



TEACHING PRACTICES IN PROMOTING COLLABORATIVE SKILLS AND LEARNING MOTIVATION AMONG ELEMENTARY PUPILS IN A DISTRICT

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Abstract: Improving collaborative skills and learning motivation is critical, and teaching practices play a significant role in achieving this objective. The study aimed to explore teaching practices that effectively develop collaborative skills and learning motivation among elementary pupils in the school district of Orani in Bataan and design a training program for teachers following professional development programs. An exploratory sequential mixed methods design was employed to conduct semi-structured interviews involving ten master teachers and a survey comprising 129 teachers. Qualitative data underwent thematic analysis. SPSS was used to find the mean scale score and a t-test for independent samples. Findings revealed six effective practices for developing collaborative skills and seven for developing learning motivation. Challenges encountered are different levels of cognitive abilities of students, high demand for teachers, group conflicts, unequal participation, student behavior, and time constraints. Different levels of cognitive abilities and student behavior are the most significant barriers that hinder achieving learning goals. Data also implies that primary and intermediate teachers use effective teaching practices to promote collaborative skills and learning motivation among their pupils. Findings led to a proposed program that includes the gaps found in the study, such as the availability of assessment tools to determine the practice's effectiveness and challenges encountered.

Keywords: Education, collaborative skills, learning motivation, exploratory sequential mixed method, Orani Bataan Philippines

INTRODUCTION

The quality of the lessons affects how well students learn. To get better results, we need to make school better (Anthony, 2019). Old-fashioned ways of teaching, such as lecturing and memorization, need to be replaced with new ones that get students involved and active while the teacher guides them (Al-Mubireek, 2021). Even if there is a need for learning models that teach 21st-century abilities, many teachers still focus on traditional ways of teaching (Abualrob, 2019). The Australian Council for Educational Research says that people need to be able to work together to get a job and live their lives (Brandt et al., 2024). Studies in North America have demonstrated that working together helps students do better in school (Lewinski, 2021). Studies in Europe say that performance improves (Vega et al., 2020), and research in Pakistan backs this up by saying that social skills increase (Parveen et al., 2022). Relationship building is also involved, as studies in Africa have shown (Adene & Umeano, 2020). Loes (2022) says that students who work together to learn are considerably more motivated to learn. Assurance that a person receives might be an internal or external aspect that affects them (Wabiser et al., 2022). It might make them more enthusiastic to be in class and engage in debates and activities.

Research done in ASEAN countries like Malaysia and Indonesia found that students who work together in class develop higher-order thinking skills (Daud et al., 2019), critical thinking skills (Fajari et al., 2020), problem-solving skills (Agnesita, 2023), and creative thinking skills (Titikusumawati &



Susanto, 2020). Working together helps people stay motivated to learn. Motivation to learn is important for doing well in school and following your dreams to stimulate growth and education (Edu et al., 2021). Teachers need to improve their skills by going to professional training (Alfarimba et al., 2021) in collaborative instruction to help students develop positive interdependence, teamwork, and interpersonal skills, which are all important for creating an engaging classroom environment that motivates students to learn (Muslim et al., 2020).

Collaboration is a communication skill that is part of the K–12 curriculum in the Philippines to help students become well-rounded people. RA 10533 says that the DepEd must use it. But collaboration is one of the least developed 21st-century skills (Classroom & Study, n.d.), and there isn't much data on how well it works in all areas of learning, especially for elementary school students. When using the same methods in research with learners of different levels, the age group they belong to should be taken into account. On the other hand, students' motivation to learn varies since they have different learning styles and levels of academic success (Catingub, 2020; Pgri et al., 2020). When students switch from differentiated instruction to collective instruction and activity in specialist subjects, they face a lot of problems (Galton & Willcocks, 2023).

This is because each teacher makes choices based on the needs of their students (Rachmadtullah et al., 2020). The literature says that teachers should be innovative when making plans and take into account the different learning styles of their students. In this case, the study looked at teaching methods that help primary school students in the Orani school district in Bataan work together and stay motivated to learn over the 2023–2024 school year. The results made the researcher create a training program for teachers that was in line with DepEd's efforts to help teachers grow in their careers.

FRAMEWORK

The study used the skill development framework from the Australian Council for Educational Research, which Scoular et al. (2020) established. This framework encourages collaborative skills within strands. The first part is about getting everyone on the same page about the work and building a dynamic group that starts with talking to each other to understand the goal and ends with talking to each other to share ideas and finish the assignment. The second part says that for real teamwork to develop, everyone in the group needs to agree on their roles and recognize the work of others. The third strand is a set of rules that make sure that contributions are relevant and helpful to the job at hand and that everyone understands what is going on. This includes keeping an eye on group members, dealing with differences, and changing behavior and contributions that encourage others.

Sivan's (2010) theory of social constructivism says that working together can help students learn. Changes in motivation levels are not just for one student; they are part of a socially coordinated process. She went on to say that motivation is, first, inextricably linked to the learning process, which means that cognitive and motivational development are happening together in the learning environment; second, it can be seen as developing in nature, as it changes as the intellectual and emotional conditions improve with the help of a teacher or more experienced peer; third, motivation is a result of social conditions at the time of learning, as social circumstances hindered the objectives, desires, and wants of students and teachers that are not visible in everyday interactions but give a boost to action, the context, the time, and relationships; and fourth, motivation is a means to capable educational settings performing as a cultural norm and recognizing it enables the pupil to behave in a motivated manner by displaying competence and approval from society.



OBJECTIVES OF THE STUDY

The study aims (1) to determine effective teaching practices to develop collaborative skills, (2) learning motivation, and (3) the challenges encountered in its implementation. (4) Whether there is a difference between the practices of primary and intermediate teachers in promoting collaborative skills and (5) learning motivation will be examined. (6) Findings will lead to a designed training program for teachers.

METHODOLOGY

Research Design

Exploratory sequential mixed methods were the design employed. It combines qualitative with quantitative data and analyzes sequentially in phases (Creswell & Plano Clark, 2018; Şahin & OZTURK, 2022). Qualitative data from structured interviews was first collected and analyzed, and the findings from themes were confirmed and served as a guide to the next phase's quantitative data gathering (Mihás, 2019). The variables identified through the development of quantitative instruments were tested, and how the quantitative data generalized and extended the qualitative conclusions (Dawadi et al., 2021).

Research Site

The study was conducted in the Orani Bataan, Philippines, and included 16 public elementary schools.

Participants

In the qualitative phase, ten teachers participated in a semi-structured interview, while in the quantitative phase, 129 teachers completed the survey. Participants were selected using purposive sampling. The following were the inclusion criteria for the qualitative phase: (1) master teachers and (2) self-identify in employing teaching practices to develop collaborative skills and learning motivation. For the quantitative phase, the following are the inclusion criteria: (1) teachers and (2) self-identity in employing teaching practices to develop collaborative skills and learning motivation.

Instrumentation

Phase 1 involved a semi-structured interview. The researcher developed the interview guide questions and validated them with experts before pilot-testing them. Three educators served as validators. The instrument then underwent pilot testing before being finalized.

Phase 2 involved a survey questionnaire based on the themes acquired in qualitative analysis.

The survey questionnaire was researcher-made. It underwent expert validation, pilot, and reliability testing. Three experts from the field of education validated the survey questionnaire. It also underwent a reliability test before floating.

Data Collection

The researcher sought first clearance to proceed and secured permits. The instrument underwent expert validation and pilot testing. A semi-structured interview took place afterward. Member checking was allowed before analysis. With the aid of QDA Miner Lite, data coding for phase 1 was carried out. The first coding used descriptive codes. Significant statements were identified in



the data corpus review (Saldaña, 2021). Adjectives and nouns were used as descriptive codes to define participant answers. The second cycle categorizes gathered codes. The third cycle was for theme generation. A Likert Scale as a survey tool was then developed in Phase 2, and themes generated from Phase 1 were the basis for framing the items for the survey. The questionnaire underwent expert validation and reliability testing before floating. Data underwent computation of mean scale score and T-tests for independent samples to test the hypothesis. Data gathered was analyzed through SPSS. Results led to the development of a proposed teacher training program.

RESULTS AND DISCUSSION

1: Effective teaching practices to develop collaborative skills

The survey confirmed the themes gathered. With a mean of 3.49, it is evident that teachers considered the listed themes effective for their classes in promoting collaborative skills.

Effective Teaching Practices to Develop Pupils' Collaborative Skills

Theme	WX	DR
1	3.73	Always
2	3.74	Always
3	2.90	Often
4	3.36	Always
5	3.61	Always
6	3.62	Always
Overall	3.49	Always

Theme 1: Adjusting activities according to the level of students

Participants modified their instruction based on the type of learners they faced. They employed differentiation as a teaching practice to vary the level of complexity of the topic. They did not rely on one method but instead tried several to see which one worked best for their pupils. According to Naparan and Alinsug (2021), creativity in doing activities will follow if teachers align them with the learners' capabilities.

Theme 2: Teacher's support and guidance in group structures to ensure balanced activities

Participants balanced groups during collaborative tasks by designating someone in the group to act as a leader and direct the team. This practice develops collaborative skills since it (Naila et al., 2019) imparts a feeling of significance, organizes collaboration skills, successfully arranges group work, and starts modest duties to enable pupils to work together and effectively attain goals.

Theme 3: Gamification of activities

Gamification engages pupils and increases learning outcomes (Hafeez, 2021 & EPRA International Journal of Multidisciplinary Research, 2019). Participants used collaborative games in their classes, integrating technology such as PowerPoint and television.

Theme 4: Diversifying activities for interest

Allowing students to solve challenges encourages them to discover new things. They learn to inquire and be responsible for that knowledge. Arga et al. (2020) assert that teachers must be well-



versed in creativity to effectively educate their pupils by allowing exploration and development of their ideas and abilities to think.

Theme 5: Managing group size to maximize participation

Small group exercises allowed participants to maximize student participation while practicing brainstorming ideas. According to Noreen and Rana's (2019) findings, pupils who learn through activity-based teaching perform better in class.

Theme 6: Modeling Collaborative Behaviors

According to the participants, the teacher could demonstrate suitable conduct in task completion so that pupils know what they should look for. Chen et al. (2021) assert that pupils learn best when engaged and comfortable with the environment. Collaborative activities may also assist in the development of the self-esteem of pupils with behavioral problems (Adene & Umeano, 2020). According to Saldo and Walag (2020), enhanced collaboration occurs when appropriate feedback is given, like suggestions for improvement, since the pupils take it positively.

Adjusting activities to students' cognitive levels and assigning them to groups based on it equally so that someone can take the lead on each aspect of the task is effective in small group activities. Those that are too challenging for them may cause delays, so a thorough assessment of their abilities is essential. Proper group size and members will allow brainstorming and engagement. It will also help them develop empathy and appreciation of diverse perspectives. Utilizing games and activities that are appropriate for their requirements through facilitation by the teacher will contribute to accomplishing the learning objectives that promote collaborative skills. Understanding that no activity is one-size-fits-all and providing differentiation of tasks will allow students to express themselves better.

2: Effective teaching practices to develop learning motivation

The survey confirmed the themes gathered. With a mean of 3.70, it is evident that teachers considered the listed themes effective for their classes in promoting learning motivation.

Effective Teaching Practices to Develop Pupils' Learning Motivation

Theme	WX	DR
1	3.75	Always
2	3.77	Always
3	3.72	Always
4	3.57	Always
5	3.83	Always
6	3.68	Always
7	3.57	Always
Overall	3.70	Always

Theme 1: Setting clear goals and expectations

Establishing defined objectives and standards helps pupils achieve learning outcomes. If the teacher gives them clear directions, they may be able to respond effectively. Pupils comprehend tasks given to them if they are motivated (Noralievna,2022).

Theme 2: Competition

Participant F stated that having graded exercises in class helps her pupils become competitive. Recognizing their efforts also motivates them to do better. According to Edu et al. (2021), motivation happens when individuals change their behavior due to several factors.

Theme 3: Supportive significant learning

Pupils learned when they understood the practical application of their knowledge. Learning becomes more meaningful to them as they recognize its relevance. According to Hasmirati et al. (2023), teachers' function in motivation is vital. They can do this effectively if they understand and master the objective they are teaching and apply it in a setting that students are more familiar with.

Theme 4: Diversification of activities that allow active engagement

The use of varied activities encourages active participation among pupils. Participants discussed some of their effective techniques for promoting learning motivation in the classroom, including differentiation, observation, manipulation, gamification, and inquiry based. As stated in the literature, pupils differ in motivation due to variances in learning styles and how to be motivated to achieve academic success (Rahardjo & Pertiwi, 2020).

Theme 5: Positive relationships

Positive relationships with pupils are beneficial teaching practice that participants employ in their classes. Reinforcement comes from both within and outside and can create interest and enthusiasm and guide activities to meet intended goals (Wabiser et al., 2022).

Theme 6: Integrating the use of technology for interactive learning

Some teaching practices encouraging class participation include incorporating technology into the lessons and conducting interactive discussions. Games and appropriate technology are critical for learners nowadays since they enhance learning interests and increase focus, involvement, and attendance (Abdullah et al., 2022; Yulfi & Aalayina, 2021).

Theme 7: Use of positive reinforcement

Giving constructive feedback, rewards, and reinforcements helped promote learning motivation effectively. Margolang et al. (2019) recommended that teachers seek ways of improving achievement motivation by offering encouragement through awards and reinforcements to pupils for their accomplishments. Pupils will be motivated if they comprehend the application of learning in their daily lives. Activities should include localization so that pupils can better appreciate the lesson by understanding what it is. The initiative to get to know them better by being aware of their talents and environment is a way to foster meaningful relationships. Once a relationship is displayed, pupils will not fear speaking what is on their minds during recitations since they know their teachers understand them and will not punish them for incorrect responses. Games and contests can spark curiosity. Integration of technology in the class keeps pupils interested and encourages interactive discussion. These actions will improve their learning motivation through an open exchange of ideas.

3: Challenges encountered in promoting collaborative skills and learning motivation



The survey confirmed the themes gathered. With a mean of 3.23, it is evident that teachers considered the listed themes as challenges encountered in promoting collaborative skills and learning motivation.

Challenges Encountered by Teachers

Theme	WX	DR
1	3.34	Strongly Agree
2	3.22	Agree
3	3.17	Agree
4	3.25	Strongly Agree
5	3.29	Strongly Agree
6	3.12	Agree
Overall	3.23	Agree

Theme 1: Different levels of cognitive abilities of students

Collaboration can be successful if each team communicates harmoniously (Syarifuddin Hidayatullah et al., 2020). However, participants discussed some problems encountered, such as the student's cognitive abilities, their capacity to use the language in the subject, and the distinctive requirements of every learner.

Theme 2: High demand for teachers

Teachers are exhausted by the preparation for collaborative activities and learning motivation because it must be well organized and planned to be effective. Abualrob (2019) asserts that coping with such demands requires skills and competencies. The suggestion is to consider enhancing the abilities and increasing Learning to address the ongoing difficulties and meet the ongoing challenges.

Theme 3: Group conflicts

Collaboration emphasizes the importance of building, Learning, growing, and succeeding together (Nurzaman et al., 2023). One issue that develops among shared input is conflict within the group when members need clarification and clarity about the tasks assigned to them, as well as competition in leadership.

Theme 4: Unequal Participation

Participants perceive unequal involvement as another difficulty. Activities such as giving and comprehending tasks, as well as motivating pupils to participate, are implemented. Pupils differ due to variances in learning styles and how they achieve academic success (Rahardjo & Pertiwi, 2020), so they must be given tasks that require their contribution on agreed preference (Sotto, 2021) to keep them engaged.

Theme 5: Student behavior

Student behavior during class activities presents another obstacle for participants in carrying out the specified task and learning outcomes. Teachers must exert more effort in improving their practice to address the concern by incorporating different strategies for learning (Filgona et al., 2020).

Theme 6: Time-consuming

Prokopchuk (2020) emphasizes the challenge in time that hinders the productivity of the class. One of the issues that participants experience is allowing time for collaborative activities and learning motivation. Even though it is necessary to complete the competencies required, there have been cases where it did not occur due to time constraints.

The findings identified factors that influence collaborative skills and learning motivation. The majority of which are students related. Cognitive abilities prevent students from comprehending the assignment, which requires teachers to be multilingual to translate activities in English into the local language and provide personalized activities to meet their diverse demands. Conflicts within the group also arise due to individual differences, which lead to unequal Participation by allowing those who initiate leadership to execute all tasks while remaining a free ride on the team. Leadership rivalry and group competition create undesirable behavior and cause members to forget how collaborative activity works. Though teachers intended to promote collaborative skills and learning motivation, they experienced difficulties with administrative duties and urgent reports for submission. The allotted time for each topic is a factor that causes pupils to postpone other lessons or lag on their daily schedule.

4: Practices of primary and intermediate teachers in promoting collaborative skills

There is no significant difference in effective teaching practices of primary and intermediate teachers in promoting collaborative skills with a computed t-value of -0.360 and a p-value of 0.720 . The null hypothesis is accepted since this is not significant at 5% alpha.

Effective teaching practices of primary and intermediate teachers in promoting collaborative skills

	Mean	SD	t-Value	p-Value	Decision at 5% alpha
Intermediate Teachers	3.49	0.29	-0.360	0.720	Accept Ho (Not Significant)
Primary Teachers	3.51	0.36			

This implies that primary and intermediate teachers use effective teaching practices to promote collaborative skills at the same level. However, these practices stay constant regardless of their pupils' grade level. This contradicts the claim made in the associated study that there is a difference in practices depending on the type and characteristics of the pupils handled (Rachmadtullah et al., 2020).

5: Practices of primary and intermediate teachers in promoting learning motivation

There is no significant difference in effective teaching practices of primary and intermediate teachers in promoting learning motivation with a computed t-value of -1.785 and a p-value of 0.077 . The null hypothesis is accepted since this is not significant at 5% alpha.

Effective teaching practices of primary and intermediate teachers in promoting learning motivation

	Mean	SD	t-Value	p-Value	Decision at 5% alpha
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Intermediate Teachers	3.65	0.35	-1.785	0.077	Accept Ho (Not Significant)
Primary Teachers	3.75	0.30			

This implies that primary and intermediate teachers should use effective teaching practices to promote learning motivation at the same level. However, these procedures stay consistent regardless of their pupils' grade level. This contradicts the relevant research, which states that practice already shifts from one-size-fits-all to personalization based on grade level, the kind, and features of the pupils handled (Bondie et al.,2019).

6: Training program for teachers

The study's findings lead the researcher to design a training program to assist teachers in Orani in promoting collaborative skills and learning motivation among their pupils. The training program developed was based on the gaps found in the results of the study, such as the availability of assessment tools to determine the practice's effectiveness as described by Scoular, Duckworth, Heard, and Ramalingam (2020) that may assist teachers in identifying gaps for intervention and challenges encountered that could be addressed through a collaborative action planning (Manalo & Chua, 2020).

CONCLUSION

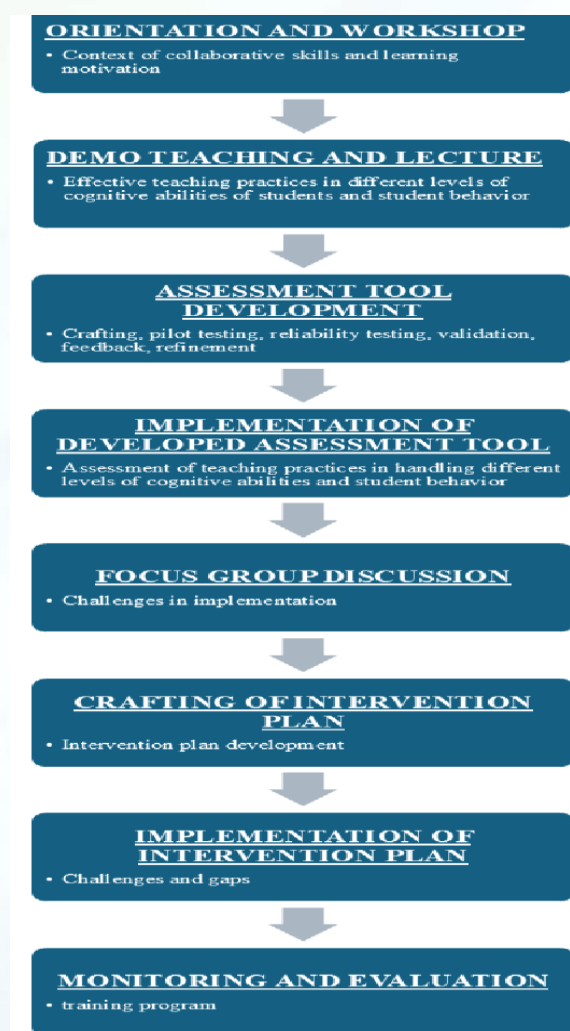
Teachers use the same successful methods to encourage teamwork and learning at the elementary and middle school levels. But there were problems with how it was put into action, therefore a training program is needed. This includes having standardized assessment methods to find out how well the practice works and what problems it has. Teachers judged how well their teaching methods worked by seeing how pupils acted during class activities. Future studies may focus on creating a standardized method to measure and keep track of how well each practice works and how much intervention is needed. In the future, teachers may also be included in the qualitative phase to share their thoughts on good teaching methods, the problems they confront, and what students say to evaluate how well the methods work. Different degrees of cognitive ability and conduct in students are the biggest problems when it comes to encouraging collaboration skills and learning motivation. These problems also make it harder to reach learning goals. Benchmarking can help teachers who have similar problems, including pupils with different cognitive abilities, language hurdles, and needs, share their best practices. Teachers need to come up with and use new ways to teach that push students to reach their full potential. On the other hand, you may control student conduct by getting them involved in social activities in the classroom or even at school events. Students will learn how to act appropriately, even in small group conversations, if they do these things. Motivation to learn must be increased because it can affect behavior and help people reach their learning goals. Teachers need to work harder to improve their teaching and deal with the problem by using a variety of learning methods..

TRANSLATIONAL RESEARCH

The study discovered problems and gaps, which led to the creation of a training program to help teachers better encourage their students to work together and be motivated to learn. There will be an orientation. The study will show and talk about effective teaching methods that can help with the

problems that the participants faced, such as students with varied degrees of cognitive ability and conduct. These include strategies that the participants shared, such as changing activities, playing games with others, learning from peers, solving problems, working on projects, role-playing, simulating, investigating or inquiring, doing hands-on group activities, differentiating, gamifying, manipulating, observing, integrating technology, and having interactive discussions for students with different levels of cognitive abilities. They also talked about balancing groups, teacher guidance and structure, small group discussions, brainstorming, love and patience, modeling, communicating goals or expectations, context, a supportive classroom environment, the personality of teachers, personal relationships, a positive atmosphere, and using positive reinforcement to encourage good behavior in students. After making pilot testing, checking for reliability, validating, getting input, and making improvements, the assessment tool will be ready. Along with instructional methods that deal with the problems that were brought up, standardized and established tools will be used. There will be focus group discussions to find out

what problems there are with implementation, and an intervention plan will be prepared and put into action to deal with any problems or gaps that are found. We will keep an eye on and evaluate the training program to see how it affects how well teachers do their jobs. Classroom observation tools, observation notes, reflection journals, and student performance are all possible pieces of evidence.





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