



CLASSROOM COLLABORATIVE LEARNING APPROACH: THE STUDENTS STAND POINT

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ABSTRACT: *Subject lessons are the sources of knowledge of students which the teachers are expected to deliver excellently in any form using the different strategies or approaches in teaching. Collaborative learning approach is one of the techniques or approaches that may be used by the classroom teachers to effect learning in a constructive way. Advocates of collaborative learning approach believe that this can help learning easily be assimilated by students. Students collaborating in classroom activities increases learning outcomes and may lead to a higher students' performance and a success indicator for the classroom teachers. The conduct of this study aimed at looking into the standpoint of students in the utilization of collaborative learning approach in the classroom. The descriptive correlational design was used in this study that looks into the profile of the respondents and explains the correlation between student's standpoint on the utility of collaborative learning approach and their profile variable. This undertaking utilized a questionnaire as the main data gathering tool which was composed of two (2) parts. Part I provides for the respondent's profile while part II deals with items concerning student's standpoint towards collaborative learning approach. In the treatment of the data of the respondent's profile, the frequency count and percentage distribution were used and on the treatment of the data of correlation, the weighted mean, t-test and ANOVAs were used. Based on the findings of this study, the researcher offers the conclusion that there is negative standpoint of the respondents when directed with collaborative activity, though it is revealed in this study that respondents who are working in a collaborative learning activity may improve their learning attitudes, hesitation still exist when working with others. Based on the findings of this study, the following recommendations are hereby offered to improve the standpoint of the respondents towards collaborative learning approach the teachers should group the students according to their preference of group mates so as to ensure comfort and ease in working with others which may lead a better outcome of the group activity and the teachers should devise activities or strategies that are more interesting to capture their interest in collaborating with others.*

KEYWORDS: *collaborative learning approach, teaching techniques, classroom teachers, students' performance, descriptive correlational design, students' activities*



INTRODUCTION

Subject lessons are the sources of knowledge of students which the teachers are expected to deliver excellently in any form using the different strategies or approaches in teaching. Collaborative learning approach is one of the techniques or approaches that may be used by the classroom teachers to effect learning in a constructive way. Advocates of collaborative learning approach believe that this can help learning easily be assimilated by students. Students collaborating in classroom activities increases learning outcomes and may lead to a higher students' performance and a success indicator for the classroom teachers.

One of the most significant principles of educational psychology is recognizing the fact that knowledge can only be constructed through ones' mind and through social interactions (Bandura's Theory of Social Learning). In the learning environment, it embraces different kinds of learners. There are learners that have different perspective of learning, it maybe that they find comfort and ease in learning alone or working in a group. Thus it becomes a challenging role for the classroom teacher to create learning activities and strategies that relevant to his/her teaching-learning approach which is essential to the progress of the learning process and development of the cognitive, psychomotor and affective domain of the learners.

Students behavior has a big impact in their learning process, being well participative in a certain group activity promotes active involvement in the group. One of the problems is when students do not respond in the task or to the teacher it may shows he/she do not like the group where he/she belongs or the teacher and the subjects. It also indicates that they do not have motivation to learn, have problems in communicating among the members of their group and hesitate to share ideas. According to Abuid (2014) he discussed specific student's traits that give impact on their participation. Dramatic differences between higher and lower participation classes arise based on students confidence levels. Participation is most likely to increase when students feel more confidence and interest. On the other hand, teacher plays a prominent role in increasing student's participation in class. Despite this,



some teachers fail to encourage participation. This reason includes lack of attention to individual differences, monotonous daily routine or limited innovation in modern teaching methods.

The model of collaborative learning is the grouping and pairing of students for the purpose of achieving an academic goal that has been widely researched and advocated throughout the professional literature. Collaborative learning is a teaching approach that is usually used by the teachers to assess their learners. It is described by Barkley, Cross and Major (2005) as learning activities designed for and carried out through pairs or small interaction groups, working with one another or others in pairs or small groups to achieve shared learning goals. It may be group working together rather than working alone. The concept of collaborative learning is grouping of learners to work together to solve a certain task. This idea supported by Atkinson (1964) in Gillies, Ashman and Terwel (2007) who once said “achievement is a thing, not a me thing, always the product of many hands and hands”. This teaching approach theorize increasing learning outcome to maximize learning.

According to Kauchak and Eggen (2008) consider collaborative learning as a set of instructional strategies that is used to help learners meet specific learning and social instruction objectives in structured groups. Student’s collaboration is also increase students achievement more than traditional method of learning.

According to Moore (2009), collaborative learning is more than simply putting students in groups but it requires that students work together in mixed ability, gender and ethnicity groups in accomplishing a set of tasks. The percentage of high, middle or lower learners in each group should represent the appropriate population of each group in the whole class.

In a collaborative learning, the attitudes of students are being manifested which may eventually affect their performances in the progress of the learning process. Students involvement and their behaviors in the teaching and learning process have various advantages which motivates the students, makes their study interesting, maintains a



dynamic class, it allow students to learn each other, promotes learning and cooperation among the members of the group.

The approach of Collaborative Learning develops interaction in groups, promotes individual responsibility for learning and impacts meta-cognitive awareness. The benefits of collaborative learning include increased cooperation, developed social skills, motivation and retention. Furthermore, collaborative learning enables the students to have the broader understanding of the subjects since they are able to collaborate in the learning process (Davidson and Major 2014). This literature focuses on three primary frameworks.

Firstly, it pertains the Vygotsky's theory of social constructivism. Secondly, it contains literature on the extent of participation of the students and; lastly, literatures about the student's attitudes towards collaborative learning. It is the opposite of one working in isolation.

The utility of the collaborative learning necessitates cognitive and environmental determinants, social presence to enhance and foster social interactions, a major vehicle for collaborative learning (Tu, 2000). Many researchers believe that social interface is the most important component of learning experiences (Vygotsky, 1978), and online courses (Jung et al., 2002 and Moore, 1993). According to Tu (2002), social interaction is essential to the explanation of the relationship between social presence and the social learning theory. Furthermore, social learning involves cognitive and environmental determinants, social presence is required to enhance and foster online social interaction, a major vehicle in social learning. Social Learning Theory help people understand learning in the social contexts (learn from each other) and enlighten teachers on constructing active learning communities. Vygotsky (1962) examined how our social environment influences the learning process. He suggested that learning takes place through the interactions students have with their peers, teachers, and other experts. Consequently, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback.



An important aspect of collaborative learning is the move from assimilation to construction, i.e., creating new understandings, based on student's discussion (Puntambekar, 2006).

Ezdehar Alhabeedi (2015) investigated the effects of cooperative learning on high school student's participation in Saudi Arabia. The results of the study were obtained through two data collection methods. First, results were based on an observational checklist of classroom behaviors for experimental group and control group. The gathered data was analyzed through the use of descriptive statistics. Additionally, data was collected from a survey that used Likert type scale and was given to the experimental group. The survey included 20 questions, which were divided into three sections: the impact of using cooperative learning on classroom participation and interaction individual student's feelings and social skills and learning outcomes.

Supported through Dorcas, Baraka, Joshua et.al study (2014), who investigated students' attitude towards group collaborative learning experiences. The results of their study show that students liked participating in collaborative working experiences, had great preference to work in collaboration with others, viewed collaborative learning experience as important, and tended to agree that they learned more in a group than alone. Although group members did not share the same goals in the process of collaborative learning, the tended to agree that it was easy to organize collaborative learning experiences. Moreover, the respondents of the study generally viewed that group activities carried out in collaborative learning experiences as important. Categorically, most of respondents strongly viewed those activities as important. In relation to the importance of collaboration, Johnson and Johnson (2008) have emphasized the importance of positive interdependence, which occurs when students can only complete task by working together, the task cannot be completed as effectively or at all when working individually. The study also find out that respondents learn more in groups than alone. This observation could be informed by the fact that in group learning, different individuals are talented differently. However, some of the respondents disagreed that they learn more working in groups than alone.



The conduct of these researches and case studies show the extent of participation and attitudes of students towards in a collaborative learning which ultimately gives an idea on individual perspective and behavior affects the learning of the students.

STATEMENT OF THE PROBLEM

The conduct of this study aimed at looking into the standpoint of students in the utilization of collaborative learning approach in the classroom. Specifically, it sought to answer to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Sex
 - 1.2. Age
2. What is the standpoint of the respondents towards group collaborative learning approach?
3. Is there a significant difference of standpoint of the respondents towards collaborative learning approach when group according to profile variables?

RESEARCH HYPOTHESIS

This study is guided by the lone hypothesis that there is no significant difference of the student's standpoint towards collaborative learning approach.

METHODOLOGY

Research Design

The descriptive correlational design was used in this study that looks into the profile of the respondents and explains the correlation between student's standpoint on the utility of collaborative learning approach and their profile variable. This undertaking utilized a questionnaire as the main data gathering tool which was composed of two (2) parts. Part I provides for the respondent's profile while part II deals with items concerning student's standpoint towards collaborative learning approach. In the treatment of the data of the



respondent's profile, the frequency count and percentage distribution were used and on the treatment of the data of correlation, the weighted mean, t-test and ANOVAs were used.

RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of the Respondents Profile in terms of sex.

Respondents Profile		
Sex	Frequency	Percentage
Male	20	23.81
Female	64	76.19
Total	84	100.00

Table 1 revealed the frequency and percentage distribution of the respondents profile as to sex. As shown in the table, majority of the respondents are female with a frequency of sixty-four or 76.19 percent while their counterpart was numbered twenty or 23.81 percent. This data imply that there are more female respondents than the males.

Table 2. Frequency and Percentage Distribution of Respondents Profile in terms of age.

Respondents Profile		
Age	Frequency	Percentage
19-21	74	88.09
22-24	4	4.76
25 and above	6	7.14
Total	84	100.00
Mean Age : 21		

Table 2 shows the distribution of frequency and percentage of the profile of the respondents in terms of age. As the table revealed, there are seventy-four or 88.09 percent of the respondents whose ages range from 19-21 years. This data imply that the respondents are already in their age of majority which requires them to be more responsible and mature to accept classroom responsibilities.



Table 3. Weighted Mean Distribution of Respondents Standpoint towards Collaborative Learning Approach

Statement	Weighted mean	Adjectival value
1. A feeling of inconvenience struck me when working with other students.	2.78	Sometimes
2. I have a moody when working with a group.	2.5	Sometimes
3. Working in a group improves my learning attitudes.	3.59	Always
4. I don't usually comply with the task assigned to me.	2.11	Never
5. I depend on the work of my group mates.	2.16	Never
6. I feel happy and satisfied working with others.	3.40	Always
7. I experience communication conflict while working with others	2.95	Sometimes
8. I don't normally cooperate with others.	2.09	Never
9. I experience disagreement of ideas and opinions while working with others.	2.35	Never
10. I prefer to keep silent than share my ideas with others.	2.26	Never
11. I feel fulfilled when accomplishing the goal with others.	3.28	Always
Weighted Mean	2.67	Sometimes

The table 3 shows the standpoint of the respondents towards collaborative learning approach with a weighted mean of 2.67 or sometimes. Item **working in a group improves my learning attitudes** got the highest computed mean of 3.59 or always which implies that collaborative learning approach helped the respondents improve their learning attitudes when working with others.

Table 4. Analysis in the difference between Respondents standpoint Towards Collaborative Learning approach when grouped according to sex.

Computed T-value	Degree of freedom	Critical value at 0.05	Decision
0.02	40	2.021	Not Significant

Note: level of significance = 0.05

The table 4 shows the difference of the standpoint of the respondents towards collaborative learning approach when grouped according to their sex. As shown in the result, the computed T-value of 0.02 is lower than .05 level of significance, the hypothesis is



rejected which implies that age has no significant difference on the standpoint of the respondents towards collaborative learning approach.

Table 5. Analysis of Variance on the difference of the respondent's standpoint when group according to their age.

		Sum of squares	DF	Mean Square	Computed F value	Sig	Decision
Age	Between Groups	3.610	20	.180	.427	.967	Not Significant
	Within Groups	8.867	21	.422			
	total	12.476	41				

Note: level of significance = 0.05

Table 5 shows on the analysis of variance on the difference of the respondent's standpoint towards collaborative learning approach when grouped according to their age. As shown from the table, age of the respondents is not significant in their standpoint towards collaborative learning approach which implies that age is not a factor to consider when determining their standpoint towards collaborative learning approach.

CONCLUSIONS

Based on the findings of this study, the researcher offers the conclusion that there is negative standpoint of the respondents when directed with collaborative activity, though it is revealed in this study that respondents who are working in a collaborative learning activity may improve their learning attitudes, hesitation still exist when working with others.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are hereby offered to improve the standpoint of the respondents towards collaborative learning approach.



- Teachers should group the students according to their preference of group mates so as to ensure comfort and ease in working with others which may lead a better outcome of the group activity.
- Teachers should devise activities or strategies that are more interesting to capture their interest in collaborating with others.
- A separate and similar study maybe conducted to include other variables which may not been included in this study.

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