
***TEACHER COLLABORATION AND ITS PERCEPTION ON LEARNERS'
ENGAGEMENT***

***Bema N. Canoy**

Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City, Philippines.

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Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City, Philippines.

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ABSTRACT

This study investigated the level of teacher collaboration and learners' engagement inside the classroom, focusing on communication and interaction, collaborative learning practices, and a supportive environment for collaboration among Grade 6 teachers and learners. Employing a descriptive-correlational design, data were collected using adapted questionnaires scored on a 5-point Likert scale. Findings revealed a very high level of teacher collaboration across all measured dimensions and a very high level of learners' engagement in behavioral, emotional, and academic domains. However, significant relationships with learners' engagement were identified only in the supportive environment variable, while communication and interaction and collaborative learning practices showed no significant correlation with engagement. The study concluded that despite high teacher collaboration and learner engagement levels, only the supportive environment significantly associates with learners' engagement inside the classroom, highlighting its critical role in fostering learner involvement. Recommendations include encouraging learners and parents to sustain supportive learning environments, urging teachers and school administrators to strengthen and maintain a supportive climate through professional development and policy prioritization, and suggesting future research to explore specific supportive environment factors that influence engagement and additional variables affecting learner involvement using varied research methods. This study emphasizes the importance of supportive environments to enhance classroom engagement effectively.

KEYWORDS: Teacher collaboration and learners' engagement inside the classroom, focusing on communication and interaction

INTRODUCTION

Teacher collaboration has emerged as a critical factor in enhancing learners' engagement inside the classroom, gaining attention worldwide for its potential to improve educational outcomes. Research indicates that when teachers work together, they create more cohesive and supportive learning environments, which can lead to increased learners' motivation and participation (Darling-Hammond et al., 2017). This collaborative approach not only allows educators to share effective teaching strategies but also fosters a sense of community among both teachers and learners, which is essential for a positive learning atmosphere. In the context of the Philippines, particularly in areas like Pangantucan North District, Bukidnon, the importance of teacher collaboration is increasingly recognized as schools strive to enhance learner engagement amidst various challenges.

Studies conducted globally highlight that collaborative practices among teachers can significantly impact learners' achievement and engagement (Goddard et al., 2010; Hargreaves & Fullan, 2012). For instance, research has shown that schools with high levels of teacher collaboration often see improved academic performance among learners due to the development of more engaging and relevant curricula (Vincent-Lancrin et al., 2017). In the Philippine educational setting, where resources may be limited and class sizes large, fostering collaboration among teachers becomes vital. It not only helps in sharing best practices but also in creating innovative teaching methods that cater to diverse learner needs.

In Pangantucan North District, the study was to collect baseline data through surveys with teachers and learners to assess current levels of collaboration and engagement. This data was analyzed to identify trends and relationships between teacher collaboration and learners' engagement. By focusing on these dynamics, the research aims to contribute valuable insights that can inform future educational strategies and interventions tailored to enhance learner engagement in local classroom settings.

Framework of the Study

The study on Teacher Collaboration on Learners' Engagement inside the Classroom can be supported by several theoretical frameworks that highlight the importance of collaborative practices in education. One key theory is Lev Vygotsky's Social Development Theory, which emphasizes that social interaction plays a fundamental role in cognitive development. Vygotsky points out that learning is a socially mediated activity, where collaboration among peers enhances understanding and retention of knowledge (Inzpira, 2024). This theory

directly connects to the idea that when teachers collaborate, they create a rich environment for learners to engage actively, facilitating deeper learning experiences.

Another relevant framework is Collaborative Learning Theory, which underscores the significance of group work in promoting higher-level thinking, communication skills, and self-management among learners (Top Hat, 2024). This theory suggests that when learners engage in collaborative tasks, they benefit from diverse perspectives and shared responsibility, leading to a more profound understanding of the material. Research indicates that collaborative learning environments can significantly enhance learners' engagement and academic performance (Johnson et al., 2014; Kuh et al., 2007). By applying this theory to teacher collaboration, it becomes evident that when teachers work together, they not only improve their instructional practices but also foster an engaging atmosphere for learners.

Furthermore, studies have shown that schools characterized by high levels of teacher collaboration tend to achieve better learner outcomes (Bryk et al., 2010; ERIC, 2020). For instance, research from the University of Chicago Consortium on School Research found that schools with strong professional communities and collaborative practices reported higher learner achievement in subjects like math and reading. This evidence supports the notion that teacher collaboration is essential for creating an engaging learning environment that promotes student success. By integrating these theories and related literature, the study aims to explore how effective teacher collaboration can enhance learners' engagement inside the classroom in Pangantucan North District, Bukidnon.

As shown in the schematic diagram, the independent variable on the left side contains the teacher collaboration inside the classroom in terms of communication and interaction, collaborative learning practices, and a supportive environment for collaboration. On the right side of the diagram is learners' engagement inside the classroom in terms of behavioral engagement, emotional engagement, and academic engagement.

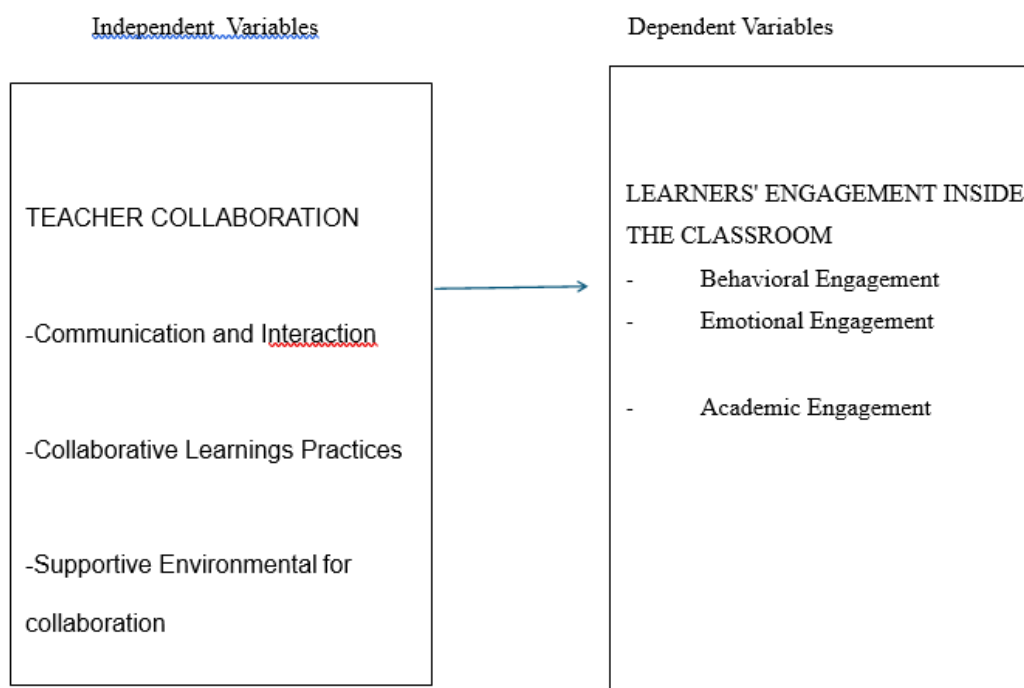


Figure 1. A schematic diagram showing the relationships of the variables of the study.

Statement of the Problem

The study examined the relationship between teacher collaboration and learners' engagement within the classroom of Pangantucan North District.

Specifically, it sought to answer the following questions:

1. What is the level of teacher collaboration in terms of communication and interaction, collaborative learning practices, and the supportive environment for collaboration?
2. What is the level of learners' engagement inside the classroom in the context of behavioral engagement, emotional engagement, and academic engagement?
3. Is there a significant relationship between teacher collaboration and learners' engagement inside the classroom?

Significance of the Study

The result of the study would provide helpful information to the following persons involved in the educational system.

To the Learners. This study helped learners understand how their teachers working together can create a more engaging and supportive classroom environment. When teachers collaborate, they can share ideas and strategies that enhance learning experiences, making

lessons more interesting and relevant for students. Ultimately, this can lead to improved academic performance and a more positive attitude towards school.

To the Teachers. This research highlights the importance of collaboration in improving teaching practices. By working together, teachers can exchange valuable insights, resources, and techniques that can enhance their effectiveness in the classroom. This study may encourage educators to build stronger professional relationships, leading to better support for each other and ultimately benefiting their students.

To the Parents. Through this study, parents can gain insight into how teacher collaboration impacts their children's learning. Understanding that teachers are working together to engage learners can reassure parents that their children are receiving a high-quality education. This knowledge may encourage parents to support collaborative efforts among teachers and participate in school activities that promote such initiatives.

To the School Administrators. This research aims to recognize the value of fostering a collaborative culture among teachers. By promoting teamwork and communication among staff, administrators can create an environment that supports both teacher development and student engagement. This research may guide administrators in implementing policies and programs that encourage collaboration, ultimately leading to improved educational outcomes.

To the Future Researchers. This study provided a foundation for future research on teacher collaboration and its effects on learner engagement. It can serve as a reference for researchers interested in exploring related topics or conducting further studies in different educational contexts. By highlighting key areas of interest, this research may inspire new investigations into effective teaching practices and collaborative strategies that enhance learning.

Delimitation of the Study

The scope of this study focuses on examining the relationship between teacher collaboration and learners' engagement inside the classroom, specifically targeting teachers and Grade 6 learners in the Pangantucan North District of Pangantucan, Bukidnon. This district-wide survey aims to gather insights from both educators and learners regarding their experiences and perceptions related to collaborative teaching practices and learner engagement levels. The study will explore key factors such as communication, interaction, and the overall impact of a collaborative environment on learners' academic, behavioral, and emotional engagement. The delimitations of this study include a specific focus on Grade 6 learners and their teachers within the Pangantucan East District, which means that findings may not apply to other grade

levels or districts. Additionally, the study will not consider external factors such as socioeconomic status or parental involvement that may also influence learners' engagement. By narrowing the focus to this particular group and context, the research aims to provide clear and relevant insights while acknowledging that broader conclusions may require further investigation in different settings or with varied populations.

Review of the Literature

Teacher Collaboration inside the Classroom

A growing body of literature emphasizes the significance of teacher collaboration in enhancing learners' engagement in the classroom. In 2015, the report titled "Teacher Collaboration In Perspective: A Guide to Research" by the Spencer Foundation and Public Agenda discusses how

traditional teaching environments often isolate teachers, limiting their ability to share expertise. The guide highlights that schools with more collaborative practices tend to show stronger student academic outcomes, suggesting that when teachers work together, they create a more supportive environment for student learning.

Further exploring this theme, Wagino et al. (2023), in their article "Using Collaborative Learning to Elevate Students' Educational Experiences," emphasize core principles of collaborative learning, such as individual accountability and positive interdependence. They argue that these principles not only enhance student motivation but also foster an inclusive classroom environment where diverse perspectives are appreciated. This collaboration among students can lead to improved engagement and learning outcomes.

Communication and Interaction

In their 2015 work, Wiliam and Leahy emphasize the importance of peer collaboration as a formative assessment strategy, arguing that collaborative learning not only prepares learners for future teamwork but also enhances their understanding of subject matter. They highlight structured activities like think-pair-share, which promote active listening and engagement among learners, thereby fostering a supportive classroom environment.

Building on this, Ingabire et al. (2024) investigate the influence of teacher-learners' interactions on learning performance in Rwanda. Their study reveals that effective communication strategies are crucial for improving learners' understanding, particularly when English serves as the medium of instruction. They found that barriers in language proficiency

can hinder meaningful interactions, emphasizing the need for teachers to adopt strategies that enhance communication in diverse classrooms.

Behavioral Engagement

In their 2015 study, Fredricks, Blumenfeld, and Paris define behavioral engagement as the degree to which learners are involved in academic and extracurricular activities. They emphasize that learners who actively participate in class discussions and group projects tend to perform better academically, highlighting the importance of creating opportunities for engagement within the classroom.

Building on this foundation, Furlong and Christenson (2019) explore the relationship between behavioral engagement and academic achievement in at-risk learners. Their research indicates that providing structured support and fostering positive relationships with teachers can significantly enhance students' willingness to engage in classroom activities. They argue that when learners feel supported, they are more likely to participate actively, which in turn improves their overall performance.

In a systematic review conducted by Pearson (2024), the author examines various studies related to behavioral engagement in educational settings. Pearson identifies key factors that influence engagement, including teacher feedback and instructional strategies. The review suggests that timely and constructive feedback from teachers can motivate learners to engage more deeply with the learning material.

Emotional Engagement

In their foundational work, Fredricks, Blumenfeld, and Paris (2014) define emotional engagement as the affective reactions learners have towards their learning experiences, including feelings of interest, enjoyment, and belonging. They argue that emotional engagement is essential for fostering a positive learning environment that enhances overall learners' success.

Building upon this concept, Wang et al. (2021) explore the relationship between emotional engagement and academic performance, emphasizing that learners who feel emotionally connected to their learning are more likely to achieve higher academic outcomes. Their findings suggest that emotional engagement not only influences learners' motivation but also serves as a mediator between various educational experiences and academic success.

In a 2023 study, Hasnine et al. examined the interplay between emotional engagement and psychological factors influencing academic performance. They find that emotional

engagement significantly correlates with learners' intrinsic motivation and overall satisfaction with their learning experiences. Their research highlights the importance of fostering positive emotional states in the classroom to enhance learners' engagement and performance.

Academic Engagement

In a 2021 study, Mercer and Dörnyei investigated how problem-based learning (PBL) influences academic engagement among preservice teachers. They find that PBL not only promotes deeper cognitive engagement but also enhances learners' emotional connections to their learning experiences. The authors suggest that the collaborative nature of PBL encourages active participation and fosters meaningful interactions between students and instructors.

Further supporting these ideas, Hasnine et al. (2023) examine the impact of academic engagement on learners' performance in higher education. Their findings reveal a positive correlation between high levels of academic engagement and improved academic outcomes, suggesting that engaged learners are more likely to succeed academically.

In a systematic review by Delfino (2019), the author discusses various factors influencing academic engagement in science education. The review highlights that engaging lessons and supportive teacher-learners interactions are critical for promoting students' cognitive and emotional engagement in scientific inquiry.

Research Methodology

Research Design

The current research employed a mix of descriptive and correlational methods to explore several research questions concerning teacher collaboration and its impact on learners' engagement in the classroom.

First, the descriptive research design will be employed to describe the situation and its characteristics. It involved analyzing data statistically, such as calculating averages and standard deviations, to identify relationships between different variables.

The correlational design looked at how the same variables are related across different groups or populations. This aspect of the research is crucial for investigating specific questions about teacher collaboration and its impact on learners' engagement in the classroom. Overall, this

combination of descriptive and correlational methods offered a comprehensive view of how teacher collaboration and its impact on learners engagement in the classroom.

Research Locale

This study will be conducted at Pangantucan North, Pangantucan, Bukidnon. Pangantucan North is a vibrant area within the municipality of Pangantucan, located in the province of Bukidnon, Philippines. This region plays a significant role in the local educational landscape, making it relevant for studies on teacher collaboration and learner engagement. Situated approximately 75 kilometers south of Malaybalay, the provincial capital, Pangantucan is bordered by Lanao del Sur and Cotabato to the southwest and south, respectively. The municipality covers an area of 46,172 hectares and has a population of about 56,580 people as of the 2020 census. The geography is characterized by hilly and mountainous terrain, with Mount Kalatungan, one of Bukidnon's highest peaks, located to the northwest.

In Pangantucan North, various public schools serve a diverse student population influenced by local culture, including indigenous groups such as the Talaandig and Manobo tribes. These communities emphasize values such as wisdom and strength, which are reflected in the name "Pangantucan." In this educational context, teacher collaboration can significantly enhance learner engagement inside the classroom. By sharing strategies that respect local cultural contexts while addressing academic needs, teachers can create a more inclusive learning environment. Engaging with learners from various backgrounds allows for richer classroom discussions.

Learners in Pangantucan North benefit from an educational framework that encourages active participation. Strategies that foster engagement may include interactive learning through group activities that promote peer interaction, integrating culturally relevant content into lessons to make learning more relatable, and encouraging community involvement by inviting parents and local community members to participate in school activities. Overall, Pangantucan North serves as an important location for studying how teacher collaboration can positively impact learners' engagement within classrooms, providing a rich backdrop for educational research due to its unique cultural background and geographical context.

The following school to be conducted: Pangantucan Central Elementary School, Adtuyon Elementary School, Barandias Elementary School, Mendis Elementary School, Concepcion

Elementary School, San Isidro Elementary School, New Eden Elementary School, Lantay Elementary School, Jarque Elementary School

FINDINGS

The following were the findings of the study. The level of teacher collaboration in terms of communication and interaction was very high. It was also in very high level in terms of collaborative learning practices and very high level as well in terms of supportive environment for collaboration. The level of learners' engagement inside the classroom in the context of behavioral engagement was found to be very high. It was also at a very high level in the context of emotional engagement and very high as well in the context of academic engagement. The test of the significant relationship between teacher collaboration in terms of communication and interaction, collaborative learning practices, and the supportive environment for collaboration and learners' engagement inside the classroom showed that communication and interaction and collaborative learning practices did not have a significant relationship with the learners' engagement inside the classroom. Only the supportive environment had a significant relationship with learners' engagement inside the classroom.

CONCLUSIONS AND RECOMMENDATIONS

The following were the research conclusions derived from the study. The study concluded that teachers demonstrate a very high level of collaboration, evidenced by strong communication and interaction, effective collaborative learning practices, and a supportive environment conducive to collaboration.

Learners inside the classroom exhibit very high levels of engagement across behavioral, emotional, and academic domains, indicating a positive learning atmosphere.

Despite the high levels of teacher collaboration and learner engagement, the analysis revealed no significant relationship between teacher communication and interaction or collaborative learning practices and learners' engagement inside the classroom. Only the supportive environment had a significant association with learners' engagement inside the classroom.

The following are the research recommendations derived from this study.

The learners need to actively participate in creating and sustaining a supportive learning environment at home and in school, as this positively influences their engagement. Parents should collaborate with teachers to reinforce a supportive atmosphere that nurtures learners' behavioral, emotional, and academic engagement. Promote communication between parents

and children about school experiences to strengthen learners' emotional engagement and motivation.

Teachers and School Administrators to focus on enhancing the supportive environment for collaboration among teachers and learners, as it has a significant association with learners' engagement. Ensure to maintain and build upon existing high levels of teacher collaboration through professional development programs that foster supportive classroom climates. School administrators should prioritize policies and programs that develop a positive, inclusive, and supportive school culture to optimize learner engagement.

Future Researchers to investigate further the specific elements within the supportive environment that most strongly influence learners' engagement inside the classroom. Explore additional factors beyond teacher collaboration and supportive environment that may impact learners' engagement, using mixed methods for richer insights.

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