

# Extent Of Utilization of Collaborative Learning Approach in Improving Learners' Participation

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*Abstract* — The study delved into the extent of utilization of collaborative learning approach in improving learners' participation. The study determined the profile of the respondents, the extent of utilization of collaborative learning approach, and the significant relationship between the extent of utilization of collaborative learning approach across their profile variables. The descriptive method of research was used in this study. Findings showed that majority of the Grade 6 teachers are in the middle adulthood stage, female, have master's units and experienced teachers. In addition, the Grade 6 teachers extensively utilize collaborative learning approach to improve learners' class participation. Moreover, the highest educational attainment is correlated with the extent of utilization of collaborative learning approach along critical-mindedness and creativity. Also, length of service as Grade 6 teacher is correlated with the extent of utilization of collaborative learning approach along class interaction. Finally, a proposed LAC Session was crafted based on salient findings of the study to enhance the competence of teachers in the utilization of collaborative learning approach.

*Keywords* — *collaborative learning, learners' participation, class interaction, class discussion, critical-mindedness, creativity*

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## I. Introduction

Article XIV Section 1 clearly states that the state shall preserve and promote the right of all people to quality education at all levels and shall take reasonable actions to make such education accessible to all. Indeed, the government (or relevant authorities) made these changes to sustain further and reclaim standard education for Filipinos who have the right to education.

Communication and collaboration are essential in preparing and educating pupils for more complicated life and work contexts in the twenty-first century. Students highly value collaboration skills as they provide the ability to work effectively and respectfully with diverse teams in the future. Collaborative Learning (CL), then, is crucial and is said to facilitate students in attaining higher-level thinking and retaining information for more extended periods than individual learning.

In addition, collaborative learning is often considered a more effective educational method than passive forms of knowledge acquisition, and experts regard it as a promising pedagogical technique in higher education teaching (Tinto, 2020). Working collaboratively on an academic

topic may be more effective than traditional teaching methods because it encourages students to become more active and involved participants in the learning process.

Further, teachers can integrate collaborative learning during group interaction by selecting which students will work together, sizing the class into smaller groups for maximum effectiveness, assigning rules to the members of each group, giving each group a different task, using game-based collaborative strategies, letting peers report their responses to each other in pair, and engaging students in peer tutoring activities (Lowe, 2021). Collaborative learning can enhance learners' critical thinking skills and creativity by engaging them in real-world problems and activities that are relevant to their lives and experiences. This approach encourages students to propose responses or solutions to specific situations. It involves brainstorming sessions, hands-on learning experiences, and reflective activities that help students absorb information on a deeper level. Additionally, incorporating an inquiry-based learning model can stimulate students' curiosity and further promote engagement.

During class discussions, the researcher observes that many students do not participate in the discussions. Hence, within this premise, the researcher was motivated to conduct this study to determine the effectiveness of utilizing the Collaborative Learning Approach in improving the students' class participation.

### **Literature Review**

Social Learning Theory, as presented by Vygotsky, offers a comprehensive framework for understanding how social interactions influence cognitive development in both infants and adults. This idea emphasizes learning as a social process influenced by culture, language, and community activities. This idea emphasizes learning as a social process influenced by culture, language, and community activities. Vygotsky's theory sheds light on the substantial influence of social interactions on learning by combining these components.

It encourages teachers to design collaborative learning experiences that use social dynamics to improve cognitive growth. Educators can successfully support learners' intellectual progress by employing strategies such as discourse, modelling, and cooperative learning, making collaborative learning more than a tool but a cornerstone of educational practice.

Collaborative learning theory is rooted in Lev Vygotsky's concept of the Zone of Proximal Development. Learners rely on one another to perform activities that they would be unable to complete independently. Collaborative learning is essential for developing critical thinking skills, as research indicates that pupils retain more material when working in groups. It includes peer-to-peer learning, which encourages deeper thinking in the classroom. Group learning helps students improve their higher-level thinking, oral communication, self-management, and leadership abilities. Students can also develop their leadership and organizing abilities. Students believe that their success or failure depends on their capacity to collaborate; they are inclined to encourage one another to do whatever helps the group succeed. They are also more inclined to collaborate on

assignments. As a result, cooperative learning improves student desire to complete academic tasks (Johnson, Johnson, & Holubec, 2020).

Additionally, Cooperative Learning Theory helps students develop critical thinking skills. Because cooperative learning creates a situation where Students must explain and discuss multiple views to have a better comprehension of the content. Students receive and provide explanations more frequently, which encourages elaborative thinking. Cooperative learning (CL) also helps students clarify concepts and ideas through debate and discussion. Because the level of conversation within groups is substantially higher than in instructor-led discussions, students receive prompt feedback, thereby furthering the topic.

## II. Methodology

This study employed a Quantitative Method, specifically a descriptive research design, to determine the extent to which the collaborative learning approach improves learners' class participation. The researcher selected this research design based on the objectives, research problems, and firsthand data from the respondents, which will be collected using survey questionnaires.

The subjects of the study were the grade six teachers from SDO Urdaneta City. To ensure more reliable results, a complete enumeration of all the grade six teachers was obtained as the subjects of the study. The main data gathering instrument was a questionnaire survey which was divided into two parts. The first part is a researcher-made instrument which was used to gather data on the profile variables of the respondents such as sex, age, highest educational attainment, and years in service as grade six teachers. The second part is the extent of utilization of collaborative learning approach in improving learners' class participation along class discussion, group, interaction, and critical-mindedness and creativity.

Frequency counts and percentages were employed which concerns the respondents' profile, once the collected data had been examined and interpreted using the proper statistical procedures. A weighted mean was utilized to assess how much the collaborative learning technique was being employed to increase student participation. Chi-square and Point-Biserial correlation were used to see if there was a significant link between the respondents' profile factors and the degree to which the collaborative learning technique was being employed to increase learners' engagement.

Further, salient findings of problems number 1, 2, and 3 were used as basis in crafting program/activity that may be proposed to improve the utilization of collaborative learning approach in improving learners' class participation.

### III. Results and Discussion

Table presents the profile of the respondents along age, sex, highest educational attainment, and length of service as Grade 6 teacher.

#### *Profile of the Respondents*

Variables		Frequency <i>N=85</i>	Percentage
<b>Age</b>	30 years old and below	18	21.18
	31-45 years old	43	50.59
	46-60 years old	19	22.35
	More than 60 years old	5	5.88
<b>Sex</b>	Male	16	18.82
	Female	69	81.18
<b>Highest Educational Attainment</b>	Doctor's Degree	2	2.35
	With Doctor's Units	3	3.53
	Master's Degree	24	28.24
	With Master's Units	42	49.41
	Bachelor's Degree	14	16.47
<b>Length of Service as Grade 6 Teacher</b>	Less than 5 years	11	12.94
	6-10 years	23	27.06
	11-15 years	39	45.88
	More than 15 years	12	14.12

**Legend:**

- 4.50-5.00 Very Extensive (VE)
- 3.50-4.49 Extensive (E)
- 2.50-3.49 Moderately Extensive (ME)
- 1.50-2.49 Slightly Extensive (SE)
- 1.00-1.49 Not Extensive (NE)

**Age.** Table 2 shows that majority of the respondents are 31-45 years old as indicated by a percentage of 50.59. This implies that most of the respondent teachers are in the middle adulthood stage.

**Sex.** It can be gleaned in the table that 69 or 81.18 percent of the respondents are female. This implies that elementary teaching is female dominated.

**Highest Educational Attainment.** It can be noted in the table that 49.41 percent of the respondents have Master's Units. This implies that the respondents value the significance of enrolling in graduate studies to further strengthen their pedagogies in teaching elementary learners.

**Length of Service as Grade 6 Teacher.** It can be gleaned in the table that 45.88 percent of the respondents have been teaching Grade 6 learners for 11-15 years. This implies that the respondents are experienced teachers. It aligns with the study by Tumbaga (2021), which revealed that school principals prefer experienced teachers, as the foundation of knowledge for entering High School education is typically Grade 6.

### Extent of Utilization of Collaborative Learning Approach

Table presents the extent of utilization of collaborative learning approach in improving learners' class participation along class discussion (communication).

It can be gleaned in Table that the respondents obtained an overall weighted mean of 4.53 denoting a descriptive equivalent of "Highly Extensive" along class discussion (communication). This implies that the respondent teachers highly utilize collaborative learning approach during class discussions.

#### *Class Discussion (Communication)*

Indicators	Weighted Mean	Descriptive Equivalent
1. Taking time to discuss importance of active listening	4.48	Extensive
2. Practicing listening skills with learners	4.78	Very Extensive
3. Setting rules of language and collaboration during class discussions	4.55	Very Extensive
4. Teaching students how to clarify issues during collaborative discussions	4.46	Extensive
5. Teaching students how to disagree constructively with their classmates during collaborative discussions	4.52	Very Extensive
6. Helping students build on what other students have contributed	4.56	Very Extensive
7. Making goals and expectations clear during collaborative discussions	4.44	Extensive
8. Giving students a discussion prompt, question, or short problem to consider	4.51	Very Extensive
9. Providing constructive feedback to learners during class discussions	4.59	Very Extensive
10. Encouraging learners to share their opinions during class discussions	4.38	Extensive
<b>Overall Weighted Mean</b>	<b>4.53</b>	<b>Very Extensive</b>

Among the indicators, practicing listening skills with learners obtained the highest weighted mean of 4.78 denoting a descriptive equivalent of "Very Extensive". This denotes that the respondent teachers always practice listening skills with the learners. Meanwhile, encouraging learners to share their opinions during class discussions obtained the lowest weighted mean of 4.38 denoting a descriptive equivalent of "Extensive". This implies that the respondent teachers often encourage learners to share their opinions during class discussion, as noted by Manzano (2020), promotes engagement. It makes them feel valued for having a voice, and they can produce authentic ideas.

Meanwhile, encouraging learners to share their opinions during class discussions obtained the lowest weighted mean of 4.38 denoting a descriptive equivalent of "Extensive". This implies that the respondent teachers often encourage learners to share their opinions during class discussion.

Table presents the extent of utilization of collaborative learning approach in improving learners' class participation along group interaction (collaboration).

**Table 4:**  
***Group Interaction (Collaboration)***

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
1. Selecting which students will work together	4.51	Very Extensive
2. Sizing the class into smaller groups for maximum effectiveness	4.55	Very Extensive
3. Assigning rules to the members of each group	4.62	Very Extensive
4. Giving each group a different task	4.51	Very Extensive
5. Using game-based collaborative strategies	4.74	Very Extensive
6. Letting peers report their responses to each other in pair	4.44	Extensive
7. Engaging students in peer tutoring activities	4.23	Extensive
8. Applying activities with competitive elements	4.52	Very Extensive
9. Incorporating information exchange activities such as drama and role play	4.48	Extensive
10. Helping students build trust with the members of the group	4.65	Very Extensive
<b>Overall Weighted Mean</b>	<b>4.53</b>	<b>Very Extensive</b>

It is reflected in Table 4 that the respondents obtained an overall weighted mean of 4.53 denoting a descriptive equivalent of “Very Extensive” along group interaction (collaboration). This implies that the respondent teachers always apply collaborative learning approaches to increase learners' interaction during group activities. Among the indicators, using game-based collaborative strategies obtained the highest weighted mean of 4.74 denoting a descriptive equivalent of “Very Extensive”. This denotes that the respondent teachers always use game-based learning to increase learners' participation. According to research by Lai (2024), game-based cooperative learning can produce a better result by improving both students' learning and motivation, as the students are more willing to spend time on the learning process versus the teaching strategy of traditional cooperative learning.

Meanwhile, engaging students in peer tutoring activities obtained the lowest weighted mean of 4.23 denoting a descriptive equivalent of “Extensive”. This implies that the respondent teachers often engage students in peer tutoring activities. Mercado's (2021) study shows that peer tutoring activities enhance learners' class participation. In peer teaching, learners teach and learn from one another, sharing knowledge, skills, and experiences with each other.

Table 5 presents the extent of utilization of collaborative learning approach in improving learners' class participation along critical-mindedness and creativity.

It can be noted in table that the respondents obtained an overall weighted mean of 4.51 denoting a descriptive equivalent of “Very Extensive” along critical-mindedness and creativity. This signifies that the respondent teachers always utilize collaborative learning approaches that boost learners' critical thinking skills and creativity skills.

**Table 5:**  
*Critical-Mindedness and Creativity*

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
1. Using real-world problems and activities	4.44	Extensive
2. Requiring students to propose a response or solution to a given problem/ situation	4.51	Very Extensive
3. Applying brainstorming activities	4.63	Very Extensive
4. Integrating hands-on learning activities	4.26	Extensive
5. Incorporating reflective activities to help students absorb information deeper	4.44	Extensive
6. Utilizing inquiry-based learning model to activate students' curiosity	4.38	Extensive
7. Incorporating project-based group activities	4.57	Very Extensive
8. Designing activities that encourage students to interpret and analyze given information	4.61	Very Extensive
9. Holding debate activities to inspire students' critical thinking and reasoning	4.67	Very Extensive
10. Integrating arts and music group activities to boost students' creativity	4.55	Very Extensive
<b>Overall Weighted Mean</b>	<b>4.51</b>	<b>Very Extensive</b>

Among the indicators, holding debate activities to inspire students' critical thinking and reasoning obtained the highest weighted mean of 4.67 denoting a descriptive equivalent of "Very Extensive". This implies that the respondent teachers conduct debate activities to boost learners' critical thinking skills.

On the other hand, integrating hands-on learning activities obtained the lowest weighted mean of 4.26 denoting a descriptive equivalent of "Extensive". This means that the respondent teachers often implement hands-on learning activities to improve learners' critical thinking skills and creativity. According to Vergara (2022), hands-on learning can facilitate problem-solving abilities. It has been linked to an increase in students' perception of their abilities. Hands-on learning can increase students' motivation and interest towards topics. Moreover, hands-on learning fosters critical thinking and creativity, enabling students to approach problems from multiple perspectives.

Table 6 presents the summary table of the extent of utilization of collaborative learning approach in improving learners' class participation.

**Table 6:**

**Summary Table of Extent of Utilization of Collaborative Learning Approach**

Indicators	Overall Weighted Mean	Descriptive Equivalent
Class Discussion (Communication)	4.53	Very Extensive
Group Interaction (Collaboration)	4.53	Very Extensive
Critical-mindedness and Creativity	4.51	Very Extensive
<b>Grand Weighted Mean</b>	<b>4.52</b>	<b>Very Extensive</b>

Table divulged that the respondents obtained a grand weighted mean of 4.52 denoting a descriptive equivalent of “Very Extensive”. This implies that the respondent teachers extensively utilize collaborative learning approach to improve learners’ class participation. Among the indicators, class discussion and group interaction obtained the highest overall weighted mean of 4.53 denoting a descriptive equivalent of “Very Extensive” while critical-mindedness and creativity obtained the lowest overall weighted mean of 4.51 denoting a descriptive equivalent of “Very Extensive”.

**Significant Relationship between the Extent of Utilization of Collaborative Learning Approach in Improving Learners’ Participation and their Profile Variables**

Table 7 presents the significant relationship between the extent of utilization of collaborative learning approach in improving learners’ class participation and the profile variables.

**Table 7:**  
*Significant Relationship between the Extent of Utilization of Collaborative Learning Approach and the Profile Variables*

Profile	Extent of Utilization of Collaborative Learning Approach		
	Class Discussion (Communication)	Class Interaction (Collaboration)	Critical-Mindedness and Creativity
Age	.425	.324	.274
Sex	.153	.674	.544
Highest Educational Attainment	.634	.654	.000*
Length of Service as Grade 6 Teacher	.554	.004*	.244

Note: \* significant at 5% alpha

It is reflected in table that there is significant relationship between the highest educational attainment and extent of utilization of collaborative learning approach along critical-mindedness and creativity as indicated by the computed significance value of .000 which is less than the set level of significance which is .05. This implies that the null hypothesis which states that there is no significant relationship between the highest educational attainment and extent of utilization of collaborative learning approach along critical-mindedness and creativity is rejected. This means that the extent of utilization of collaborative learning approach by the respondents – Grade 6 teachers is associated with the profile variables “highest educational attainment”.

It is also revealed that there is significant relationship between length of service as Grade 6 teacher and extent of utilization of collaborative learning approach along class interaction as indicated by the computed significance value of .000 which is less than the set level of significance which is .05. This implies that the null hypothesis which states that there is no significant relationship between length of service as Grade 6 teacher and extent of utilization of collaborative learning approach is rejected. This means that the extent of utilization of the collaborative learning approach by the respondents is associated with the profile variable, length of service as Grade 6 teacher. Further, the longer the number of years in service as Grade 6 teacher, the more extensive in his/her utilization of the approach. This is supported by the study of Mendez (2020) which found out that teaching experience affects the teachers' extent of utilization of collaborative learning approach. His study revealed that teachers who are longer in the service mostly utilize collaborative learning strategies that engage class interaction.

### **Proposed LAC Session on the Successful Utilization of Collaborative Learning Approach**

Based on the salient findings of the study, this proposed LAC Session is crafted by the researcher to strengthen the utilization of collaborative learning approach to improve learners' participation.

#### **LEARNING ACTION CELL (LAC) PROPOSAL**

- I. Title: *Enhancing Teachers' Competence in Utilizing Collaborative Learning Approach in Improving Learners' Class Participation*
  
- II. Proponent: Densel L. Andrada  
*Teacher III*
  
- III. Venue/Date : Oltama Elementary School  
January 03, 2025  
3:00-5:00 PM
  
- IV. Rationale:

The term classroom participation is poorly defined and is hard to measure. The literature identifies engagement as a crucial aspect, often highlighting how students actively participate in daily class activities, such as attending regularly, submitting homework on time, and following their teacher's instructions. Classroom participation involves a variety of activities and has different forms, like students' simple questions and explanations. Duration of participation is also varying for individual to individual, it can take a few moments or a long time. Discussion, dialogue, presentations are most common and effective ways of classroom participation. Also, ideal class discussion requires participation, interest, learning of all the students and absorbing others' explanations and information.

Meanwhile, collaborative learning approach which is generally considered an effective educational approach than passive forms of learning is viewed by scholars as an especially

promising pedagogical approach in elementary instruction (Tinto, 2020). Having learners work collaboratively on an academic task may be more potent than traditional methods of pedagogy because it motivates students to become more active and more involved participants in the learning process. This approach is also found to be effective in increasing learners' participation in class.

Teachers need to understand how to effectively use collaborative learning approaches to boost learners' participation in class. Therefore, we propose this session.

#### V. Objectives :

The teachers will be able to :

- a) familiarize different collaborative learning approaches;
- b) help teachers integrate collaborative learning approach in the teaching and learning process; and
- c) foster a professional collaborative spirit among teachers.

#### VI. Topics/ Resource Speakers:

Date	Topics	Resource Speaker
January 3, 2025	Different Collaborative Learning Approaches Integrating Collaborative Learning Approach in the Teaching and Learning Process	Densel L. Andrada

#### VII. Materials:

- a. Training materials (coupon bond, handouts)
- b. laptop
- c. TV/projector
- d. Textbooks

#### VIII. Budgetary Requirement:

Training materials: Php 500.00

#### IX. Source of Fund: Personal Fund

- X. Strategies:
- Powerpoint presentation/ lecture
  - Small group interactive discussions
  - Workshops

XI. Participants: 85 Grade 6 Teachers in SDO Urdaneta City

#### XII. Expected Outcome:

The eighty-five (85) teacher participants will be able to effectively integrate collaborative learning approach in the teaching and learning process to improve learners' class participation.

#### IV. Conclusion

Based on the findings of the study, the following conclusions are drawn. The respondent Grade 6 teachers are very much qualified in the use of the collaborative learning approach in improving learners' participation. The respondents use collaborative learning approach has improve learners' class participation. The extent of utilization of collaborative learning approach by the respondents along critical-mindedness and creativity is highly associated with the variable highest educational attainment. A proposed LAC Session was crafted based on salient findings of the study to maintain the extent of utilization of collaborative learning approach by the teachers.

#### V. Recommendations

Based on the findings and conclusions presented, the following recommendations are suggested. Grade 6 teachers can adopt the LAC Session proposal crafted by the researcher to maintain their competence in utilizing collaborative learning approach in the teaching and learning process. A similar study should be conducted under the auspices of accredited graduate institutions, taking into consideration other factors that can affect the utilization of collaborative learning approach in improving learners' participation. Future researchers should be guided by the result of this study in the future studies along the same topic sentence.

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