyful collaborative teaching* has positive effects to the learning of the students. They can easily grasp the information and understand the class discussions. Thus, it will be easily for the students to carry out the performance tests. Implementing a teaching method that captures the attention of students is an important factor of promoting meaningful, active learning. Teachers have the chance of livening up their teaching with humor and different fun activities such as games rather than standing at the front of the students simply speaking about a topic (Baid & Lambert, 2010). In this way, students will not find the class discussions boring. They will be interested in learning the subject matter instead.

Making use of traditional methods of teaching cannot be adequate these days. To do so, teachers should employ different methods besides traditional method of teaching to encourage students for meaningful learning. This goal is attainable if teachers use games and fun activities, which are more attracting and interesting for them (Sobhani & Bagheri, 2014). Teachers can facilitate their teaching by implementing joyful activities to motivate their learners and make learning more understandable for them. These methods can activate their minds to learn through games and remember learned materials better and apply their learnings effectively.

## STUDENTS' FEEDBACK ABOUT THE JOYFUL LEARNING CONTEXT IN THE ASPECTS OF COLLABORATIVE LEARNING

Presented in this section of the study is the students' feedback about the joyful learning context in the aspects of collaborative learning as to positive interdependence, promotive interaction, accountability, soft skills instructions and group processing.

**Table 2 Students' Feedback in the Aspects of Joyful-Collaborative Learning**

Students' Feedback in the Aspects of Joyful- Collaborative Learning as to:	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
Positive Interdependence	11	25	0	0
Promotive Interaction	11	25	0	0
Accountability	13	22	1	0
Soft Skills Instructions	16	19	1	0
Group Processing	12	24	0	0
SUM	63	115	2	0
MEAN	12.6	23	0.4	0
SD	2.07364	2.54951	0.54772	0

Table 2 displays the students' feedback in the aspects of collaborative learning namely - *positive interdependence, promotive interaction, accountability, soft skills instructions and group processing*. The performance test of the students was done by group. Group activities promote collaborative learning. Collaborative learning refers to a method where learners at different performance levels work together in small groups toward a common goal.

### Positive Interdependence

Positive Interdependence refers to a situation where team members are obliged to rely on one another to achieve the goal (Johnson, Johnson & Smith, 1998). The success of one member is dependent on the success of the group. If any member of the team fails to do his responsibility, everyone suffers from the consequences. Positive interdependence is the belief of anyone in the group that there is value in working together and that the results of both individual learning and working products would be better when they are done in collaboration (Laal, 2013).

In this study, students were asked if each member's efforts had given importance for the team's success. Twenty five students agreed on it while 11 students strongly agreed to the statement. Students were able to come up with

a good output because each one of them was given a chance to contribute to the activity. They were considered important in attaining the goal of the team.

In promoting positive interdependence, it is important to jigsaw the various tasks so each member has one piece that the whole group needs or so every member must become an expert on one piece and impart his or her knowledge to the others. The group members need to believe that they are linked together to succeed in doing their tasks.

### **Promotive Interaction**

Promotive interaction has been described as students encouraging and facilitating one another's efforts to accomplish group goals, both with respect to group dynamics and the subject matter (Johnson & Johnson, 2009). It provides and encourages opportunities for group members to motivate each other, provide feedback to each other, constructively challenge and advance each member's thoughts and ideas (Arnold, 2019).

Promotive interaction implies if each group member helped one another, praised the others, gave feedback and offered resources. Based on the result, 69% of the students agreed to promotive interaction while 31% strongly agreed on it. Students positively shared their ideas on how to create the music video and the lyrics of the song. In the music video, students utilized different resources found in school. They had fun while filming the activity.

Face-to-face promotive interaction gives group members the opportunity to help one another overcome the difficulties in accomplishing the tasks. Each member can discuss a concept, explain the solutions on how to solve a problem and give feedback to other members so they can build a framework for their knowledge.

### **Accountability**

Accountability refers to the responsibilities of every member of the group. The group is accountable for achieving its goals, so each member must be accountable for contributing a fair share of the work toward the group goal (Agarwal, 2010). Everyone should not "hitch hike" on the work of others.

The result of the study showed that 61% of the students agreed that each member accepted his/her responsibilities in the group and fulfilled them during the activities while 36% of them strongly agreed on it. However, 3% disagreed to the statement. There might be a misunderstanding in taking the responsibility in the group.

Individual accountability as a structural element in collaboration is pivotal to prevent and lower the likelihood of free riders or social loafing (Laal, Loabat & Mahrokh, 2013). The performance of each group member is evaluated and the results are given back to the group. To ensure individual accountability, it is necessary to assign different roles and responsibilities to team members in order for each one of them to have a clear understanding of what he/she needs to do to be able to achieve the goal of the team.

### **Soft Skills Instructions**

Soft skills are the other nonacademic skills students acquire to help them succeed in life including social-emotional skills, critical thinking skills, skills that facilitate positive interactions with others, and the ability to overcome challenges (Ware, 2018). Soft skills instructions refer to the instructions that help develop the interpersonal skills among learners.

Based on the result of the study, 53% of the students agreed and 44% strongly agreed that each member had a chance to develop his/her interpersonal skills during the activities. Yet, 3% disagreed on it. There is a possibility that the student was left behind during the making of the activity. Soft skills fulfill an important role in shaping an individual's personality and it is of high importance for every student to acquire adequate skills beyond academic or technical knowledge (Schulz, 2008).

### **Group Processing**

In group processing, group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments (Agarwal, 2010). They must discuss how competent they are in attaining their goals and maintaining effective working relationships. It entails if each member strategized to meet the learning goals as a group.

The survey result showed that 67% of the students agreed to the group processing while 33% strongly agreed on it. Students actively contributed in generating strategies so they could achieve their objectives. They did brainstorming to know what they should do.

Overall, students gave positive feedback in doing their group performance test. They collaborated, shared ideas

and carried them out excellently. Collaborative learning promotes a relationship among learners that fosters positive interdependence, individual accountability, and interpersonal skills (Gokhale, 2012). One study indicated that collaborative methods produce both statistically significant and substantially greater gains in students' learning than those associated with more traditional instructional methods (Terenzini, Cabrera, Colbeck, Parente, & Bjorklund, 2001).

In comparison with competitive and individualistic efforts, collaborative learning has many benefits and typically results in higher achievement and greater productivity, more caring, supportive, and committed relationships; and greater psychological health, social competence, and self esteem (Laal, & Ghodsi, 2012).

Using collaborative learning technique can harness the ability and motivation of students towards their personal development, understanding of science and technology, appreciation for art, analytical skills gain, and openness to diversity (Cabrera, Crissman, Bernal, Nora, Terenzini, & Pascarella, 2002). Furthermore, it can establish the means and setting where learning is maximized and presumptions are defied through positive, productive interactions between students of different background. Hence, collaborative learning can be a direct strategy that institutions can impose to bring about critical student development outcomes.

### **SIGNIFICANT RELATIONSHIP BETWEEN THE STUDENTS' PERFORMANCE AND THEIR FEEDBACK**

The succeeding exposition presents the significant relationship between the students' performance and their feedback. The learners' level of performance and their feedback were calculated and analyzed using the Pearson's R with a confidence level of 5%.

**Table 3 Significant Relationship Between the Students' Performance and Their Feedback**

<i>Regression Statistics</i>				
R	0.2505			
R Square	0.0627			
Adjusted R Square	0.0352			
Standard Error	0.7608			
Observations	36			
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	9.4042	1.3946	6.7431	0.000000949
FEEDBACK	0.1255	0.0832	1.5090	0.1405

Table 3 shows the significant relationship between the students' performance and their feedback. There is a weak relationship between the students' performance and their feedback as indicated by the R value which is 0.2505. The students' performance is affected by the feedback at 6.27%. Thus, 93.73% accounts for other variables that are not part of the study. The standard error, 0.7608, gives you the estimate of how much value will be moving from the mean to the lowest value or from the mean to the highest value.

The students' performance is equal to  $0.126 \times \text{feedback} + 9.44$ . There is a weak relationship between the students' performance and the feedback but it is not significant at 0.05 level of confidence. Thus, reject the null hypothesis. Feedback could not be solely use to know the performance of the students.

### **3. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

This chapter presents the summary of findings, conclusion and recommendations of the study.

#### **SUMMARY OF FINDINGS**

Based on the gathered data, the following findings were drawn:

1. After implementing *joyful collaborative teaching* and making use of fun activities through collaborative learning, the performance level of the students revealed an exemplary category. Their performance was exemplary and they were able to achieve the following learning competencies:
  - A. naipapaliwanag ang konsepto at dahilan ng migrasyon dulot ng globalisasyon;
  - B. naipapaliwanag ang epekto ng migrasyon sa aspektong panlipunan, pampulitika, at pangkabuhayan;
  - C. nakakabuo ng angkop na hakbang sa pagtugon ng mga suliraning dulot ng migrasyon.
2. Students gave positive feedback in the aspects of collaborative learning as to positive interdependence, promotive interaction, accountability, soft skills instructions and group processing. Most of the students with

a mean of 23 agreed in the different aspects of collaborative learning while some of the students with an average of 12.6 strongly agreed on it. However, two students disagreed in the aspects of accountability and soft skills instructions.

3. There was a weak relationship between the students' performance and the feedback but it is not significant at 0.05 level of confidence. Thus, feedback could not be solely used to know the performance level of the students.

## CONCLUSION

Based on the aforementioned findings of the study, it is concluded that *joyful collaborative teaching* such as implementing fun activities during the class discussions and collaborative learning have a positive impact on the learning of the students. Thus, Lev Vygotsky's Social-Cultural Theory can attest the effectiveness of collaborative learning in the learning process among students.

## RECOMMENDATIONS

Based on the findings of the study, the following are recommended:

1. Implementing *joyful teaching* is necessary for the students' learning. Social Studies is really a boring subject if it is not taught in a joyful way. Integrating various fun activities will make the class discussions vigorous. Students will become interested in learning the subject matter.
2. If *joyful teaching* method could be utilized by Social Studies teachers, there would be development in academic performance of the students; hence they will develop positive interest in the core subject.
3. The result of this study does not represent the difference between the gender of the students. Hence, additional study is needed to determine if there is a difference between how male and female students under Social Studies subject respond to *joyful teaching* and traditional lecture teaching methods.
4. The output of this study which consists of different learning activities can be adopted and used to boost the interests among students.

## 4. OUTPUT OF THE STUDY

This part presents the output of the study and answer the question about what learning activities can be proposed. This includes different joyful and collaborative activities to meet the needs of the students.

### Rationale

Translating social studies learning competencies into learnable tasks encompasses understanding what learning activities are and that different types of learning activities serve various functions. Learning Social Studies is important for it covers various topics from history to economics and different issues in the society. Having broad knowledge about them will help students realize the importance of knowing about history, being updated on the current social and political issues, and being able to generate ideas on how to resolve the current issues. The result of the study implies that *joyful collaborative teaching strategy* greatly aid learners to understand the subject matter deeply.

Learning activities are proposed to meet and address the students' needs in studying the topics. The areas concerned are identified and the activities are prepared to determine the progress of the students in dealing with the subject. The activities focus more on joyful and collaborative learning activities to encourage the students to participate during the different class activities.

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#### PAKSA: “MIGRASYON”

##### Lesson 1: Migrasyon: Konsepto at Konteksto

##### 1. Kasanayan (*Learning Competency*):

A. Naipapaliwanag ang konsepto at dahilan ng migrasyon dulot ng globalisasyon.

##### 2. Layunin (*Learning Objectives*):

Sa pagtatapos ng mga gawaing ito, ang mag-aaral ay inaasahang:

A. Nakapagbibigay ng sariling kahulugan ng “migrasyon”.

B. Natutukoy ang mga dahilan ng paglipat ng mga tao sa isang pook.

C. Nabibigyang-linaw ang mga datos at impormasyon tungkol sa pandarayuhan ng mga manggagawa.

##### 3. Mga Gawain (*Learning Activities*):

##### Gawain No. 1: Mga Pamprosesong/Panimulang Tanong (*Warm-Up Questions*):

1. Sa iyong sariling kahulugan, ano ang migrasyon?

2. Bakit umaalis o lumilipat ng pook ang mga tao?

##### Gawain No. 2: Debate

Panuto: Hatiin ang klase sa dalawang (2) pangkat. Magkakaroon ng isang debate. Ang isang grupo ay sasang-ayong sa paksa at ang isang grupo ay hindi sasang-ayon. Ang bawat grupo ay bibigyan ng sampung (10) minuto para makabuo ng mga ideya. May tatlong (3) kinatawan ang bawat pangkat na magrerepresenta ng kanilang panig. Bawat kinatawan ay bibigyan ng tatlong (3) minuto na magsalita at idepensa ang kanilang panig. Ang paksa ay:

“Sa panahon ngayon, mas nakakabuti ba sa pamilyang Pilipino kung mayroong miyembro ng pamilya ang magtrabaho sa ibang bansa? Ipaliwanag ang iyong sagot.” Tiyakin na ang gawain ay naayon sa mga pamantayan ng rubric sa ibaba bilang pagtataya.

Pamantayan	Lubos na Mahusay (4)	Mahusay (3)	Hindi Gaanong Mahusay (2)	Kailangan pang Magsanay (1)	Puntos
Makabuluhan	Lubhang makabuluhan at wasto ang mensaheng binigyan ng interpretasyon.	Makabuluhan at wasto ang mensaheng binigyan ng interpretasyon.	Hindi gaanong makabuluhan at wasto ang mensaheng binigyan ng interpretasyon.	Hindi makabuluhan ang mensaheng binigyan ng interpretasyon.	
Tiwala sa Sarili	Lubusang naipahayag nang malinaw at naipabatid ang katanggap-tanggap na layunin ng panig.	Hindi gaanong malinaw ang pagpapahayag.	May mahinang pagpapahayag dahil naipabatid nang kaunti ang layunin ng panig.	Hindi maayos ang pagsasalita dahil sa kaba kaya't nabubulol.	
Maayos ang presentasyon	Maayos ang ginawang presentasyon.	Hindi gaanong maayos ang ginawang presentasyon.	May kalabuan ang ginawang presentasyon.	Malabo ang ginawang presentasyon.	
Malinaw na naipahayag	Angkop na angkop at wasto ang mga ginamit at pagkakabigkas ng	Angkop at wasto ang mga ginamit at	Hindi angkop at wasto ang ilan sa mga ginamit at pagkakabigkas ng	Maraming kamalian sa pagkakabigkas at paggamit ng mga	

	mga salita at mga pahayag.	pagkakabigk as ng mga salita at mga pahayag.	mga salita at mga pahayag.	salita at pahayag.	
Nakakahikayat	Nakahihikayat nang lubos ang ginawang gawain.	Nakahihikayat ang ginawang gawain.	Bahagyang nakahihikayat ang ginawang gawain.	Hindi nakahihikayat ang ginawang gawain.	
Kabuuang Puntos					

### Gawain No. 3: Suri-realidad

Hatiin ang klase sa anim (6) na grupo. **Bawat grupo ay magsaliksik tungkol sa mga datos at impormasyon tungkol sa mga naging pandarayuhan ng mga Pilipinong manggagawa sa iba't-ibang sulok ng mundo.** Bawat grupo ay gagawa ng *slide presentation o audio-visual presentation* na naglalahad tungkol sa mga nakalap na impormasyon o datos. Susuriin ang gawain ayon sa sumusunod na mga pamantayan sa *rubric* bilang pagtataya.

Pamantayan	Lubos na Mahusay (4)	Mahusay-husay (3)	Hindi Gaanong Mahusay (2)	Kailangan pang Magsanay (1)	Puntos
Wasto at maayos na datos	Wasto at maayos ang paglalahad ng mga impormasyon.	Maayos ang kabuuan ng paglalahad.	Magulo ang ilang datos.	Walang kaayusan ang mga impormasyon.	
Malinaw ang paglalahad	Lubhang malinaw at nauunawaan ang pagkakalahad ng mga datos.	Malinaw at nauunawaan ang pagkakalahad ng mga datos.	Hindi gaanong malinaw at nauunawaan ang mga pagkakalahad ng mga datos.	Malabo at hindi maunawaan ang pagkakalahad ng mga datos.	
Epektibo ang paglalahad	Kawili-wili, maayos at maliwanag ang paglalahad.	Epektibo ang paglalahad.	May kaayusan at maliwanag.	Walang kaayusan at hindi maliwanag.	
Ebidensya	May sapat na ebidensiyang naipakita.	May ilang ebidensiyang naipakita.	May isa o dalawang ebidensiyang naipakita.	Walang ebidensiyang naipakita.	
Kabuluhan	Lubhang makabuluhan ang mga pahayag.	Makabuluhan ang pahayag.	Hindi gaanong makabuluhan ang mga pahayag.	Hindi makabuluhan ang mga pahayag.	
Kabuuang Puntos					

### Lesson 2: Migrasyon: Perspektibo at Pananaw Mga Epekto at Isyung Kalakip ng Migrasyon

#### 1. Kasanayan (*Learning Competency*):

A. Naipapaliwanag ang epekto ng migrasyon sa aspektong panlipunan, pampolitika at pangkabuhayan.

#### 2. Layunin (*Learning Objectives*):

Sa pagtatapos ng mga gawaing ito, ang mag-aaral ay inaasahang:

1. Naipapaliwanag ang iba't-ibang mga pananaw at perspektibo ng migrasyon.
2. Nasusuri ang mga posibleng banta ng migrasyon sa kalagayan ng mga migrante.
3. Naihahambing ang mabuti at masamang dulot ng migrasyon.

#### 4. Mga Gawain (*Learning Activities*):

##### Gawain No. 1: Mga Pamprosesong/Panimulang Tanong (*Warm-Up Questions*):

1. Ano ang iyong pangkalahatang obserbasyon tungkol sa migrasyon?
2. Batay sa mga isyung kalakip ng migrasyon, dapat na bang ihinto ng gobyerno ng Pilipinas ang pagpapadala ng mga Overseas Filipino Workers (OFWs)? Bakit?
3. Sa iyong palagay, higit bang nakabubuti o nakasasama sa Pilipinas ang pangingibang-bansa ng mga Pilipino? Ipaliwanag ang iyong sagot.

**Gawain No. 2: A Short Film Viewing**

Ang mga mag-aaral ay magkakaroon ng *short film viewing* tungkol sa mga epekto ng migrasyon sa mga manggagawang Pilipino. (source: <https://www.youtube.com/watch?v=-BZDyuZ91xc>) Pagkatapos mapanood ang *film*, ang bawat estudyante ay gagawa ng “reaction paper” tungkol sa *film* na napanood. Isulat ito sa isang short bond paper.

**Gawain No. 3: Role Play**

Hatiin ang klase sa apat (4) o limang (5) pangkat. Bawat grupo ay gagawa ng isang dula kung paano nakakaapekto ang migrasyon sa mga Pilipino at kung ano ang mga mabubuti o masasamang dulot ng migrasyon sa mga Pilipino. Tiyakin na ang gawain ay naayon sa mga pamantayan ng rubric sa ibaba.

Pamantayan	Lubos na Mahusay (4)	Mahusay- husay (3)	Hindi Gaanong Mahusay (2)	Kailangan pang Magsanay (1)	Puntos
Malinaw	Lubhang malinaw at nauunawa- an ang pagkakalahad ng gawain.	Malinaw at nauunawaan ang pagkakalahad ng gawain.	Hindi gaanong malinaw at nauunawaan ang pagkakalahad ng gawain.	Malabo at Hindi maunawaan ang pagkakalahad ng gawain.	
Makabuluhan	Makabuluhan ang mensahe.	Makabuluhan ang karamihan sa mga mensahe.	Hindi gaanong makabuluhan ang mga mensahe.	Hindi makabuluhan ang mga mensahe.	
Makatotohan	Makatotohanan ang mga pahayag.	Hindi gaanong makatotohanan ang mga pahayag.	May mga bahagi na hindi makatotohanan sa mga pahayag.	Hindi kapanipaniwala ang mga pahayag.	
Wasto ang datos	Wasto ang mga datos.	May ilang mali sa mga datos.	Malabo ang ibinigay na mga datos.	Mali ang ginawang mga datos.	
Malikhain	Malikhain at masining ang paglalahad.	May pagkamalikhain at masining ang paglalahad.	May kakulangan sa pagiging malikhain at masining ang paglalahad.	Malaki ang kakulangan sa pagiging malikhain at masining ang paglalahad.	
Kabuuang Puntos					

**Lesson 3: Pag-angkop sa Pamantayang Internasyonal****1. Kasanayan (Learning Competency):**

A. Nakakabuo ng angkop na hakbang sa pagtugon ng mga suliraning dulot ng migrasyon.

**2. Layunin (Learning Objectives):**

Sa pagtatapos ng mga gawaing ito, ang mag-aaral ay inaasahang:

- Naihandata ang sarili at nakapagsasagawa ng isang pagpapalano kung paano ma-solusyonan ang problemang dulot ng migrasyon.
- Napahalalagan ang mga hakbang para matigil ang mga problema ng mga migrante.

**3. Mga Gawain (Learning Activities):****Gawain No. 1: Mga Pamprosesong/Panimulang Tanong (Warm-Up Questions):**

- Sa iyong palagay, nakakatulong ba ang pamantayang internasyunal para mapabuti ang buhay ng mga migrante?
- Paano nakakaapekto ang mga pamantayang internasyunal sa mga kasaping bansa?

**Gawain No. 2: Informational Brochure**

Hatiin ang klase sa anim (6) na grupo. Bawat pangkat ay gagawa ng *informational brochure* na naglalaman ng mga impormasyon kung paano makaiwas ang mga migrante (OFWs) na mabiktima ng mga sindikato. Tiyakin na ang Gawain ay naayon sa mga pamantayan sa rubric sa ibaba.

Pamantayan	Lubos na Mahusay (4)	Mahusay- husay (3)	Katamtaman (2)	Kailangan pang Magsanay (1)	Puntos
Pagkakasunod-sunod ng mga datos at ideya	Mabisa ang pagkakasunod-sunod ng mga datos at mensahe.	Naisaayos ang pagkakasunod-sunod ng mga datos at mensahe Ngunit mahaba ang nilalaman ng teksto.	Hindi gaanong maayos ang pagkakasunod-sunod ng mga datos o mensahe.	Magulo ang pagkakasunod-sunod ng mga datos o mensahe.	
Kawastuan	Sapat at wasto ng mga detalye at impormasyon.	May ilang detalye at impormasyon ang hindi nabanggit.	May ilang detalye at impormasyon ang hindi wasto o tiyak.	Marami sa mga detalye at impormasyon ang may kamalian.	
Epektibo ang paglalahad	Kawili-wili, maayos, at maliwanag ang paglalahad.	Epektibo ang paglalahad.	May kaayusan at maliwanag ang paglalahad.	Walang kaayusan at hindi maliwanag ang paglalahad.	
Ebidensiya	May sapat na ebidensiyang naipakita.	May ilang ebidensiyang naipakita.	May isa o dalawang ebidensiyang naipakita.	Walang ebidensiyang naipakita.	
Kabuuang Epekto	Sa kabuuan, malinaw ang impormasyon o datos na inilahad.	Sa kabuuan, hindi gaanong malinaw ang impormasyon o datos na inilahad.	Sa kabuuan, may kalabuan ang impormasyon o datos na inilahad.	Sa kabuuan, malabo ang impormasyon at datos na inilahad.	
Kabuuang Puntos					

### Gawain No. 3: Song/Music Video

Hatiin ang klase sa limang (5) grupo. Ang bawat pangkat ay gagawa ng sariling komposisyon na magmumungkahi ng solusyon sa suliraning dulot ng migrasyon. Maaring orihinal ang tono o hiram sa isang sikat na awitin sa kasalukuyan. Suriin ang Gawain batay sa rubric sa ibaba bilang pagtataya.

Pamantayan	Lubos na Mahusay (4)	Mahusay (3)	Hindi gaanong Mahusay (2)	Hindi Mahusay (1)	Puntos
Kawastuhan	Wasto ang lahat ng datos o impormasyon.	May dalawang hindi wastong datos o impormasyon.	May apat na hindi wastong datos o impormasyon.	Hindi wasto ang lahat ng datos o impormasyon.	
Pagsasaayos	Malinaw at maayos ang paglalahad ng mga impormasyon.	Maayos ang kabuuang paglalahad.	Magulo ang ilang datos.	Walang kaayusan ang mga impormasyon.	
Paglalahad ng mga reaksiyon o opinyon	Malinaw at makatwiran ang lahat ng mga reaksiyon at opinyon.	Malinaw ngunit hindi makatwiran ang ilang mga reaksiyon o opinyon.	Malabo at hindi makatwiran ang mga reaksiyon at opinyon.	Walang binigay na reaksiyon o opinyon.	
Kalidad ng impormasyon	Lahat ng mga impormasyon ay maliwanag at ayon sa paksa.	May ilang impormasyon na hindi kaugnay ng paksa.	Hindi maliwanag ang mga impormasyon.	Hindi tama o tiyak ang mga impormasyon.	
Makahihikayat	Nakahihikayat at nang lubos ang ginawang gawain.	Nakahihikayat at ang ginawang gawain.	Bahagyang nakahihikayat at ang ginawang gawain.	Hindi nakahihikayat ang ginawang gawain.	
Kabuuang Puntos					



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