Cooperative Learning Strategies and Students' Well-being

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ABSTRACT: Cooperative learning is an instructional method which enables students to actively participate and work together in a collaborative manner. This study examined the extent to which students participate in cooperative learning and assessed their level of welfare. Furthermore, it examined the relationship between the degree of students' collaborative learning and their level of overall welfare. The study employed a descriptive-correlational and causal research approach. The study employed a researcher-developed questionnaire and utilized stratified random sampling with Slovin's Formula. The survey was done to 294 pupils from East II District, Division of Cagayan de Oro City. The study employed descriptive statistics such as Mean and Standard Deviation, the Pearson Product Moment Correlation Coefficient to determine significant relationships, and multiple linear regression for finding which cooperative learning strategies singly or in combination influence/s the students' well-being. Results reveal that students most of the time participate in cooperative learning strategies especially in peer support. Their overall well-being is most of the time moderate. Cooperative learning strategies have moderately positive correlation with the students' overall well-being especially the peer support. Thus, cooperative learning strategies can be enhanced, implemented and integrated during teaching-learning delivery to holistically develop the overall students' well-being.

KEYWORDS: Cooperative Learning, Peer Support, Students' Well-being

I. INTRODUCTION

Cooperative Learning Strategies are crucial for enhancing students' general well-being in an educational environment. These strategies foster an inclusive environment by promoting active engagement and collaborative problem-solving, which in turn helps students feel valued and supported. Collaborating towards shared objectives not only improves academic achievement but also fosters a sense of inclusion and social engagement. This constructive peer connection cultivates a supportive school environment that discourages isolation and enhances mental and emotional well-being. Students' general well-being and academic development are improved when Cooperative Learning Strategies are incorporated into the curriculum.

One contributing reason to students' misbehavior has been discovered as the absence of social skills among certain students. Empirical evidence and academic research have shown that corrective behavior management strategies alone are insufficient. Jordan's (2018) study indicates that cooperative learning enhances the development of social skills in students across all age groups.

Cooperative Learning Strategies have been demonstrated to be highly efficacious in fostering students' well-being. The abilities cultivated by these tactics, such as proficient communication and collaborative work, are advantageous for enduring personal and social growth, hence enhancing students' overall welfare.

Some students may initially show resistance towards participating in group activities or may prefer working alone. However, introducing them to well-organized cooperative assignments can assist in fostering important social and cooperation skills. At first, they may encounter difficulties adapting to the collaborative environment. Nevertheless, by providing explicit instructions, assistance, and incremental exposure, individuals might gradually develop a greater sense of ease in a collective environment.

Cooperative learning strategies can provide students who don't often choose group activities a way to improve their confidence, feeling of belonging, and interpersonal skills. With time, when adolescents get used to working with peers, they could feel better about themselves because they have more social connections and feel like they've accomplished more when they work together.

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For these students, this may result in improved general wellbeing and a more satisfying learning environment. Views from the work area have revealed a common situation among Grade 8 students: some feel that their friends are only important to small groups of them, while others struggle to get others to join them. Building on this framework, the purpose of this study was to investigate the important impact that cooperative learning strategies have on the well-being of eighth-grade students. The results of this study will give educators, curriculum designers, and policymaker's insightful information that will help them create teaching strategies that promote students' wellbeing and help Grade 8 pupils reach their full learning potential.

Ju-Chieh Huang (2023) claims that this study examined the learning outcomes from the perspectives of goal-setting theory and well-being theory, integrating cooperative inquiry techniques to execute blended learning. Working together to find workable answers to an issue is the essence of cooperative inquiry, a crucial life skill in the current world. Through help and cooperation, it raises the effectiveness and motivation of learning.

According to a different study by Tombak (2017), constructivist learning approaches—particularly cooperative learning (CL)—are the most effective in fostering motivation, which is a crucial component of academic achievement. Although CL is a well-liked teaching approach in elementary and secondary education, its usage in higher education is unusual because of the enormous student populations and scheduling constraints. The use of CL and its motivational effects receive little attention in the literature. This study sought to close this gap in the body of knowledge and practical application. The purpose of this study was to look into how CL affected university students' motivation and output. Method: This study used mixed-method techniques with a university's implementation of CL.

II. METHODOLOGY

This chapter contains information on the research design, setting, respondents and sampling procedure, instruments, validity and reliability, data gathering procedure, categorization of variables, statistical treatment of the study, as well as those issues that are covered in more detail. These are being used to achieve the study's objectives.

The researcher, as the primary investigator of this study, employed a descriptive correlational and causal research to examine the correlation between cooperative learning strategies on the overall well-being of students. Descriptive correlational research design was good on this study based on the definition of summarizing and quantifying the relationship between two or more variables in a dataset without making any causal claims.

Conversely, casual design is a research approach employed to investigate the connections between variables and ascertain if there is a cause-and-effect relationship between them. This approach enables researchers to analyze the relationships between variables and find relevant factors that may predict or impact the dependent variable(s). Nevertheless, it does not definitively demonstrate causation due to the potential presence of confounding factors or alternative explanations for the observed associations. The study conducted by Da Silva et al. (2018).

The collected data was subjected to appropriate statistical treatment to analyze the relationships and significance of the variables. Descriptive statistics, such as Mean and Standard Deviation, were used for Problems 1 and 2. For Problem 3, Pearson Product Moment Correlation Coefficient was used. And for Problem 4, Multiple Linear Regression for determining which independent variable/s singly or in combination influence/s the dependent variables.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of the students' cooperative learning as to:
- 1.1 social modeling;
- 1.2 collaborative problem solving, and
- 1.3 Peer support?

Table 1 shows the extent of the students' cooperative learning as to social modeling. It reveals that it has an overall Mean of 3.07 with SD = 0.95, described as Most of the time and interpreted as Moderate Extent. This implies that educators might take advantage of this factor by cultivating a nurturing and optimistic learning atmosphere where commendable actions are exemplified and promoted. By integrating additional chances for collaborative activities and peer interactions, educators have the potential to improve the overall cooperative learning experience and positively impact students' social skills and academic achievements. This indicates a possible opportunity for educators to use the good behaviors they see in students and teachers to improve cooperative learning. Moreover, the continuous involvement in social modeling suggests that students are actively observing and adopting behaviors exhibited by their peers and teachers, which is consistent with the research conducted by Zaman (2020) and Huang et al. (2017). These studies emphasize the significant impact of social modeling on shaping student behaviors and interactions.

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Moreover, the indicator 7, *I like observing someone (like a friend, family member, or teacher) behaving in a way that I found positive or influential,* has the highest Mean of 3.23 with SD = 0.96, described as Most of the time and interpreted as Moderate Extent. These findings indicate that the students in the study generally had a modest inclination to observe good or influencing conduct in others, such as their friends, family members, or teachers. This suggests that this specific signal is relatively robust in comparison to the other elements within the Social Modeling aspect of cooperative learning. Furthermore, this indicates that there is a relatively uniform consensus among students on their preference for watching positive behavior in others. These findings indicate that students consider positive role models to be influential in their learning environment, highlighting the need of cultivating supportive relationships between teachers and students as well as among peers to improve cooperative learning experiences (Marcos et al., 2020). The importance of students' interaction with positive role models in enhancing their cooperative learning experiences becomes apparent. Supportive teacher-student and peer connections not only create a favorable learning environment but also encourage the adoption of positive behaviors and attitudes.

Table 1: Students' Cooperative Learning as to Social Modeling

	Indicators	Mean	SD	Description	Interpretation
I…					
1.	like to observe others when they engage in hands-on activities.	2.85	0.99	Most of the time	Moderate Extent
2.	feel most motivated to imitate positive behavior when I see my classmates succeed.	3.05	0.93	Most of the time	Moderate Extent
3.	like to try new activity or hobby I see from my teachers and/or classmates.	3.08	0.93	Most of the time	Moderate Extent
4.	encourage my classmate to participate because I enjoy doing it.	2.90	0.94	Most of the time	Moderate Extent
5.	Ilike observing others in a way I gain new skills and knowledge.	3.15	0.92	Most of the time	Moderate Extent
6.	like watching and observing others that helps boost my confidence.	3.20	0.97	Most of the time	Moderate Extent
7.	like observing someone (like a friend, family member, or teacher) behaving in a way that I found positive or influential.	3.23	0.96	Most of the time	Moderate Extent
	Overall	**3.07**	**0.95**	**Most of the time**	**Moderate Extent**

Note. 3.26-4.00 High Extent ; 2.51-3.25 Moderate Extent; 1.76-2.50 Low Extent; 1.00-1.75 Very Low Extent

On the other hand, the indicator 1, *I like to observe others when they engage in hands-on activities*, got the lowest Mean of 2.85 with SD = 0.99 and described as Most of the time and interpreted as Moderate Extent. The extent of students' inclination to observe others during hands-on activities though has the lowest mean but it is still described as most of the time, which means that students are observant, that may indicate that students learn more by observing others. The act of witnessing favorable social conduct among peers heightened students' drive to partake in comparable behaviors and improved their overall social interaction (Van Ryzin & Roseth, 2018). This indicates a possible focus for specific actions to improve the demonstration of social behavior in cooperative learning settings. To enhance the positive impact of cooperative learning on students' well-being, it is advisable to implement tactics that promote more visibility and participation among peers during practical activities (Zaman, 2020; Huang et al., 2017). Besides, by observing and imitating, behavior is shaped (Rumjaun & Narod (2020).

Table 2 shows the extent of the students' cooperative learning as to collaborative problem solving. It reveals that it has an overall Mean of 3.10 with   SD = 0.91, described as Most of the time and interpreted as Moderate Extent. Consequently, students collaborate, particularly during group tasks such as problem-solving. Given that the outcome is not consistently achieved, it is necessary for teachers to provide a setting that promotes the development of creativity and critical thinking during group activities, especially in assignments that involve collaborative problem-solving. Although students commonly believe that they frequently participate in group activities that promote problem-solving skills, there is still potential for improvement to consistently enhance creativity, critical thinking, and real-life problem-solving abilities. It is particularly important to prioritize collaborative problem solving as it enhances the analysis and evaluation of information (Yusal et al., 2021). In addition, the research conducted by Fuad et al. (2019) demonstrates that participating in collaborative problem-solving activities improves students' capacity to effectively process and evaluate information.

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Table 2 shows the extent of the students' cooperative learning as to collaborative problem solving. It reveals that it has an overall Mean of 3.10 with SD = 0.91 which is described as Most of the time and interpreted as Moderate Extent. This means that students do work together, especially in a group activity like in problem solving. Since, the result is not yet always, there is a need for teachers to further cultivate an environment conducive to fostering creativity and critical thinking within group activities, particularly in tasks that require collaborative problem solving. While students generally perceive that they often engage in group activities that facilitate problem-solving skills, there is still room for improvement to ensure that these experiences consistently enhance creativity, critical thinking, and real-life problem-solving abilities especially that collaborative problem solving enhances analysis and evaluation of information (Yusal et al., 2021). Moreover, Fuad et al. (2019) *findings reveal that engaging in collaborative problem-solving enhanced students' ability to analyze and evaluate information effectively.*

Table 2: Students' Cooperative Learning as to Collaborative Problem Solving

Indicators	Mean	SD	Description	Interpretation
1. My creativity.is enhanced in group activity.	2.93	0.90	Most of the time	Moderate Extent
2. Whichever group I belong in a class activity, we help each other to understand task.	3.26	0.83	Always	High Extent
3. I feel happy that everyone in a group contributes equally to have better performance.	3.24	0.94	Most of the time	Moderate Extent
4. As a group, we have brainstorming to come up with better solutions.	3.15	0.93	Most of the time	Moderate Extent
5. Group tasks enhance my critical thinking abilities.	3.02	0.91	Most of the time	Moderate Extent
6. I engage in a group activity that provides the real-life situations to develop and enhance me in any problem activity.	2.96	0.95	Most of the time	Moderate Extent
7. I like working in a group to learn new things.	3.15	0.95	Most of the time	Moderate Extent
Overall	**3.10**	**0.91**	**Most of the time**	**Moderate Extent**

Note. 3.26-4.00 High Extent ; 2.51-3.25 Moderate Extent; 1.76-2.50 Low Extent; 1.00-1.75 Very Low Extent

Moreover, the indicator 2, *whichever group I belong in a class activity, we help each other to understand task,* has the highest Mean of 3.26 with SD = 0.83 which is described as Always and interpreted as High Extent. This means that a strong culture of mutual support within cooperative learning environments is present among students. The robust culture of reciprocal assistance within cooperative learning settings ensures that students are actively involved in assisting one another in comprehending assignments, hence cultivating a collaborative ambiance. The substantial degree to which students report this level of support implies that cooperative learning practices effectively foster collaboration and collective accountability for academic achievement. This discovery emphasizes the significance of cooperative problem-solving exercises in improving students' ability to think critically and their entire educational experience. This discovery is consistent with prior research that highlights the beneficial influence of peer support on students' academic performance and overall well-being (Bradley et al., 2021; Yu et al., 2021). Hence, cultivating such cooperative standards could additionally augment kids' educational encounters and overall scholastic achievement.

On the other hand, the indicator 1, *My creativity is enhanced in group activity*, got the lowest Mean of 2.93 with SD = 0.90 and described as Most of the time and interpreted as Moderate Extent. This implies that by working in a group, students can gain greater confidence. This could imply that when everyone in the group knows what is expected of them, students are motivated to do better such is what each member may bring to the group. Put another way, the students are observing or anticipating something from one another. Additionally, Sun et al. (2022) found that students who participated in group problem-solving exercises demonstrated improved cooperation and communication abilities as well as a stronger capacity for empathy and respect for the opinions of others. According to Zaman (2020) and Millis (2023), students' perception of their creativity in group activities is found to be significantly boosted. This suggests that there is need for more research and development of cooperative learning practices aimed at encouraging and nurturing students' creative thinking. Similar to Lin et al.'s study from 2022, which found that pupils benefit from teachers' facilitation and direction through the provision of scaffolding and assistance.

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Table 3 shows the extent of the students' cooperative learning as to peer support. It reveals that it has an overall Mean of 3.26 with SD = 0.88, described as Always and interpreted as High Extent. This means that students consistently engage in supportive behaviors with their classmates. It has been noted that classrooms with collaborative work are always engaging and never boring. Students acquire the ability to exchange and communicate their thoughts and concepts. Leadership skills will also be cultivated among the group members. They cultivate a strong bond and a feeling of inclusion, as demonstrated by Bradley et al. (2021) in their research. This collective endeavor fosters a favorable educational setting that promotes their overall well-being in a comprehensive manner (Marcos et al., 2020)

Table 3: Students' Cooperative Learning as to Peer Support

Indicators	Mean	SD	Description	Interpretation
I…				
1. am comfortable asking my classmates for help.	3.05	0.96	Most of the time	Moderate Extent
2. am comfortable listening and talking to my classmates when they need my support.	3.33	0.88	Always	High Extent
3. enjoy doing the most with my classmates while playing sports, chatting or watching TV/video.	3.15	0.91	Most of the time	Moderate Extent
4. am true to myself and to my friends when I am around with my classmates.	3.35	0.79	Always	High Extent
5. cooperate in group activities.	3.35	0.86	Always	High Extent
6. help my classmates understand the concept or complete the task during a group activity.	3.26	0.90	Always	High Extent
7. work together with my classmate on group projects or assignments in my classes.	3.33	0.88	Always	High Extent
Overall	**3.26**	**0.88**	**Always**	**High Extent**

Note. 3.26-4.00 High Extent; 2.51-3.25 Moderate Extent; 1.76-2.50 Low Extent; 1.00-1.75 Very Low Extent

Moreover, the indicators 4 and 5, *I am true to myself and to my friends when I am around with my classmates, and I cooperate in group activities*, have both the highest Mean of 3.35 with SD = 0.79 and 0.86 which is described as Always and interpreted as High Extent. This means that good values are developed among students because of collaborative activities. The cultivation of cooperation, sharing, honesty, and trust is fostered. Consistent with the findings of Woodgate et al. (2019), peer support has been shown to promote a favorable mindset and a sense of embracing. This promotes authentic relationships and cooperative efforts among peers (Zaman, 2020; Khalifeh et al., 2022). Tilley et al. (2020) suggest that peer support serves as a forum for students to exchange experiences, seek help, and implement strategies to resolve bullying situations.

On the other hand, the indicator 1, *I am comfortable asking my classmates for help*, got the lowest Mean of 3.05 with SD = 0.96, described as Most of the time and interpreted as Moderate Extent is not yet practiced by the respondents always. Moderate extent indicates that they now engage in the activity, although not consistently. The relatively limited comfort level among students in requesting help from their peers, as indicated by the moderate degree, highlights the significance of cultivating a supportive peer environment where students feel empowered to seek assistance when necessary. This aligns with research that emphasizes the beneficial effects of peer support on student well-being (Capone et al., 2018; Bradley et al., 2017). This is a possible area of emphasis for educators when applying cooperative learning practices to further improve students' social relationships and general well-being.

Table 4: Overall Students' Cooperative Learning

Variables	Mean	SD	Description	Interpretation
Social Modeling	3.07	0.95	Most of the time	Moderate Extent
Collaborative Problem Solving	3.10	0.91	Most of the time	Moderate Extent
Peer Support	3.26	0.88	Always	High Extent
Overall	**3.14**	**0.91**	**Most of the time**	**Moderate Extent**

Note. 3.26-4.00 High Extent; 2.51-3.25 Moderate Extent; 1.76-2.50 Low Extent; 1.00-1.75 Very Low Extent

Table 4 shows the overall extent of the students' cooperative learning. It reveals that it has an overall Mean of 3.14 with SD = 0.91, described as Most of the time and interpreted as Moderate Extent. This means that collaborative learning is already

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practiced in school. Students have witnessed, performed, and derived pleasure from it. The findings underscore the comprehensive advantages of cooperative learning, emphasizing its capacity to cultivate inclusive and supportive learning settings that promote students' overall growth and enhance good educational experiences. This indicates that although these tactics are commonly used, there is still potential for improvement and incorporation into educational practices as they are currently only being utilized to a moderate degree. According to the existing literature on this subject, numerous researches have confirmed that collaborative learning enhances students' academic performance and cultivates a positive attitude. By encouraging social modeling, collaborative problem-solving, and peer support, educators can improve academic performance and create conditions that are beneficial to students' mental, emotional, and social well-being (Marcos et al., 2020).

Moreover, the variable, *Peer Support,* has the highest Mean of 3.26 with SD = 0.88, described as Always and interpreted as High Extent. This means that the common or usual practice done in school is peer support. It is a common element in an educational environment where students assist and bolster each other. Students experience positive emotions when engaging in collaborative learning due to their participation in a group setting. A sense of belonging is present. Given that the group is focused on collaborative learning and encourages the exchange of ideas, instances of bullying are significantly reduced, if not completely eradicated. Lane's (2020) study demonstrates that peer support has a positive impact on student retention and academic achievement. Reducing bullying significantly increases the percentage of student retention and contributes to academic achievement. The study conducted by Zhang et al. (2022) demonstrated a substantial enhancement in academic performance.

Conversely, the variable "Social Modeling" had the lowest Mean of 3.07 with a Standard Deviation (SD) of 0.95. It was predominantly described as "Most of the time" and evaluated as being of "Moderate Extent." Despite it may have the lowest outcome, this does not imply that teachers and students are not putting in effort. It is not always the case. Collaborative learning enables students to improve their skills by seeing and learning from other group members. Some students engage in the act of observing and imitating. Some students experience improvement because of being inspired by the knowledge and skills they have acquired from their peers. Each member of the group may face challenges or obligations since they have certain expectations from one another (Van Ryzin & Roseth, 2018).

Problem 2. What is the level of students' well-being in terms of:

      1.1   mental;

      1.2   emotional; and

      1.3   social well-being?

Table 5: Students' Mental Well-being

Indicators	Mean	SD	Description	Interpretation
1. I am comfortable being with my classmates.	3.28	0.97	Always	High
2. I am at peace to be part of a group.	3.17	1.06	Most of the time	Moderate
3. I am relaxing while being in a group.	3.02	1.06	Most of the time	Moderate
4. I am enjoying being with my classmates.	3.11	0.98	Most of the time	Moderate
5. I have wonderful time with my group or with classmates.	2.25	0.92	Sometimes	Low
6. I am willing to be with any of the groups in our class.	3.27	0.93	Always	High
7. I am satisfied how I manage my academic and personal responsibilities	3.15	0.97	Most of the time	Moderate
Overall	**3.18**	**0.98**	**Most of the time**	**Moderate**

Note. 3.26-4.0 High; 2.51-3.25 Moderate; 1.76-2.50 Low; 1.00-1.75 Very Low

Table 5 shows the level of students' well-being in terms of mental aspect. It reveals that it has an overall Mean of 3.18 with SD = 0.98, described as Most of the time and interpreted as Moderate, indicating that students typically experience a state of moderate mental well-being. This suggests that students have a moderate degree of mental well-being. This indicates that their mental state is stable and healthy while they are in the company of friends or in a group setting. They experience tranquility when in a collective setting, indicating that they are free from distress when in the presence of their peers. Participating in a group setting enhances mental well-being. Zaman (2020) emphasizes the impact of cooperative learning practices on students' involvement and overall welfare in religious education.

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Moreover, indicator 1, *I am comfortable being with my classmates,* has the highest Mean of 3.28 with SD = 0.97, described as Always and interpreted as High. The students' strong sense of comfort in the presence of their classmates, as demonstrated, indicates a favorable social atmosphere in the classroom that promotes tranquility and enhances academic achievement by minimizing mental distractions. The presence of a positive atmosphere cultivates more robust interpersonal connections and plays a significant role in fostering a sense of belonging, both of which are essential elements in enhancing the overall well-being of students. Through the prioritization of cooperative learning practices, educators can facilitate chances for students to actively and meaningfully interact with their classmates, fostering stronger connections and ultimately leading to increased satisfaction and enjoyment in group settings. By implementing certain treatments and pedagogical approaches, we may address students' emotional well-being and create a more inclusive and supportive learning environment. This, in turn, will improve overall student academic attainment. In their study, Schwartz et al. (2021) emphasized the capacity of cooperative learning practices to foster a favorable environment for students' mental well-being as they negotiate the intricacies of the educational terrain.

On the other hand, the indicator 5 *I have wonderful time with my group or   with classmates*, got the lowest Mean of 2.25 with SD = 0.92 and described as Sometimes and interpreted as Low. This suggests that students are content being in the group, but it does not always imply that they always have an exceptional experience. Occasionally, students may find themselves occupied with their respective duties while in a collective setting. They are experiencing dissatisfaction and lack of achievement in their group, indicating a failure to reach a consensus. It is inevitable that there may be differences inside a group, and some individuals may not support group tasks if they do not align with their personal interests. Bjørnsen et al. (2019) emphasized the importance of instructors in promoting cooperative learning to improve students' comprehension of mental health and foster a friendly educational setting.

Table 6: Students' Emotional Well-being

Indicators	Mean	SD	Description	Interpretation
1. I am comfortable being with my classmates.	3.26	0.96	Always	High
2. I feel a sense of belonging while I am in my class.	3.15	0.84	Most of the time	Moderate
3. I feel valued because of my participation.	3.18	0.93	Most of the time	Moderate
4. I feel happy when my classmates come to me for assistance.	3.17	0.97	Most of the time	Moderate
5. I feel excited each day.	3.13	1.03	Most of the time	Moderate
6. I feel comfortable expressing my ideas when the group atmosphere is supportive.	3.00	1.05	Most of the time	Moderate
7. I am confident being in a crowd.	2.80	1.16	Most of the time	Moderate
Overall	**3.10**	**0.99**	**Most of the time**	**Moderate**

Note. 3.26-4.0 High; 2.51-3.25 Moderate; 1.76-2.50 Low; 1.00-1.75 Very Low

Table 6 shows the level of students' well-being in terms of Emotional aspect. It reveals that it has an overall Mean of 3.10 with SD = 0.99 which is described as Most of the time and interpreted as Moderate. This indicates that students possess a moderate level of emotional well-being. They experience happiness and a feeling of belonging, although not consistently. As friends, it is not always possible to consistently please or be valued by all friends. Every individual has inhibitions and constraints. Both friends and classmates are transient in nature. Not all students in a class have close relationships with each other. This discovery indicates that although students typically have a moderate level of emotional well-being in the classroom, there is potential for enhancing the creation of more supportive and inclusive environments. Emphasizing emotional well-being is crucial as it directly influences students' total academic achievement, social interactions, and general contentment with their learning experiences. Thus, educators should give priority to incorporating cooperative learning practices that not only enhance academic performance but also foster pleasant emotional experiences among students. By fostering a classroom environment that promotes student self-expression, acknowledges their contributions, and provides peer support, educators can greatly improve students' emotional well-being. This, in turn, creates a more favorable setting for learning and personal development (Šouláková et al., 2019).

Moreover, indicator 1, *I am comfortable being with my classmates,* has the highest Mean of 3.26 with SD = 0.96 which is described as Always and interpreted as High. This indicates that cooperative learning practices play a key role in promoting healthy peer relationships and students' emotional well-being, as well as a consistent sense of comfort and belonging (Zaman, 2020).

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Furthermore, the continuously high mean score shows that students have a strong sense of support and connection in the classroom, which creates a positive climate for cooperation and respect for one another. This research emphasizes how crucial it is to use cooperative learning techniques to support students' social and emotional development in addition to their academic progress. Teachers can create a welcoming and inclusive learning atmosphere that enhances students' general wellbeing and academic performance by giving priority to these tactics.

On the other hand, the indicator 7, *I am confident being in a crowd*, got the lowest Mean of 2.80 with SD = 1.16 and described as Most of the time and interpreted as Moderate. This indicates that while a student may feel at ease in a group setting with her peers, she may not feel comfortable in a throng or in a larger group. Students' degree of confidence in a given scenario highlights a crucial component of social welfare that may require concentrated attention. This observation suggests a potential approach for enhancing students ease and self-assurance in group settings. Furthermore, it aligns well with the existing body of research that emphasizes the positive impact of cooperative learning strategies on the enhancement of social well-being (Zaman, 2020; Khalifeh et al., 2022; Troop-Gordon et al., 2021). Teachers and policymakers may be able to address this aspect of students' social well-being by concentrating on interventions that support cooperative learning. This will create a more welcoming and inclusive classroom where students feel empowered to participate in group activities and interactions with confidence. This emphasizes how important it is to incorporate cooperative learning strategies into teaching methods to foster students' social skills and general wellbeing in addition to improving academic results.

Table 7: Students' Social Well-being

Indicators	Mean	SD	Description	Interpretation
1. I engage in any physical activities or exercise during or out of school hours with my classmates.	3.06	1.03	Most of the time	Moderate
2. I am closed with my classmates.	3.06	1.00	Most of the time	Moderate
3. I enjoy spending time with my classmates.	3.24	0.99	Most of the time	Moderate
4. We build a relationship of trust (with my classmates).	3.04	1.01	Most of the time	Moderate
5. There is camaraderie among us.	2.81	1.02	Most of the time	Moderate
6. We understand each other.	3.01	0.95	Most of the time	Moderate
7. I have active participation in every group activity we have in the class.	3.14	0.98	Most of the time	Moderate
Overall	**3.05**	**1.00**	**Most of the time**	**Moderate**

Note. 3.26-4.0 High; 2.51-3.25 Moderate; 1.76-2.50 Low; 1.00-1.75 Very Low

Table 7 shows the level of students' well-being in terms of social aspect. It reveals that it has an overall Mean of 3.05 with SD = 1.00 which is described as Most of the time and interpreted as Moderate. It indicates a modest level of social well-being among students. This implies that students get along well with their peers and friends. The indications show that the students have bonded. They seem to enjoy one other's company, as is evident. They can communicate with one another. They establish a trusting bond that allows them to hang out together outside of the classroom. In the end, these experiences improve students' sense of overall belonging and well-being by offering opportunities for collaborative learning, the development of collaboration skills, and the formation of social connections among peers (Bølling et al., 2019).

Moreover, the indicator 3, *I enjoy spending with my classmates,* has the highest Mean of 3.28 with SD = 0.97 which is described as Most of the time and interpreted as Moderate. This study shows how beneficial it can be to create a welcoming, inclusive classroom where students feel appreciated and connected to their peers.

This indicates a favorable social environment among students, consistent with earlier research that emphasizes the significance of cooperative learning.

On the other hand, the indicator 5, *There is camaraderie among us*, got the lowest Mean of 2.81 with SD = 1.02, described as Most of the time and interpreted as Moderate. This implies that camaraderie exists, however it may not be constant. As previously said, both friends and classmates acknowledge that misunderstandings can occur occasionally, but a strong sense of friendship ultimately prevails. This implies that there is potential for enhancing the development of a more cohesive and supportive relationship among students in the specific environment being examined. The lower score suggests that students have a considerably lesser perception of camaraderie among their classmates, highlighting potential areas where intervention could be implemented to improve social well-being. Enhancing camaraderie among students can have a good effect on their overall social well-being by promoting a friendly and inclusive social atmosphere within the school community. This discovery is consistent with

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prior research that highlights the importance of positive peer interactions in enhancing the well-being of students (Troop-Gordon et al., 2021). Thus, the implementation of tactics focused on cultivating camaraderie, such as engaging in group activities, participating in team-building exercises, and establishing a sense of belonging, can have a positive impact on students' social well-being and overall school experience.

Table 8 on the next page, shows the overall level of students' well-being. It reveals that it has an overall Mean of 3.11 with SD = 0.99, described as Most of the time and interpreted as Moderate. This indicates that the well-being of students is at a satisfactory level, comparable to that of typical teenagers. There are occasions when they are in a satisfactory state and there are others when they are not. Several variables must be considered when assessing an individual's overall state of well-being. The factors in this study pertain to the students' academic lives. This indicates that students' well-being is generally positive when they are in the company of friends and classmates, whether it be for group work or socializing. The statistical characteristics indicate that the well-being of students is at a moderate level, which means that they generally have a satisfactory degree of well-being but there is still potential for improvement. Implementing cooperative learning practices, as recommended by multiple research (Zaman, 2020; Millis, 2023; Khalifeh et al., 2022; Meena, 2020; Marcos et al., 2020), can be a successful intervention to further improve students' mental, emotional, and social well-being.

Table 8: Students' Overall Well-being.

Well-being		Mean	SD	Description	Interpretation
Mental		3.18	0.98	Most of the time	Moderate
Emotional		3.10	0.99	Most of the time	Moderate
Social		3.05	1.00	Most of the time	Moderate
	Overall	**3.11**	**0.99**	**Most of the time**	**Moderate**

Note. 3.26-4.0 High; 2.51-3.25 Moderate; 1.76-2.50 Low; 1.00-1.75 Very Low

Moreover, the variable, *Mental,* has the highest Mean of 3.18 with SD = 0.98 which is described as Most of the time and interpreted as Moderate. This indicates that students already possess a sense of assurance in their ability to comprehend. According to the indicators in this study regarding collaborative learning, students experience a sense of tranquility and derive pleasure from one other's presence as a collective unit. Furthermore, this implies that their minds remain undisturbed by each other. Moreover, this discovery is consistent with prior research conducted by Zaman (2020), highlighting the advantageous impacts of collaborative learning techniques in fostering favorable mental health results among students. The moderate degree of general well-being indicates that although there are some beneficial effects, there is still potential for additional improvement in effectively applying these techniques. Further research could explore specific facets of cooperative learning to pinpoint areas for enhancement and optimize its potential advantages on students' psychological well-being.

On the other hand, the variable, *Social*, got the lowest Mean of 3.05 with SD = 1.00 and described as Most of the time and interpreted as Moderate. This finding highlights the need of giving priority to activities that promote strong peer connections and social support networks among students. By employing cooperative learning approaches, educators can create environments that foster meaningful interactions and collaborative activities among students. The efficacy of this approach is substantiated by the research undertaken by Bølling et al. (2019), which underscores the advantageous impact of cooperative learning on peer relationships and overall well-being. Thus, allocating resources to interventions that foster social contact and provide support in educational settings has the potential to enhance social well-being outcomes for students, ultimately contributing to a more positive and favorable learning environment.

Problem 3. Does the degree of students' cooperative learning have a substantial correlation with the level of students' well-being?

Table 9: Pearson's Correlation Test between the degree of students' well-being and the extent of their cooperative learning

Independent	pendent Variable	r-value	p-value	Decision	Interpretation
Social Modeling		0.37	0.04	Reject H$_O$	Significant
Collaborative Problem Solving	Well-being Aspects	0.35	0.05	Reject H$_O$	Significant
Peer Support		0.57	0.00	Reject H$_O$	Significant

Note: Correlation is Significant at the 0.05 Level (2 tails)

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The table 9 shows Pearson's Correlation test between the extent of students' cooperative learning and the level of students' well-being. The test indicates a moderate and weak positive correlation between the dependent variable and all the independent factors. There is a moderate positive association between Peer Support and Well-being features, with an r-value of 0.57. The two independent variables, Social modeling and Collaborative Problem Solving, exhibit a weak positive connection with Well-being. These variables and the students' well-being aspects are positively correlated, meaning that any change in the variables will result in a corresponding change in the students' well-being aspects.

Furthermore, Table 9 conducted an analysis at the independent variable level by examining the correlation test while keeping the dependent variable constant. From the table, it is evident that all independent variables have a significant impact at a significance level of 0.05. To summarize, after examining the coefficients, cooperative learning is found to be significantly connected with students' well-being, with a p-value below 0.05. Therefore, the correlation analysis indicated that the null hypothesis test (Ho1) was rejected. Based on the following results, there is a moderate and weak positive association.

Problem 4. Which of the independent variables singly or in combination influence students' well-being?

In addition, in emotional aspect, the same table shows that the 23% of the variance is explained by the three (3) predictors, F (3,109) = 11.92, p< .001. Moreover, peer support (β = 0.789, t-value = 4.182 p-value = 0.000) is positively has a relationship with the students' well-being in terms of emotional aspect. It may be inferred that a 1% increase in students' collaborative learning, namely through peer assistance, will result in an 11.92% improvement in their emotional well-being. Therefore, it can be inferred that peer support in collaborative learning contexts greatly enhances students' emotional well-being, emphasizing the significance of social support systems in promoting favorable emotional outcomes among students.

Table 10. Regression Analysis between Students' Collaborative Leaning and Well-being Aspects.

					Constant Variables										
	Mental Aspect					Emotional Aspect					Social Aspect				
Moderating Variables	B	SE	β	t-value	p-value	B	SE	β	t-value	p-value	B	SE	β	t-value	p-value
Constant	0.32	0.39	1.10	0.81	0.42	0.82	0.41	1.64	1.98	0.00	0.78	0.41	1.60	1.88	0.06
Social Modeling	0.28	0.13	0.52	2.21	0.03	0.20	0.13	0.46	1.51	0.13	0.10	0.13	0.36	0.74	0.46
Collaborative Problem Solving	-0.07	0.14	0.20	-0.54	0.59	-0.03	0.15	0.27	-0.17	0.86	0.03	0.15	0.32	0.18	0.86
Peer Support	0.69	0.12	0.93	5.69	0.00	0.54	0.13	0.79	4.18	0.00	0.58	0.13	0.83	4.53	0.00
Model	R	R²	Adjusted R²	f-value	p-value	R	R²	Adjusted R²	f-value	p-value	R	R²	Adjusted R²	f-value	p-value
	0.61	0.38	0.36	21.39	0.00	0.50	0.25	0.23	11.92	0.00	0.51	0.26	0.24	12.40	0.00

Note:
R = Multiple R   R² = R Square   Adjusted R² = Adjusted R square
f-value = Variance of the sample means   *p*-value = Significant level p<0.05
UC = Unstandardized Coefficients   SC = Standard Coefficients
B = Coefficients   SE = Standard Error
β = Beta Coefficients   t-value = test Statistics

However, social modeling (β = 0.361, t-value = 0.742, p-value = 0.460) found that collaborative problem solving (β = 0.265, t-value = -0.172, p-value = 0.864) does not have a significant impact on students' emotional well-being. Therefore, it may be inferred that the use of social modeling and collaborative problem solving does not accurately forecast the emotional well-being of students. There is a lack of significant connections between social modeling and collaborative problem solving with students' emotional well-being underscores the need for additional investigation in these areas. It implies that although certain elements of cooperative learning may not have a direct influence on emotional well-being, there may be other factors that have a more significant effect. Gaining a comprehensive understanding of these subtle distinctions might provide valuable insights for implementing more focused strategies to improve students' emotional well-being in the educational environment.

Moreover, in social aspect shows that the 24% of the variance is explained by the three (3) predictors, F (3,109) = 12.40, p< .001. Moreover, peer support (β = 0.833, t-value = 4.525 p-value = 0.000) is positively has a relationship with the students' well-being in terms of social aspect. It can be concluded that if the students' collaborative learnings in terms of peer support by 1% it will also increase the students' well-being as to social aspect by 83.3%. On the flip side, social modeling (β = 0.361, t-value = 0.742, p-value = 0.460) study indicate that there is no noticeable variance or correlation between cooperative problem-solving and students' social and emotional well-being, as evidenced by the beta coefficient of 0.316, t-value of 0.177, and p-value of 0.860.

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These findings indicate that relying on group problem-solving and social modeling as indicators of students' social health may be inaccurate. There is a lack of substantial connections between cooperative problem-solving and social modeling and students' well-being in the social element highlights prospective avenues for more investigation. It implies that although certain elements of cooperative learning may not have a direct impact on social well-being, other factors or combinations of factors could have a more significant influence. Gaining a comprehensive understanding of these subtle distinctions can assist educators in customizing tactics to more effectively meet the many requirements and aspects of student well-being within the educational setting.

Taking it in the coefficient level, social modeling and peer support are good predictors of students' well-being as to mental aspect, and peer support is a predictor of well-being in terms of emotional and social aspect, with a p value lesser than 0.05. Hence, the regression analysis yielded that the null hypothesis test (Ho2) was rejected. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the following regression equation.

IV. CONCLUSIONS

Based on the findings of this study, the conclusions were made.

1. Cooperative learning strategies are enjoyable to students. They take pleasure in working on projects in groups where they can exchange ideas. They have a feeling of community and have the potential to grow from one another.

2. Students naturally experience moments when they are not in a good mood, but for the most part, they are fine when attending class, hanging out with friends, and completing homework.

3. Nowadays, most students are unable to function independently and require the presence of a companion or classmate. It appears that their sense of well-being is dependent on receiving validation from one another. Implementing cooperative learning practices could enhance their learning outcomes and contribute to their overall well-being.

4. Students' mental well-being is best enhanced when spending time with their classmates during cooperative learning. More students improve their academic performance by emulating others.

V. RECOMMENDATIONS

Based on the findings and conclusions in this study, the following recommendations are made.

1. Maintain peer support, good social modeling, and ongoing collaborative problem-solving activities among students to enhance their educational experiences and overall growth.

2. Teachers are encouraged to consistently bear in mind the DepEd Mission and Vision, which emphasizes that the students' welfare is of utmost importance. This entails ensuring that the students are developed in a comprehensive manner, with a focus on enhancing their entire well-being.

3. Teachers have the authority to use, improve, and use classroom learning techniques as part of their teaching methods to promote the mental, emotional, and social well-being of pupils.

4. Teachers may arrange for regular pairing and grouping among students so that they always have a feeling of belonging and camaraderie, as peer support has a significant impact on students' general well-being.

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