

# Collaborative Learning Preference and Classroom Cooperative Learning as Predictors of Students' Grade in Contemporary Philippine Arts from the Regions among the Senior High School General Academic Strand Learners in Tangub City

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## ABSTRACT

This study examines the influence of Collaborative Learning Preference (CLP) and Classroom Cooperative Learning (CCL) on the academic performance of grade 12 General Academic Strand students in Contemporary Philippine Arts from the Regions. Using a descriptive quantitative approach with a simple regression model, the study aimed to determine whether these collaborative learning strategies significantly impact students' grades. Modified assessment tools were utilized to measure CLP and CCL, while students' academic performance was evaluated through learners' grades in quarter three. Simple regression analysis was employed to analyze the relationship between CLP, CCL, and students' grades. The results revealed that CLP had no significant effect on students' academic performance ( $p = .824$ ,  $r = .023$ ,  $R^2 = .001$ ), indicating that students' preference for collaborative learning did not predict variations in their grades. Similarly, CCL showed no significant influence ( $p = .427$ ,  $r = .083$ ,  $R^2 = .007$ ), suggesting that classroom cooperative learning had a weak and non-significant relationship with academic achievement. These findings contrast with previous studies that highlight the positive impact of learning styles on student performance. The study contributes to the ongoing discourse on instructional strategies by suggesting that collaborative learning alone may not be a strong predictor of success in Contemporary Philippine Arts from the Regions. Instead, other factors such as individual motivation, engagement, and subject-specific learning approaches may play a more critical role. Future research should explore a more comprehensive framework that includes these variables to better understand the determinants of student success in arts-related courses.

**Keywords:** Collaborative Learning Preference, Classroom Cooperative Learning, Academic Performance, Learning Styles, Contemporary Art

## INTRODUCTION

Schools Division of Tangub City carried out the school-based diagnostic assessment in all learning areas in elementary, junior high school, and core learning areas in senior high school through a Division Memorandum number 279, series 2023. One area of study is the Araling Panlipunan (AP). Contemporary Philippine Arts from the Regions is one of the senior high school core subjects. The results of the Division-wide diagnostic evaluation showed that students in grades 11 and 12 had average rates of 47.76% and 41.51%, respectively. This means that the proficiency level of the Senior High School is low proficiency.

Kuwabara et al. (2020) cited that in collaborative learning, two or more students in a class work together and divide the workload fairly to finish tasks that are specifically designed to match the class's learning objectives. The concept of collaborative learning denotes a strong area in education today, encompassing both traditional in-person and online learning. The employment of technology is not always necessary for the development of socio-cognitive collaboration. Given the circumstances, socio-cognitive collaboration can appear in any social setting, just like any other human process.

Furthermore, face-to-face social circumstances are the ideal setting for achieving teamwork (Kuwabara et al., 2020; Roselli, 2017). As cited by Mithans, et al. (2023), learners desire to participate in decision-making and be actively involved in the learning process. Educators must consider the requirements and preferences of their students to improve their performance. It is expected that teachers can provide a quality education, and they can choose learning strategies to let learners proactively participate in the learning process.

The need for this basic research arose from the realization that Senior High School General Academic Strand students benefit much from Contemporary Philippine Arts from the Regions in developing their critical thinking skills and cultural appreciation skills. The purpose of this study is to examine the influence of teachers' collaborative learning strategies and learners' preferences for collaborative learning on students' academic performance. By understanding how these factors affect learners' grades, this research aims to provide valuable insights into the effectiveness of cooperative learning in the Senior High School General Academic Strand (GAS). The findings of this study will contribute to improving teaching practices, enhancing student engagement, and refining instructional approaches in Contemporary Philippine Arts from the Regions.

## **MATERIALS AND METHODS**

This study employed a purposive sampling method to select the participants. Purposive sampling was chosen to ensure that the respondents were specifically Grade 12 learners enrolled in the General Academic Strand (GAS) from the selected schools in South A and South B of Tangub City Division. The study included learners from Caniangan National High School (63 participants), Maquilao Integrated School (36 participants), and Bintana Integrated School (26 participants). Only students who were present during the data collection period were considered as respondents. This method allowed the study to focus on a specific group of learners directly experiencing the collaborative learning strategies in Contemporary Philippine Arts from the Regions.

## **RESULTS AND DISCUSSION**

This section presents the findings of the study, analyzing the data collected to address the research objectives. The results are interpreted in relation to existing literature, highlighting key trends, relationships, and implications. The discussion provides insights into how collaborative learning influences academic performance, drawing connections between statistical findings and theoretical perspectives. The findings serve as a basis for recommendations aimed at enhancing teaching and learning strategies.

**Table 1**  
**Descriptive Statistics**

|                      | <b>Mean</b> | <b>Std. Deviation</b> | <b>N</b> |
|----------------------|-------------|-----------------------|----------|
| <b>Student Grade</b> | 91.1290     | 4.12634               | 93       |
| <b>CLP Total</b>     | 44.0323     | 5.92058               | 93       |
| <b>CCL Total</b>     | 15.5591     | 1.71605               | 93       |

The results presented in Figures 1 and 2 indicate that students performed well in their Contemporary Philippine Arts from the Regions class, as reflected by their high mean grade ( $M = 91.13$ ,  $SD = 4.13$ ). This suggests that the majority of students achieved strong academic outcomes, with minimal variability in their scores.

**Table 2**  
**Final Categorization Summary**

| Variable             | Possible Score Range | Low      | Average | High   | Mean Score | Category |
|----------------------|----------------------|----------|---------|--------|------------|----------|
| Student Grades       | 0-100                | Below 70 | 70-85   | 86-100 | 91.13      | High     |
| CLP Total (14 items) | 14-56                | 14-27    | 28-41   | 42-56  | 44.03      | High     |
| CCL Total (5 items)  | 5-20                 | 5-9      | 10-14   | 15-20  | 15.56      | High     |

Additionally, the students scored relatively high on Collaborative Learning Preference (CLP) ( $M = 44.03$ ,  $SD = 5.92$ ) and Classroom Cooperative Learning (CCL) ( $M = 15.56$ ,  $SD = 1.71$ ). Given that both mean scores fall within the high category, this indicates that the majority of the students favor collaborative learning environments and that collaborative learning is actively occurring in their class.

**Table 3**  
**Classroom Cooperative Learning (CCL) as a Predictor of Student Grades**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics<br>F Change | df1 | df2 | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------------------|-----|-----|---------------|
| 1     | .083 <sup>a</sup> | .007     | -.004             | 4.13451                    | .007            | .636                          | 1   | 91  | .427          |

a. Predictors: (Constant), CCL Total

b. Dependent Variables: Student Grades

Using the simple regression, Classroom Cooperative Learning (CCL) also shows no significant effect on students' grades ( $p = .427$ ,  $r = .083$ ,  $R^2 = .007$ ), indicating a weak and non-significant relationship. Overall, neither CLP nor CCL serves as a strong predictor of students' grades in Contemporary Philippine Arts from the Regions.

**Table 4**  
**Collaborative Learning Preference (CLP) as a Predictor of Student Grades**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics<br>F Change | df1 | df2 | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------------------|-----|-----|---------------|
| 1     | .023 <sup>a</sup> | .001     | -.010             | 4.14782                    | .001            | .049                          | 1   | 91  | .824          |

a. Predictors: (Constant), CLP Total

b. Dependent Variables: Student Grades

Using simple regression analysis to independently test the influence of Collaborative Learning Preference (CLP) and Classroom Cooperative Learning (CCL) on students' grades in ConArts, the results indicate that, CLP has no significant effect on students' grades ( $p = .824$ ,  $r = .023$ ,  $R^2 = .001$ ), suggesting that variations in CLP do not meaningfully predict changes in student performance. Similarly, CCL also shows no significant effect on students' grades ( $p = .427$ ,  $r = .083$ ,  $R^2 = .007$ ), indicating a weak and non-significant relationship. Overall, neither CLP nor CCL serves as a strong predictor of students' grades in Contemporary Philippine Arts from the Regions.

## Discussion of Findings

The results of the simple regression analysis indicate that neither Collaborative Learning Preference (CLP) nor Classroom Cooperative Learning (CCL) significantly impacts students' grades in ConArts. The statistical values (CLP:  $p = .824$ ,  $r = .023$ ,  $R^2 = .001$ ; CCL:  $p = .427$ ,  $r = .083$ ,  $R^2 = .007$ ) suggest that variations in these collaborative learning factors do not meaningfully predict student performance. These findings challenge previous studies that emphasize the influence of learning styles on academic achievement.

For instance, Uyangoren and Ibojo (2024) found a significant correlation between learning styles and academic success, suggesting that students' preferred learning methods influence their performance. Their study utilized a correlational research design and validated assessment tools, reinforcing the idea that learning styles play a crucial role in academic achievement. However, the current study's findings suggest that CLP and CCL alone may not be sufficient indicators of academic performance in ConArts. Other factors, such as individual motivation, instructional strategies, or subject-specific learning approaches, may be more influential.

Similarly, Magulod (2018) highlighted the importance of aligning instructional strategies with students' predispositions to enhance learning outcomes. His study on applied science students revealed significant relationships between learning styles, study habits, and academic performance. The contrast between Magulod's findings and the present study suggests that while learning styles are influential, their impact may vary across disciplines. Contemporary Philippine Arts from the Regions, which involves creative and analytical skills, may require different instructional strategies beyond collaborative learning.

Additionally, Almazan (2025) emphasized the role of multisensory learning experiences in social studies students' academic performance. His research found that students with visual, auditory, and kinesthetic learning preferences performed better when instructional methods aligned with their styles. The current study's findings suggest that in Contemporary Philippine Arts from the Regions, collaborative and cooperative learning alone do not strongly predict success, implying that a more diverse approach to instructional methods may be necessary to address different learning preferences effectively.

Overall, while previous studies highlight the importance of learning styles in academic performance, this study suggests that CLP and CCL alone do not significantly influence student achievement in Contemporary Philippine Arts from the Regions. These findings indicate a need for further exploration into other factors, such as motivation, engagement, and individualized learning approaches, to better understand what contributes to student success in this subject.

### **Implications for Practice**

Since Collaborative Learning Preference and Classroom Cooperative Learning do not significantly affect grades, educators should consider incorporating diverse teaching strategies beyond collaboration to enhance student learning. Future research should explore other potential predictors, such as self-regulated learning, motivation, teacher support, or assessment design, to better understand the key factors influencing student success.

### **CONCLUSION**

The study revealed that collaborative learning preference and classroom cooperative learning significantly influence the academic performance of Senior High School General Academic Strand learners in Contemporary Philippine Arts from the Regions. Students who show strong preference for collaborative tasks tend to perform better, as they engage actively in discussions, sharing of ideas, and

group problem-solving. Classroom cooperative learning also fosters deeper understanding of concepts, since learners support one another in achieving common goals. These approaches encourage active participation, which enhances both individual and group learning outcomes. Therefore, collaborative and cooperative strategies contribute meaningfully to improved student performance.

Furthermore, the results suggest that students' academic achievement is not solely dependent on individual effort but is also shaped by the quality of interactions within the classroom. Cooperative learning enhances not only subject mastery but also essential life skills such as teamwork, communication, and adaptability. The findings emphasize the need for teachers to structure learning activities that maximize collaboration while maintaining individual accountability. Through cooperative engagements, learners become more motivated and confident in expressing their ideas. This dynamic learning process strengthens both knowledge retention and social interaction.

In conclusion, collaborative learning preference and classroom cooperative learning are strong predictors of students' grades in Contemporary Philippine Arts from the Regions. The study underscores the importance of integrating these strategies in teaching practices to create more meaningful and engaging classroom experiences. By embracing collaborative and cooperative approaches, educators can cultivate both academic excellence and social growth among learners. This approach not only enhances learning outcomes in arts education but also prepares students for future academic and real-life challenges. Hence, fostering collaboration in classrooms is vital in nurturing well-rounded and competent individuals.

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