

## **Benefits of Cooperative Learning in Elementary Social Studies, Division of Zambales, Philippines**

**Eleanor A. Deliquiña, Ed. D.<sup>1</sup>, Marie Fe D. De Guzman, Ed. D.<sup>2</sup>**

<sup>1</sup>Botolan South District, Division of Zambales, Philippines

<sup>2</sup>Graduate School, Ramon Magsaysay Technological University, Main Campus,  
Iba, Zambales, Philippines

---

### **ABSTRACT**

Cooperative learning is an approach to teaching that fit the criteria for student-centered learning in Kto12 Social Studies instruction. This study which was conducted during the school year 2017-2018 determined the benefits of cooperative learning in elementary instruction considering the elements of cooperative learning such as positive interdependence, individual accountability, face to face interaction and small group and interpersonal skills and group processing. The respondents are hundred twelve (112) Social Studies teachers in public elementary schools of Division of Zambales, Philippines. The study also tried to determine the difference between the pretest and post-test performances of the respondents' pupils in Social Studies utilizing the cooperative learning method Student Teams-Achievement Divisions (STAD). This study employed a descriptive research design and used survey questionnaire and test questions as main instruments. Descriptive and inferential statistics (ANOVA and t-Test) were employed as statistical tools. Significant findings include a strongly agreed perception of the teachers on the benefits of positive interdependence element of cooperative learning mainly on the aspects that pupils have the opportunity to gain greater self-knowledge and can work together on specific role and specific materials; a significant difference on the perceived benefits of cooperative learning on pupils' individual accountability as to teachers' length of service and group processing as to teachers' academic position; the performance of pupils utilizing the cooperative learning method Students Team Achievement Divisions (STAD) was good in pretest and very good in post-test; and a highly significant difference on the pre-test and post-test performances of pupils in Social Studies utilizing STAD.

**KEYWORDS:** Cooperative Learning, Social Studies, Benefits, Student Team-Achievement Division (STAD), Elementary

---

### **INTRODUCTION**

Teachers are always in the forefront of identifying the most appropriate instructional pedagogy. They decide and implement on the most appropriate instruction to meet the needs of individual learners. According to the 2010 Department of Education (DepEd) Discussion Paper on Kto12, what the Basic Education in the Philippines aims for which is "to achieve mastery of core competencies and skills." Teachers' ultimate aim therefore is to help all students progress and grow (academic and behavior sense).

Social Studies teachers are expected to know and utilize latest innovations in teaching, effectively manage instruction that would provide better learning atmosphere in classroom setting. Chick & Hong [1] stated that the ultimate goal of instruction in the Social Studies classroom is to help all students experience success, regardless of their learning capabilities. Accordingly, by proactively identifying the needs of each student, Social Studies teachers are better able to make decisions regarding curriculum adaptation, instructional design and instructional tools.

Social Studies instruction promotes variety of group learning experiences (e.g., group discussions, student research projects, buzz groups, problem-based learning, project-based learning, learning communities, and other techniques), an important feature of cooperative learning. Cooperative learning has attracted strong advocates among faculty looking for alternatives to traditional teaching methods. Laguardor [2], de Guzman [3] and Perkan Zeki & Sonyel [4] found that the most preferred student-centered strategy by the faculty was Cooperative Learning (CL). Johnson, Johnson & Holubec [5] as cited in Iyer [6] acknowledged that one of the important reason for its advocacy is that numerous research studies in K-12 classrooms, have revealed that students completing cooperative learning group tasks tend to have higher academic test scores, higher self-esteem and positive social skills, fewer stereotypes of individuals of other groups and greater comprehension of the content and skills they are studying.

In order to better comprehend cooperative learning, the most important part is to know the elements of it. There are five essential elements for successful cooperative learning in the classroom from the Model of Johnson,

---

\* **Corresponding Author:** Marie Fe D. De Guzman, Ed. D., Graduate School, Ramon Magsaysay Technological University, Main Campus, Iba, Zambales, Philippines [mariefedeguzman2016@gmail.com](mailto:mariefedeguzman2016@gmail.com)

Johnson & Holubec [5]. The first and most important element is Positive Interdependence; second element is individual and group accountability; third, promotive (face to face) interaction; fourth, interpersonal and small group skills and the fifth element is group processing. By carrying out this study, the researcher hopes that cooperative learning can receive more attention among elementary school teachers of the Philippines not only those who are teaching Social Studies but at all subjects towards improved service of quality education in the country. However, to achieve the full benefit of this tool, teachers should have enough comprehension of these cooperative learning elements on pupils and properly implement cooperative learning activities and tasks. The importance of understanding how pupils in Social Studies classroom benefit from the elements of cooperative learning is noteworthy. But, little if any data exist on the detailed assessment of the benefits of the elements of cooperative learning on pupils in the Filipino context. Providing this next level of data will help teachers to develop more cooperative learning activities in Social Studies for their pupils and enhance their teaching competencies and effectiveness.

This study would prove how this teaching approach could greatly help to achieve the purpose of learner centered instruction and the ultimate goal of the Kto12 Basic Education Program. The findings of this study would clearly show to school administrators and curriculum planners significant and valid materials, facts and information which can become inputs for future curriculum review and assessment regarding instructional approaches and methods particularly Cooperative Learning (CL). Teachers on the other hand would be more mindful on the benefits of utilizing cooperative learning in Social Studies lessons which can guide them to progress and innovate its usage to advance their pupils' proficiency and motivation towards learning. Pupils benefit from the study since they will be more aware and understand better the importance of co-operation with other learners and with their teachers. Pupils can use their understanding of the objective and purpose of the conduct of group works and other cooperative tasks to promote their academic achievement. They will be more actively involved in their own learning within a cooperative learning environment that respects their unique developmental needs and fosters positive expectations among each other.

### **OBJECTIVES OF THE STUDY**

This research aimed to identify the benefits of the utilization of Cooperative Learning (CL) in elementary Social Studies, Division of Zambales, Philippines. This study also identified the performances of Grade VI Social Studies pupils utilizing a cooperative learning method, Student Teams-Achievement Divisions (STAD).

Specifically, the study sought to determine the profile of the teachers in terms of highest educational attainment, academic position and length of service; identify how the teachers perceive the benefits on pupil of cooperative learning as to positive interdependence, individual accountability, face to face interaction, small group and interpersonal skills and group processing; identify the difference on the perceived benefits of cooperative learning for pupils when grouped according to teachers' profile; determine the Grade VI pupils' pre-test and post-test performances in cooperative learning method Student Teams-Achievement Divisions (STAD); and determine the difference on the Grade VI pupils' pre-test and post-test performances in STAD.

### **MATERIALS AND METHODS**

The study employed a descriptive research design and used survey questionnaire as main instrument for data gathering. The study of Soleimani-Sefat, et al. [7] also used descriptive study and for data collection, questionnaire was used. Descriptive research includes surveys and enquiries of different kinds and the main purpose is description of the state of affairs as it exists at present. Descriptive and inferential statistics were employed as statistical tools. The study of Regaspi [8] also made use of descriptive statistical tools such as frequency counts and percentage determine to distribution of the number of respondents.

The study was conducted at sixteen public elementary schools of Division of Zambales, Philippines during the academic year 2017-2018. The researchers requested approval from the Division Superintendent, the head of Department of Education (DepEd), Division of Zambales, Philippines for the conduct of the study. One hundred twelve (112) or 100% of the total population of Social Studies teachers were included as respondents in the research study. In research terminology, population is defined as all members of any well-defined class of people, events or objects. All available elementary Social Studies teachers were selected as respondents. As for the pupil respondents, a total of one hundred fifty (150) were included from three public elementary schools selected.

A survey questionnaire and test question were the main tools in gathering the necessary data for the research study. To determine the benefits of the cooperative learning, the researcher-made questionnaire adapted from Five Essential Elements of Cooperative Learning by Johnson, Johnson & Holobec [5] and Application of Cooperative Learning Approach by Xuan [9] were used. The survey questionnaire is composed of two parts. First part contains items for the purpose of obtaining the personal profile of the teacher respondents. Second part contains twenty-five (25) total items distributed to five (5) elements of cooperative learning such as positive interdependence, individual

accountability, face to face interaction, small group and interpersonal skills and group processing with corresponding five-point Likert scale of 5 (Strongly Agree) to 1 (Strongly Disagree). The survey questionnaire was also pilot tested for reliability and validity. Adjustments were made to the questionnaire before it was administered to the respondents.

The second instrument, the test question was used to determine the performance of the one hundred fifty (150) Grade 6 pupils before and after the utilization of one particular cooperative learning method, the Student Teams-Achievement Divisions (STAD). In CL method STAD, pupils are assigned to four-member learning groups or teams that are mixed in performance level, abilities and sex. The teacher presented a Social Studies lesson, and then pupils work within their teams to make sure that all team members have mastered the lesson. Finally, all pupils take individual quizzes on the material, at which time they may not help one another. Pupils' quiz scores or points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards. According to Slavin, 1994, as cited in Slagle [10], the STAD method is most appropriate for teaching well-defined objectives with single right answers, such as applications, geography and map skills, and history facts and concepts.

## RESULTS AND DISCUSSION

### Personal Profile of the Teacher Respondents

Table 1 shows the frequency and percentage distribution of the teacher-respondents as to their highest educational attainment, academic position and length of service.

**Table 1**  
**Frequency and Percentage Distribution of the Teacher Respondents' Personal Related Profile**

<b>Highest Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
Bachelor Degree	37	33.00
Bachelor Degree with Master's Units	59	52.70
Master's Degree	13	11.60
Master's Degree with Ed/PhD Units	2	1.80
Doctorate Degree	1	0.90
<b>Total</b>	<b>112</b>	<b>100.00</b>
<b>Academic Position</b>	<b>Frequency</b>	<b>Percentage</b>
Teacher I	49	43.80
Teacher II	37	33.00
Teacher III	9	8.00
Master Teacher	17	15.20
<b>Total</b>	<b>112</b>	<b>100.00</b>
<b>Length of Service</b>	<b>Frequency</b>	<b>Percentage</b>
36 and above	6	5.40
31-35	7	6.30
26-30	3	2.70
21-25	12	10.70
16-20	22	19.60
11-15	19	17.00
6-10	28	25.00
below 5	15	13.40
<b>Total</b>	<b>112</b>	<b>100.00</b>
<b>Mean of Years of Service</b>	<b>15.46 or 15</b>	

For the highest educational attainment, more than half (59 or 52.70%) of the teacher-respondents are holders of Bachelor Degree with Master's Units and followed by 37 (33.00%) teachers who are Bachelor Degree holders. Figure presented are consistent with the data obtained from the study of Borje, et al. [11] and Ganaden, Ejaus & de Guzman [12] indicating that 50.00% to 58.00% of teacher-respondents employed in public elementary schools in the Division of Zambales are holders of Bachelor's degree w/ MA Units.

Also, revealed from Table 1 that almost half (49 or 43.80%) of those who are teaching in the public elementary schools in the Division of Zambales are holders of academic position Teacher I, followed by Teachers II (37 or 37%). Finding of Borje, et al. [11] with respect to public elementary teachers' academic position is consistent with the present study's result indicating that most of the teacher participants are Teacher I in their academic rank.

As seen from Table 1, out of 112 elementary teacher-respondents, 22 (19.60%) for 16 to 20 years, 19 (17.00%) for 11 to 15 years, 15 (13.40%) from 5 years below and 28 (25.00%) teachers served for 6 years to 10 years. The mean of years of service is 15.46 or 15. The result is consistent with that of Amado's [13] since most of the teacher participants have been in the service for eleven to fifteen years.

## Perceptions of the Teacher Respondents on the Benefits of Cooperative Learning Positive Interdependence

Table 2 shows the perception of the teacher respondents on the benefits of the utilization of cooperative learning in Social Studies as to positive interdependence.

**Table 2**  
**Perception on the Benefits of Cooperative Learning in Social Studies as to Positive Interdependence**

Positive Interdependence		AWM	DR	Rank
1.	Pupils work together on specific roles and one specific materials	4.46	SA	2
2.	Pupils recognize that pupils' individual success is linked to the success of every member of the group.	4.44	SA	3
3.	Pupils gain greater self-knowledge of how and when they learn something new	4.52	SA	1
4.	Pupils willingly work on shared goals, outcomes and rewards.	4.38	SA	5
5.	Pupils learn to promote relationships that is encouraging rather than inhibit learning.	4.42	SA	4
Overall Weighted Mean		4.44	Strongly Agree (SA)	

Indicator 3 stated as “Pupils gain greater self-knowledge of how and when they learn something new” obtained an average weighted mean of 4.52 and ranked 1<sup>st</sup>. Indicator 1 stated as “Pupils work together on specific roles and one specific materials” obtained an average weighted mean of 4.46 and ranked 2<sup>nd</sup>. The computed average weighted mean of the indicators 3 and 1 gained a descriptive equivalent of Strongly Agree respectively. Findings reveal that the teacher-respondents strongly agreed to the benefits that pupils can acquire from positive interdependence element of cooperative learning primarily on the aspects that pupils will have an opportunity in Social Studies classroom to gain greater self-knowledge and can rely and work together to accomplish specific role and with the help of given specific materials. Positive interdependence allows learners to reach their learning goals only when other students in their cooperative group also know how to reach their goals [14]. Employing cooperative learning while studying concepts explained by the teacher in the classroom-helps students make deeper connections among facts, concepts, and ideas [15].

The respondents also assessed strongly agree on indicator 2, “Pupils recognize that pupils' individual success is linked to the success of every member of the group” with average weighted mean of 4.44 and ranked 3<sup>rd</sup>, indicator 5, “Pupils learn to promote relationships that is encouraging rather than inhibit learning” with average weighted mean of 4.42 and ranked 4<sup>th</sup> and indicator 4, “Pupils willingly work on shared goals, outcomes and rewards” with average weighted mean of 4.38 and ranked 5<sup>th</sup>. The respondents strongly agreed that through the practice of cooperative learning in Social Studies instruction, pupils can get valuable essence of positive interdependence element primarily on the aspect that pupils will acknowledge that group success is every members' contributions and efforts. With this, pupils in Social Studies classroom are really taught to thrive towards group output, goal and recognition. Jongewaard [16] claimed that learning environment in Social Studies classroom is where the teacher encourages positive social interaction, active engagement in learning and uses an understanding of individual and group motivation.

The overall weighted mean of the perception on the benefits of the utilization of cooperative learning in terms of positive interdependence was 4.44 interpreted as Strongly Agree (SA). The elementary Social Studies teacher-respondents of the Division of Zambales strongly agreed that pupils benefit from cooperative learning by working together, by gaining new knowledge, recognizing other and aiming for group success.

### Individual Accountability

Table 3 shows the perception of the teacher respondents on the benefits of the utilization of cooperative learning in Social Studies as to individual accountability.

**Table 3**  
**Perception on the Benefits of Cooperative Learning in Social Studies as to Individual Accountability**

Individual Accountability		AWM	DR	Rank
1.	Pupils are empowered to draw up arguments based on evidence.	4.25	SA	4
2.	Pupils learn how to respect the views of their peers while strengthening their communication skills.	4.23	SA	5
3.	Pupils practice being good conversationalists in a polite manner.	4.26	SA	3
4.	Pupils develop sense of responsibility to share toward the group goal.	4.40	SA	1
5.	Pupils are users of assessment feedbacks.	4.38	SA	2
Overall Weighted Mean		4.30	Strongly Agree (SA)	

Indicator 4 stated as “Pupils develop sense of responsibility to share toward the group goal” obtained an average weighted mean of 4.40 and ranked 1<sup>st</sup>. Indicator 5 stated as “Pupils are users of assessment feedbacks” obtained an average weighted mean of 4.38 and ranked 2<sup>nd</sup>. The computed average weighted mean of the indicators 4 and 5 gained a descriptive equivalent of Strongly Agree respectively. Findings reveal that the teacher-respondents strongly agreed to the benefits pupils can get from individual accountability as element of cooperative learning primarily on the feature that pupils can have the opportunity to develop sense of responsibility and obligation to take part on what the group tries to achieve in Social Studies lessons/topics. Laguador [2] argued that learner benefit from accountability for it will develop in them a positive sense of responsibility. Akhtar, et al. [14] claimed that the sense of responsibility is developed on learners if group members are focused on one work product that needs to be accomplished.

The respondents also assessed strongly agree on indicator 3, “Pupils practice being good conversationalists in a polite manner” with average weighted mean of 4.26 and ranked 3<sup>rd</sup>, indicator 1, “Pupils are empowered to draw up arguments based on evidence” with average weighted mean of 4.25 and ranked 4<sup>th</sup> and indicator 2, “Pupils learn how to respect the views of their peers while strengthening their communication skills” with average weighted mean of 4.23 and ranked 5<sup>th</sup>. The respondents strongly agreed that through the practice of cooperative learning in Social Studies instruction, pupils can get the benefits of individual accountability element mainly on aspects that pupils can be more articulate in respectful manner, learn to make arguments on issues based on evidences gathered and inclined to give due respects on others viewpoints. Findings also signify that when cooperative learning approach is employed in teaching Social Studies lessons, the accountability aspect/element of the said approach will strengthen pupils’ communication skills, be more respectful with other pupils and be more responsible of their own actions and positions. Esa & Mahbib [17] maintained the idea that ideal classroom culture in cooperative learning is one that accept responsibility as well as diversity of ideas.

The overall weighted mean of the perception of the respondents on the benefits of the utilization of cooperative learning in terms of individual accountability was 4.30 interpreted as Strongly Agree (SA). The elementary Social Studies teacher-respondents strongly agreed that pupils benefit from cooperative learning strategies and activities by being empowered, articulate and responsible.

**Face to Face Interaction**

Table 4 shows the perception of the teacher respondents on the benefits of the utilization of cooperative learning as to face to face interaction. Indicator 4 stated as “Pupils remain together until they have experienced success” obtained an average weighted mean of 4.35 and ranked 1<sup>st</sup>. Indicator 2 stated as “Pupils help, support, encourage each other and praise other’s efforts to learn.” obtained an average weighted mean of 4.34 and ranked 2<sup>nd</sup>. The computed average weighted mean of the indicators 5 and 2 gained a descriptive equivalent of Strongly Agree respectively. Figures from Table 4 reveal that the teacher-respondents strongly agreed to the benefits pupils can get and acquire in face to face interaction element of cooperative learning activities in Social Studies. Of the indicators, the most favored and approved benefits were the opportunity for pupils to experience and achieve success. Moreover, learn to support, encourage and appreciate others of their efforts. Through face to face interaction, pupils are given the opportunity to engage and interact with one another toward success. Felder & Brent [18] stated that face to face interaction (promotive interaction) is beneficial to learners for the activities (e.g., oral explanation, discussing concepts and connecting present with past learning) which allow harmony and agreement. Gupta [19] stressed that cooperative learning offered many benefits to students in terms of attributes such as teamwork, communication, and engagement.

**Table 4**  
**Perception on the Benefits of Cooperative Learning in Social Studies as to Face to Face Interaction**

<b>Face to Face Interaction</b>		<b>AWM</b>	<b>DR</b>	<b>Rank</b>
1.	Pupils produce a level of engagement that other forms of learning cannot	4.29	SA	4
2.	Pupils help, support, encourage each other and praise other’s efforts to learn.	4.34	SA	2
3.	Pupils develop some positive behaviors	4.30	SA	3
4.	Pupils prefer to maintain interaction and desirable relationship	4.29	SA	4
5.	Pupils remain together until they have experienced success	4.35	SA	1
<b>Overall Weighted Mean</b>		<b>4.32</b>	<b>Strongly Agree (SA)</b>	

The respondents also assessed strongly agree on indicator 3, “Pupils develop some positive behaviors” with average weighted mean of 4.30 and ranked 3<sup>rd</sup> and indicator 1, “Pupils produce a level of engagement that other forms of learning cannot” and indicator 4, “Pupils prefer to maintain interaction and desirable relationship” with average

weighted mean of 4.29 and ranked 4<sup>th</sup> respectively. Findings revealed that the respondents agreed favorably that through the utilization of cooperative learning in teaching Social Studies, the pupils will have the utmost opportunity to acquire advantages of face to face interaction element. Apparently, the teachers strongly agreed that their pupils in Social Studies classes practicing cooperative learning approach will have the opportunity to develop more appropriate behaviors and relationship, experience higher level of involvement and sustained interaction. In this sense, Social Studies classroom utilizing cooperative learning is a setting wherein learners develop social skills as well as acquire positive behaviors and manners. Cooperative learning according to Pearson [20] has the potential not only to promote academic achievement, but also to enhance social skills.

The overall weighted mean of the perception of the teacher-respondents on the benefits of the utilization of cooperative learning in terms of Face to face interaction was 4.32 interpreted as Strongly Agree (SA). The elementary Social Studies teacher of the Division of Zambales strongly agreed that pupils benefit from engagement in activities, interaction and maintaining positive attitudes and behaviors with other pupils.

**Small Group & Interpersonal Skills**

Table 5 shows the perception of the teacher-respondents on the benefits of the utilization of cooperative learning in Social Studies as to small group & interpersonal skills.

**Table 5**  
**Perception on the Benefits of Cooperative Learning in Social Studies as to**  
**Small Group & Interpersonal Skills**

Small Group & Interpersonal Skills		AWM	DR	Rank
1.	Pupils are responsible for what they contribute and interact with each other.	4.39	SA	3
2.	Pupils are also responsible for how they contribute and interact with each other.	4.31	SA	5
3.	Pupils develop further composure, confidence and positivity	4.39	SA	3
4.	Pupils learn more appropriate individual attitudes and skills	4.40	SA	2
5.	Pupils develop further team interaction skills and team productivity skills.	4.47	SA	1
<b>Overall Weighted Mean</b>		<b>4.39</b>	<b>Strongly Agree (SA)</b>	

Indicator 5 stated as “Pupils develop further team interaction skills and team productivity skills.” obtained an average weighted mean of 4.47 and ranked 1<sup>st</sup>. Indicator 4 stated as “Pupils learn more appropriate individual attitudes and skills” obtained an average weighted mean of 4.40 and ranked 2<sup>nd</sup>. The computed average weighted mean of the indicators 5 and 4 gained a descriptive equivalent of Strongly Agree respectively. Findings reveal that the teacher-respondents strongly agreed to the small group & interpersonal skills element of cooperative learning primarily on the aspect that pupils will have the opportunity in Social Studies classes to develop further skills and abilities such as team interaction and team productivity and acquire appropriate skills. Being in a small group as cooperative learning feature, pupil develop sense of responsibility to contribute, develop further appropriate personal attitude and skills and maintain interpersonal relations. Simpson’s [21] study concluded that skills development was an important purpose of group work element of cooperative learning. The participants in Xuan’s [9] study claimed that interaction element of cooperative learning activity allows learners to be more useful and productive as member.

The respondents also assessed strongly agree on indicator 1, “Pupils are responsible for what they contribute and interact with each other” and indicator 3, “Pupils develop further composure, confidence and positivity” with average weighted mean of 4.39 and ranked 3<sup>rd</sup> respectively and indicator 2, “Pupils are also responsible for how they contribute and interact with each other” with average weighted mean of 4.31 and ranked 5<sup>th</sup>. The respondents strongly approved that the sense of responsibility of pupils on what and how they can contribute in different tasks in Social Studies can be improved through the utilization of cooperative learning. Moreover, pupils’ composure, confidence and positivity can be enhanced through the said approach. These are actually the benefits that pupils can get from small group & interpersonal skills element of cooperative learning. Cooperative learning approach when utilized in Social Studies instruction apparently would further contribute to pupils’ valuable characteristics as a result of interactions with other pupils and contribution to tasks. The findings of the present study support Husseiny’s [22] findings who have found that by working with others, learners can maximize learning and develop interpersonal and communication skills.

The overall weighted mean of the perception of the respondents on the benefits of the utilization of cooperative learning in terms of small group and interpersonal skills was 4.39 interpreted as Strongly Agree (SA). The elementary Social Studies teacher-respondents strongly agreed that pupils benefit from cooperative learning activities

by participating and contributing in small group activities, hence further the development of appropriate attitudes and interpersonal relation.

**Group Processing**

Table 6 shows the perception of the teacher-respondents on the benefits of the utilization of cooperative learning in Social Studies as to group processing.

**Table 6**  
**Perception on the Benefits of Cooperative Learning in Social Studies as to Group Processing**

Group Processing		AWM	DR	Rank
1.	Pupils contribute effectively to the efforts of the group	4.39	SA	1
2.	Pupils help each other to set goals to improve the quality of their work.	4.38	SA	2
3.	Pupils analyze and reflect on the feedback they receive.	4.23	SA	5
4.	Pupils follow procedures for effective group discussion	4.33	SA	3
5.	Pupils reflect on their experiences in working with each other.	4.33	SA	3
<b>Overall Weighted Mean</b>		<b>4.33</b>	<b>Strongly Agree (SA)</b>	

Indicator 1 stated as “Pupils contribute effectively to the efforts of the group” obtained an average weighted mean of 4.39 and ranked 1<sup>st</sup>. Indicator 2 stated as “Pupils help each other to set goals to improve the quality of their work” obtained an average weighted mean of 4.38 and ranked 2<sup>nd</sup>. The computed average weighted mean of the indicators 1 and 2 gained a descriptive equivalent of Strongly Agree respectively. Results show that the teacher-respondents strongly agreed to the benefit on pupils of group processing element of cooperative learning mainly on the aspect that pupils will be willing to help and contribute effectively to the efforts of the group and contribute to improve the quality of their output in Social Studies. Group processing allows pupils to see what they can give and can do to the group and what they can gain and experience as member of a group. Tran [23] reported that group processing allows opportunity to improve the effectiveness of the members in contributing to the group’s tasks. Vijayaratnam [24] group processing can aid students to develop a more effective personal and interactive skills.

The respondents also assessed strongly agree on indicator 4, “Pupils follow procedures for effective group discussion” and indicator 5, “Pupils reflect on their experiences in working with each other” with average weighted mean of 4.33 and ranked 3<sup>rd</sup> respectively and indicator 3, “Pupils analyze and reflect on the feedback they receive” with average weighted mean of 4.23 and ranked 5<sup>th</sup>. Results revealed that the respondents strongly approved that through the utilization of cooperative learning, the pupils benefit from the features of group processing. The pupils in Social Studies class will be taught further to follow procedures and instructions; learn from the experiences of working with other pupils; improve analytic skills and think over on the feedbacks received from other groupmates. Social Studies teaching and learning allows learner to develop open-mindedness as well as their skills in critiquing and inquiring. Consistent to this result was that of Sheehy’s [25] indicating that group processing allows team members to think, reflect and discuss as important member in a group.

The overall weighted mean of the perception of the respondents on the benefits of the utilization of cooperative learning in terms of group processing was 4.33 interpreted as Strongly Agree (SA). The elementary Social Studies teachers of the Division of Zambales strongly agreed that pupils benefit from group processing through the conduct of group work, discussion and other group involvements.

**Pretest and Post-test Performance of Pupils in Social Studies in Elementary Schools using Cooperative Learning Method Student Teams-Achievement Division (STAD)**

Table 7 shows the pre-test and post-test performances of pupils in Social Studies utilizing cooperative learning method Student Teams-Achievement Division (STAD). This was done to determine if cooperative learning yields positive result on pupils’ performance in Social Studies.

**Table 7**  
**Pretest and Post-test Performance of Pupils in Social Studies using Cooperative Learning Method Student Teams Achievement Division (STAD)**

Score	Descriptive Equivalent	Descriptive Rating	Pre Test		Post Test	
			Frequency	Percent	Frequency	Percent
41-50	Outstanding	90 & above	0	0.00	74	49.33
31-40	Very Good	85 - 89	9	6.00	76	50.67
21-30	Good	80 - 84	87	58.00	0	0.00
11-20	Fair	75 - 78	54	36.00	0	0.00
1-10	Poor	70 - 74	0	0.00	0	0.00
<b>Total</b>			<b>150</b>	<b>100.00</b>	<b>150</b>	<b>100.00</b>
<b>Mean Score</b>			<b>22.17 - Good</b>		<b>39.72 -Very Good</b>	

A fifty (50) items pre-test was administered to one hundred fifty (150) pupils drawn from three selected elementary school-respondents in Zone 2, Division of Zambales. The result of the test was obtained and recorded. After which a particular topic/lesson in Grade 6 Social Studies was taught utilizing cooperative learning method specifically Student Teams-Achievement Division (STAD). A post-test was administered after.

Pre-test results showed that, of the one hundred fifty (150) pupils who took the test, 9 (6.00%) scored 31-40 with a performance of 85–89 described as Very Good; 87 (58.00%) scored 21-30 with a performance of 80–84 described as Good; 54 (36.00%) scored 11-20 with a performance of 75–78 described as Fair. The computed mean score was 22.17 interpreted as Good. The level of performance of Grade VI pupils Social Studies in pre-test was Good.

For the post-test, 74 pupils (49.33%) scored 41-50 with a performance of 90 and above described as Outstanding; and 76 pupils (50.67%) scored 31-40 with a performance of 85–89 described as Very Good. The computed mean score was 39.72 interpreted as very good. The level of performance of Grade VI pupils Social Studies in post-test was very good. Consistent with the present finding was that of Slagle [10] whose study concludes that the implementation of the cooperative learning method Student Teams-Achievement Division (STAD) proved to be beneficial at improving academic achievement among students within a secondary Social Studies classroom. van Wyk's [26] results revealed that STAD promoted positive attitudes, showed better achievements and motivated students to learn in economics education. Tran [23] reported that Cooperative Learning stimulated cognitive activities, promoted higher levels of achievement and knowledge retention.

### Difference on the Perceived Benefits of the Elements of Cooperative Learning

Table 8 presents the summary of Analysis of Variance (ANOVA) results aimed to identify the difference in the perception of the Social Studies teacher-respondents on the benefits of the elements of cooperative learning on pupils.

**Table 8**  
**Difference on the Perceived Benefits on Pupils of the Elements of Cooperative Learning in Social Studies when grouped according to Teachers' Profile**

Source of Variation	Positive Interdependence		Individual Accountability		Face to Face Interaction		Small Group & Interpersonal Skills		Group Processing	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Highest Educational Attainment	0.679	0.608	0.67	0.616	0.913	0.459	0.891	0.472	0.769	0.548
Academic Position	0.382	0.766	0.63	0.599	2.299	0.082	0.842	0.474	2.873	0.040*
Length of Service	1.412	0.208	2.10	0.050*	1.284	0.266	1.457	0.191	1.302	0.257

\* *Significant*

For Positive Interdependence, the significant values for highest educational attainment (0.608), academic position (0.766) and length of service (0.208) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception. Results obtained could be attributed on the teachers' likeness of knowledge and of understanding of the benefit to pupils of the features of positive interdependence aspect of cooperative learning.

As for the Individual Accountability, the significant values for highest educational attainment (0.616) and academic position (0.599) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception. Respondents' perceptions with reference to their educational attainment and position signify no significant difference towards benefits of cooperative learning in terms of individual accountability. The significant value for length of service (0.050) is equal to (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference of perception. The respondents who are new in the teaching profession and have been teaching for many years manifest differences of perceptions on the benefits the pupils can gain from the individual accountability aspect of cooperative learning. Felder & Brent [18] concludes that teachers' years in service factor does cause difference on the observed advantages of Cooperative Learning.

For Face to Face Interaction, the significant values for highest educational attainment (0.459), academic position (0.082) and length of service (0.266) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception. Results revealed that whether the teacher-respondents vary on profile such as educational attainment, academic position and service rendered in respective school, their perception on the benefits of face to face interaction feature of cooperative learning have similarity.

In the element Small Group & Interpersonal Skills, the significant values for highest educational attainment (0.472), academic position (0.474) and length of service (0.191) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception. Results revealed that whether the teacher-respondents vary on aspects such as educational attainment, academic position and service rendered at school, their perception on the benefits of small group and interpersonal skills feature of cooperative learning have similarity. It was determined in the study of Simpson [21] that there was no important dissimilarities on the awareness of teachers of what behaviors the students acquire and what skills the students develop in interpersonal skill element of Cooperative Learning.

For the Group Processing result, the significant value for academic position (0.040) was less than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perception. The respondents who are Teacher I, Teacher II, Teacher III and Master Teacher manifest differences of perceptions on the benefits the pupils can acquire and gain from the group processing aspect of cooperative learning. Sheehy [25] stated that there was significant difference on how teachers promote the benefits of group processing and how cooperative team members think and discuss in a group. Tran’s [23] study found that teacher participants vary cooperative learning activities to ensure that learners acquire group processing skills and the contribution to achieve the group’s goals.

**Test of Difference on the Pre-test and Post-test Performances in Social Studies Utilizing CL Method Student Teams - Achievement Divisions (STAD)**

**Table 9**  
**Difference between the Pre-test and Post-test Performances of Grade VI Pupils in Social Studies Utilizing Cooperative Learning Method Student Teams Achievement Divisions (STAD)**

Cooperative Learning Method	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Decision/ Interpretation
STAD	-17.55333	7.03065	.57405	-30.578	149	0.000	Reject Ho Highly Significant

The sig. value for cooperative learning method Student Teams Achievement Division (STAD) was 0.00 which is lower than 0.01 alpha level of significance. The null hypothesis is rejected. There is highly significant difference on the result of pre-test and post-test score of the Social Studies Grade VI pupils in the elementary schools in the Division of Zambales, Philippines when lessons were taught using STAD. Consistent to this finding were the results of the studies conducted by Gull & Shehzad [27], Tran [23], Ibraheem [28], van Wyk [26] and Satyaprakasha [29]. The participants in the study of Gull & Shehzad [27] performed multiple cooperative learning activities including STAD, TGT and Jigsaw II. The results of the post-test administered showed that there was significant difference between scores of experimental group before and after intervention (p=.000). It can be concluded from results that cooperative learning activities had a positive effect on academic achievement of students. Using a pre-test and post-test nonequivalent comparison-group design and t-Test for independent samples, Tran’s [23] investigation found that after approximately 5 weeks students (n=36) who were instructed using cooperative learning achieved significantly higher scores on the post-test than did students (n=38) who were instructed using lecture-based teaching,  $t(72) = 2.68$ ,  $df = 58.49$ ,  $p < .05$ . Ibraheem’s [28] study reported that there was significant main effects of treatment on students’ achievement and attitude of STAD. van Wyk [26] revealed that STAD compared to direct instruction shows better achievements and motivates students to learn in economics education and Satyaprakasha [29] resulted to positive outcomes include academic gains, improved race relations and increased personal and social development.

**CONCLUSIONS**

Based on the findings, the researcher concluded that the elementary Social Studies teachers are highly qualified educators and have been in the teaching profession for quite long. The teachers strongly agreed that pupils benefit from cooperative learning activities in Social Studies mainly through positive interdependence specifically on the aspects that pupils will have an opportunity to gain greater self-knowledge and can work together on specific role and specific materials. Moreover, teachers perceived that pupils can also benefit from other cooperative learning elements such as individual accountability, face to face interaction, small group and interpersonal skills and group processing.

The analysis of variance results revealed that there was no significant difference on the teachers’ perceived benefits of Cooperative Learning on pupils’ Positive Interdependence, Face to Face Interaction and Small Group and Interpersonal Skills when grouped according to teachers’ profile. However, there was significant difference on the perceived benefits on pupils’ individual accountability as to teachers’ length of service and a significant difference on group processing as to teachers’ academic position.

The performance of the Grade VI pupils in Social Studies was good in pretest and after the utilization of cooperative learning method Students Team Achievement Divisions (STAD), the post-test scores significantly improved. T-test result revealed that there was a highly significant difference on the pretest and post-test performances of the Grade VI pupils in Social Studies utilizing the STAD.

## RECOMMENDATIONS

In light of the findings, the researcher suggest that teachers have to continue utilize cooperative learning methods and activities in Social Studies lessons to enable the pupils gain maximum benefits from the elements of positive interdependence, individual accountability, face to face interaction, small group and interpersonal skills and group processing. School administrators have to intensify the promotion of the implementation of pupil-centered instruction like cooperative learning that assures pupils' gain for greater self-knowledge and skills, enhanced level of engagement and development of positive behaviors and attitudes. Students Team Achievement Division (STAD) as cooperative learning method work well with groups or teams of pupils in the present study, exploring other cooperative leaning methodologies like Think-Pair-Share, Buzz Groups, Jigsaw, and Group Investigations is highly suggested and encouraged to ensure maximum acquisition of pupils of the benefits of cooperative learning. Future studies should apply cooperative learning with more participants to generate more evidence on the benefits of cooperative learning. Future research may include most recent CL activities, works and techniques and a conduct of face-to-face interview as data gathering technique.

## REFERENCES

- [1] Chick, K. A. & Hong, B. (2012). **Differentiated Instruction in Elementary Social Studies: Where Do Teachers Begin?** Penn State Altoona. Social Studies Research and Practice. Volume 7 Number 2 Winter2012.
- [3] de Guzman, M. F. D. (2016). **Preferred Student-Centered Strategies in Teacher Education: Input to Outcomes-Based Instruction.** Asia Pacific Journal of Education, Arts and Sciences, Vol. 3 No. 1, January 2016.
- [2] Laguador, J. M. (2014). **Cooperative Learning Approach in an Outcomes-Based Environment.** Lyceum of the Philippines University – Batangas. International Journal of Social Sciences, Arts and Humanities. Vol. 2, No., 2, 2014. ISSN 23113782.
- [4] Perkan Zeki, C. & Sonyel, B. (2014). **Pre-Service Teachers' Perceptions of the Student Centered Learning Approach through a Metaphoric Perspective.** Hacettepe Üniversitesi Eğitim Fakültesi Dergisi [Hacettepe University Journal of Education], 29 (1):211-221.
- [5] Johnson, D. W., Johnson, R. T. & Holubec, E. J. (1998). **Cooperation in the Classroom.** Edina, MN: Interaction Book Company.
- [6] Iyer, R. B. (2013). **Relation between Cooperative Learning and Student Achievement.** International Journal of Education and Information Studies, 3(1).
- [7] Soleimani-Sefat, E., Rostami, M., Amani, S. & Movallali, G. (2016). **The Needs and Problems of Students with Visual Impairment.** J. Soc. Sci. Hum. Stud., 2(2)8-16, 2016. © 2016, TextRoad Publication.
- [8] Regaspi, R. B. (2017). **Determinants and Problems in the Completion of Tertiary Education of Indigenous Peoples in the Philippines.** J. Soc. Sci. Hum. Stud., 4(5)1-9, 2017. © 2017, TextRoad Publication.
- [9] Xuan, L. (2015). **Application of Cooperative Learning Approach: Teachers' and Students' Perceptions towards Cooperative Learning.** A Master's Thesis/Capstone Project. State University of New York at Fredonia, New York.
- [10] Slagle, D. R. (2009). **The Use of the Cooperative Learning Strategy STAD to Promote Academic Achievement in a High School Social Studies Class.** Master of Arts in Education Program of Defiance College.
- [11] Borje, A. F., Sabio, R., Sliven, N. S & de Guzman, M. F. (2016). **Helping Pupils' Learning Difficulty through Remedial Teaching in Bangantalinga Elementary School Academic Year, 2016-2017**
- [12] Ganaden, A. R. Ejaus, E. & de Guzman, M. F. (2016) **Coaching Behaviors of Sports Coaches in Public Elementary Schools of District 2, San Felipe, Zambales.**
- [13] Amado, J. (2009). **Proficiency of Public School Administrators and Teachers in Information and Communication Technology (ICT).** Basis for Teachers' Development.

- [14] Akhtar, K., Perveen, Q., Kiram, S., Rashid, M., & Satti, A. K. et al., (2012). **A Study of Student's Attitudes towards Cooperative Learning.** *International Journal of Humanities and Social Science.* Vol. 2 No. 11; June 2012.
- [15] Jayapraba, J. L. (2013). **Metacognitive Instruction and Cooperative Learning Strategies for Promoting Insightful Learning in Science.** *International Journal on New Trends in Education and Their Implications.* January 2013; Volume 4; Issue 1; Article 15 p.165.
- [16] Jongewaard, S. (2013). **Teaching Social Studies, Secondary Social Studies Methods** [https://apps.carleton.edu/curricular/educ/assets/EDUC348SocStdW13\\_2\\_copy.pdf](https://apps.carleton.edu/curricular/educ/assets/EDUC348SocStdW13_2_copy.pdf)
- [17] Esa, A. & Mahbib, U. K. (2015). **Cooperative Learning as an Alternative Approach to Language Learning in the 21st Century: Research Review.** In: *International Association for the Study of Cooperation in Education (IASCE) Conference 2015.* 1–3 Oktober 2015. University College Lillebaelt, Odense, Denmark.
- [18] Felder, R. M. & Brent, R. (2007). **Cooperative Learning.** Chapter 4 of P.A. Mabrouk, ed., *Active Learning: Models from the Analytical Sciences*, ACS Symposium Series 970. Washington, DC: American Chemical Society.
- [19] Gupta, M. (2010). **Enhancing Student Performance through Cooperative Learning in Physical Sciences.** P.63-73 Published online: 14 Sep 2010.
- [20] Pearson (2010). **Self-assessment: Critical Thinking.** Pearson Education. Copyright© 1995 – 2010.
- [21] Simpson, A. V. (2011). **An Action Research Study on Using Cooperative Learning During Graphic Design Classroom Crits.** Cedarville University, 2011.
- [22] Husseiny, F. I. A (2014). **Enhancing Critical Thinking through Cooperative Learning in Biology** Master of Teaching Life Sciences.
- [23] Tran, V. D. (2014). **The Effects of Cooperative Learning on the Academic Achievement and Knowledge Retention.** Faculty of Education, An Giang University, Vietnam, An Giang, Vietnam. *International Journal of Higher Education.* Vol. 3, No. 2; 2014
- [24] Vijayratnam, P. (2009). **Cooperative Learning as a Means to Developing Students' Critical and Creative Thinking Skills.** INTI University College, Malaysia. *Proceedings of the 2nd International Conference of Teaching and Learning (ICTL 2009).*
- [25] Sheehy, L. A. (2009). **Using Student Voice to Deconstruct Cooperative, Mathematical Problem Solving.** A Dissertation Submitted to the Graduate School of the University of Georgia, 2004.
- [26] van Wyk, M. M (2012). **The Effects of the STAD-Cooperative Learning Method on Student Achievement, Attitude and Motivation in Economics Education.** *Journal in Social Science* 33(2): 261-270 (2012)
- [27] Gull, F. & Shehzad, S. (2015). **Effects of Cooperative Learning on Students' Academic Achievement.** *Journal of Education and Learning.* Vol. 9(3) pp. 246-255. Received May 25, 2015; Revised July 13, 2015; Accepted July 25, 2015.
- [28] Ibraheem, T. L. (2011). **Effects of Two Modes of Student Teams–Achievement Division Strategies on Senior Secondary School Students' Learning Outcomes in Chemical Kinetics.** *Asia-Pacific Forum on Science Learning and Teaching*, Volume 12, Issue 2, Article 7, p.2 (Dec., 2011).
- [29] Satyaprakasha, C V. (2015). **Research Studies on Effects of Cooperative Learning in Social Relations.** *International Journal of Education and Psychological Research (IJEPR)* Volume 4, Issue 1, March 2015.