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## **Advancing Social Competence and Reducing Disruptive Behavior in Young Learners: The Impact of Kagan Cooperative Learning Strategies among Second Graders at the Islamic Educational College, Amman**

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### **Abstract**

This study investigates the impact of Kagan Cooperative Learning Strategies on advancing social competence as well as reducing disruptive behaviors among second graders at the Islamic Educational College in Amman, Jordan. The study was conducted on a sample of 50 male and female students, all Arabic native speakers, assigned randomly into experimental and control groups with 25 students in each group. Students in the experimental group were taught using Kagan strategies, while traditional methods were applied to those in the control group. The study uses a blend of quantitative assessments, including behavioral checklists, standardized tests, and a questionnaire completed by 15 teachers, as well as qualitative observations such as teachers' interviews and focus groups. The study evaluates shifts in students' social behaviors, including cooperation, communication, initiation, empathy, and classroom conduct. The findings reveal a significant enhancement in students' social competence and a notable decrease in their disruptive behaviors. Teachers reported improved student participation, a more organized classroom environment, and increased peer cooperation. The results emphasize the effectiveness of Kagan Strategies in contributing to Jordanian young learners' educational development, advocating for Kagan's broader implementation in Jordanian educational settings.

**Keywords:** Kagan Strategies, social competence, disruptive behavior, second grade, EFL teaching