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Relevance of Cooperative Learning Strategy to Learners Academic Engagement

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ABSTRACT

This study was conducted to determine the relevance of cooperative learning strategy to learner's academic engagement among the three hundred three public elementary school teachers in South District, Division of Cagayan de Oro de Oro City, School Year 2024–2025. It sought to answer key questions regarding the level of the cooperative learning as perceived by teachers in terms of mutual reliance, individual accountability, face-to-face interaction, social skills development, group processing, and equal participation as well as the level of academic engagement of learners in terms of behavioral, cognitive, emotional, motivational, and social aspects. Furthermore, it explored whether a significant relationship existed between teachers' perceptions of cooperative learning strategy and the learners' academic engagement. The research employed a descriptive-correlational method, employing a universal sampling. The questionnaire was a researcher-made that underwent rigorous validation and reliability testing. Various statistical tools such as mean, standard deviation, and Pearson r correlation were used for data analysis.

Key findings indicated that in the cooperative learning strategy, equal participation got the highest mean, which was interpreted as very high while face to face got the lowest mean score which was interpreted as high. In the learner's academic engagement, motivational got the highest mean, interpreted as very high while cognitive and social got the lowest mean interpreted as high. There was a significant relationship between the cooperative learning strategy and its relevance to learner's academic engagement particularly on behavioral, emotional and motivational aspect. However, cognitive and social did not show significant relationship. The research concludes that among the variables, equal motivation and the motivational aspect received the highest mean rating, highlighting their strong presence in the learning environment. The theory on collaborative engagement in learning enhance learner's academic engagement by ensuring a socially interactive environment that promotes responsibility, motivation and cognitive participation that leads to a higher level of social interdependence. The study recommends that teachers design interactive group activities that promote face-to-face interaction, encourage deep thinking, and

strengthen peer collaboration to enhance learners' cognitive and social engagement.

Keywords: cooperative learning strategy, academic engagement

1. INTRODUCTION

Background of the Study

In the fast-paced world of education, fostering an engaging learning environment was more important than ever. Despite various educational efforts to improve student outcomes, many classrooms continued to struggle with low levels of learner engagement, limited interaction, and insufficient collaboration. Learners often exhibited passive learning behaviors, lacked motivation, and experienced feelings of isolation, which hindered their overall academic success. This research addressed these challenges by exploring how cooperative learning practices effectively closed engagement gaps and promoted positive academic experiences among elementary learners.

This study is particularly relevant in light of DepEd Order No. 42, series of 2017, which emphasized the Philippine Professional Standards for Teachers (PPST). It outlined the importance of creating effective learning environments and engaging teaching practices that catered to diverse learners. By aligning with these standards, the study provided insights into how cooperative learning enhanced academic engagement, thereby contributing to the overall goal of improving teaching quality and student outcomes in the Philippine education system.

Moreover, the Department of Education (DepEd) highlighted the significance of cooperative learning through initiatives like DepEd Order No. 35, series of 2016, which promoted Learning Action Cells (LACs). These LACs encouraged teachers to collaborate and share strategies to address common challenges in their schools. This initiative underscored DepEd's commitment to fostering a culture of collaboration among educators, recognizing that their professional growth positively influenced the learning experiences of their students.

The cooperative learning strategy has been recognized as a powerful approach in enhancing students' academic engagement. According to research, using this technique in the classroom greatly increased students' accountability and active engagement. Students participated more actively in class discussions and assumed more accountability for their own education when they participated in cooperative group activities. When compared to traditional teaching methods, cooperative learning approaches resulted in higher academic accomplishment, according to a meta-analysis that validated the efficacy of this strategy. The advantages of peer cooperation and exposure to other points of view were primarily responsible for this.

Additionally, teachers who implemented the cooperative learning technique saw a considerable improvement in students' social skills and an increase in student enthusiasm. These results imply that cooperative learning promotes a feeling of community and belonging in the classroom in addition to improving academic achievement.

Chan et al. (2022) found that the implementation of cooperative learning strategies not only enhanced students' academic performance but also improved their understanding and logical inference skills. This research underscored the multifaceted benefits of cooperative learning, showing that students who engaged in collaborative activities developed a deeper comprehension of the material and greater confidence in their abilities. Furthermore, teachers involved in this study reported positive changes in

classroom dynamics, with students becoming more respectful and appreciative of their peers' diverse perspectives, ultimately fostering a sense of community within the classroom.

Based on the observation of learners' scores, as reflected in Camaman-an Elementary School's (CMSS) assessments, the results were consistently low. This raised concerns about their academic engagement and the effectiveness of the cooperative learning environment in the classroom. Teachers noted that many learners struggled to stay actively involved in lessons, which impacted their overall learning performance. Therefore, this study explored the connection between cooperative learning strategies and the level of academic engagement among elementary students, as perceived by their teachers.

Furthermore, this study was conducted to address the pressing need for effective teaching methods that enhanced student engagement through cooperative learning environments. The insights gained from elementary teachers contributed not only to academic literature but also provided practical recommendations for educators aiming to foster more engaging and collaborative classroom settings. By focusing on the schools of South District, Division of Cagayan de Oro City, this research provided valuable insights into how cooperative learning could be adapted to suit the needs of both local learners and teachers.

Literature and Related Studies

The literature and related studies explore various studies, related research and journal articles on the independent variable, cooperative learning, highlighting its characteristics: mutual reliance, individual accountability, face to face interaction, social skills development and group processing.

Additionally, it reviews existing literature related to the dependent variable, learner's academic engagement which encompasses key indicators such as behavioral, cognitive, emotional, motivational and social.

Relevance of Cooperative Learning Strategy

Cooperative learning is a teaching method that encourages students to work together in groups, which can significantly enhance their engagement and academic success. This approach examines how cooperative learning impacts student involvement from the perspective of teachers. This aligns with findings from Yang (2023), who explored various types of collaborative learning and found that it promotes active participation among students, helping them feel more engaged in the learning process.

Additionally, Wang (2020) investigated the effects of cooperative learning on student achievement and discovered that it fosters social interaction and improves overall learning outcomes. Both studies support the idea that cooperative learning not only boosts academic performance but also helps students develop essential skills such as teamwork and communication. Therefore, understanding how teachers perceive cooperative learning is vital for effectively implementing these strategies to create an engaging and supportive classroom environment. Mutual Reliance

Loh (2020) and Loes (2022) examine how mutual reliance in collaborative learning settings boosts engagement and motivation among learners. Loh (2020) found that when learners work together toward shared goals, they develop trust, improve communication, and feel more committed to group success. This reliance encourages active participation, creating a positive learning environment.

Similarly, Loes (2022) highlights that mutual reliance increases students' motivation, as they feel essential to their group's achievements. This shared responsibility not only keeps students engaged but also builds their confidence and interpersonal skills. Together, these studies show that mutual reliance

enhances both academic performance and key social skills.

Individual Accountability

This helps students develop essential skills like self-discipline and time management, which are valuable beyond the classroom. Chan et. al (2022) emphasize that individual accountability in cooperative learning ensures each student is responsible for their own progress while contributing to the group. This approach boosts motivation and engagement, as students realize their efforts impact the group's success. The study shows that when learners are held accountable, they are more likely to stay focused and participate meaningfully.

Hortigüela Alcalá et al. (2019) in the same way, found that individual accountability in collaborative learning motivates learners to put in their best effort, as they know their work impacts the group's success. The study shows that when learners are held accountable for specific tasks, they are more likely to engage deeply with the material and develop problem-solving skills. Both studies suggest that individual accountability not only helps maintain fairness in group work but also strengthens students' sense of ownership and motivation, leading to better learning outcomes for all members.

Face-to-Face Interaction

Kristiansen (2019) found that face-to-face interaction allows learners to communicate more effectively, share ideas openly, and better understand each other's perspectives. This direct communication helps learners build trust and develop stronger connections, making collaboration smoother and more productive.

While Simone (2019) additionally emphasizes that face-to-face interaction supports deeper engagement with learning materials, as learners can ask questions, clarify misunderstandings immediately, and provide feedback on each other's contributions. Both studies show that face-to-face interaction not only strengthens communication but also creates a supportive environment where learners feel more connected and engaged, ultimately leading to better learning outcomes in group settings.

Social Skills Development

Khujamatova (2021) and Sørlie et. al (2020) examine how collaborative learning supports social skills development among learners. Khujamatova (2021) found that working in groups helps learners improve essential social skills like communication, empathy, and teamwork, as they learn to listen, share ideas, and support each other's efforts. This interaction not only strengthens students' social abilities but also builds confidence in their ability to connect with others.

Just as Sørlie et. al (2020) emphasize that social skills development is crucial for positive classroom interactions and overall well-being. Their study shows that learners who engage in collaborative tasks are more likely to develop conflict resolution skills and a sense of cooperation, which improves the classroom climate. Both studies suggest that collaborative learning activities provide valuable opportunities for learners to practice and refine their social skills, making them more prepared to work effectively with others both inside and outside of the classroom.

Group Processing

Recent studies on group processing as a characteristic of cooperative learning highlighted its critical role in enhancing learner achievement and collaboration. Loh (2020) examined the impact of group processing on learner collaboration in higher education. Their research indicated that facilitating discussions about group dynamics led to better understanding among peers and improved group effectiveness.

Dionne Merlin et al. (2020) found that group processing, or reflecting on group dynamics and

individual contributions, helped learners identify ways to improve teamwork. This process encouraged learners to provide constructive feedback, recognize each other's efforts, and discuss areas for improvement, which strengthened group performance and personal accountability.

Equal Participation

According to Sutherland et al. (2019), they highlighted how cooperative learning in physical education promoted equal participation, ensuring all group members contributed to tasks. This structure encouraged fairness and active involvement, fostering an inclusive environment where every student felt responsible for the group's success. Their group processing model helped students reflect on their roles and improve participation, enhancing both social and academic outcomes.

Learners Academic Engagement

Academic engagement referred to the level of interest, motivation, and involvement that students demonstrated in their learning processes. It was essential for student success and involved active participation, collaboration, and critical thinking. Perkmann et al. (2021) emphasized that engagement improved academic performance and fostered skills like teamwork and problem-solving when students meaningfully connected with their learning tasks.

Farrell and Brunton (2020) highlighted that while students faced challenges like balancing responsibilities, engagement improved with clear communication, interactive resources, and a sense of community. Both studies stressed the need for supportive and inclusive learning environments to enhance student involvement and outcomes,

Behavioral

Behavioral engagement was a vital aspect of how actively students participated in their learning experiences. A study by Kahu and Nelson (2022) explored this concept in higher education, revealing that students who engaged in class discussions, group projects, and extracurricular activities tended to perform better academically.

In addition, behavioral engagement was a key component in understanding how students actively participated in their learning. Gomes et al. (2023) explored students' behavioral engagement by examining different in-class behavior styles. They highlighted that engagement could be observed through students' actions, such as their effort, attention, and persistence in classroom activities. This aligned with the goals of cooperative learning, where students worked together, took responsibility for their tasks, and interacted positively to achieve common objectives.

Similarly, He et al. (2022) studied elementary students' behavioral engagement in a web-based science inquiry setting. Their research emphasized the importance of active involvement in learning tasks, including asking questions, exploring resources, and participating in discussions. These findings supported the idea that behavioral engagement was not limited to physical classrooms but could also thrive in environments where students were encouraged to collaborate and explore together.

These studies underscored the importance of creating learning environments that fostered active participation, which was essential in cooperative learning. When students were behaviorally engaged, they were more likely to contribute meaningfully to group tasks, sustain their interest, and achieve better academic outcomes. These insights were valuable in understanding how cooperative learning enhanced not only engagement but also the overall learning experience.

Cognitive

In a study conducted by Gao et al. (2020), researchers found that cognitive engagement could be predicted by monitoring students' behaviors, such as attention and participation, using their tool, n-Gage.

This type of engagement was evident when students actively thought and processed information. By tracking cognitive engagement, teachers could better understand students' learning and adjust their teaching methods to improve focus and academic success. Additionally, cognitive engagement played a key role in how students thought and processed information during learning activities. Barlow et al. (2020) developed the Student Course Cognitive Engagement Instrument (SCCEI) to measure cognitive engagement in college engineering courses. Their study highlighted the value of deeper learning techniques like problem-solving, critical thinking, and meaningfully applying knowledge. In cooperative learning settings, when students worked together to solve issues, evaluate data, and participate in group discussions, these cognitive abilities were equally crucial. This connection emphasized how cooperative learning fostered higher-level thinking, which was essential for academic engagement, in addition to teamwork.

Emotional

Suldo et al. (2022) highlighted the importance of emotional engagement in academic success by focusing on promoting students' positive emotions, character, and sense of purpose. Emotional engagement involved students feeling connected, motivated, and positive about their learning experiences. The authors argued that when students experienced positive emotions in school, they were more likely to engage deeply with academic tasks, leading to better performance and well-being. This study suggested that fostering emotional well-being in students created a more supportive learning environment, improving both their emotional and academic outcomes.

Since emotional involvement reflected students' sentiments and emotional connection to their learning experience, it was a crucial component of both academic and cooperative learning. According to a meta-analysis by MacCann et al. (2020), academic achievement was highly predicted by emotional intelligence, which included comprehending and controlling emotions. Their findings indicated that students were more likely to achieve academic success if they were able to control their emotions and build strong relationships with peers and assignments. When students felt encouraged, appreciated, and supported by their group, emotional engagement was promoted in cooperative learning. Cooperative learning was a powerful strategy for improving academic and emotional outcomes because of the way it fostered participation and perseverance.

Motivational

Motivational engagement was a key factor in cooperative learning and academic engagement, as it drove students' willingness to participate and persist in learning. A meta-analysis based on self-determination theory by Howard et al. (2021) demonstrated that motivation improved learning outcomes, particularly when it was self-driven and connected to individual goals.

Similarly, Liu et al. (2024) discovered that psychological resources, emotional involvement, and learning motivation all had a major influence on academic success in blended learning environments. These results emphasized how crucial it was to promote motivation in cooperative learning settings where students collaborated, established common objectives, and provided mutual support. Cooperative learning promoted active engagement and a greater dedication to academic success by increasing motivation.

Social

The relationships and interactions that students built with one another in the classroom were a key aspect of social engagement. A study by Sutherland et al. (2019) emphasized the importance of social engagement in cooperative learning, which directly impacted students' academic engagement. The study highlighted that when students worked together in a structured environment, they not only developed

social skills like communication and teamwork but also became more engaged in their learning tasks.

Bergdahl et al. (2022) explored social engagement in distance, remote, and hybrid learning environments, emphasizing the importance of meaningful connections and collaboration among students. Their study highlighted that strong social engagement enhanced communication, trust, and a sense of belonging, even in non-traditional learning settings. In cooperative learning, these social interactions were key to creating a supportive group dynamic where students worked together, shared ideas, and learned from one another. This sense of connection helped students stay engaged and motivated, improving their overall learning experience.

2. Objectives

The main objective of the study was to determine the respondent's perceptions of the relevance of cooperative learning strategy and learners' academic engagement in South District, Division of Cagayan de Oro City, School Year 20024 – 2025.Specifically, this aimed to find the respondents perceived relevance of cooperative learning strategy; examine the learners' level of academic engagement and determine the significant relationship between the respondents perceived relevance of cooperative learning strategy and learners' academic engagement.

Theoretical Framework

This study was anchored on Social Interdependence Theory by David W. Johnson and Roger T. Johnson (1989), which suggested that the success of individuals in a group was interconnected, meaning that one person's achievements were tied to the contributions and efforts of others. In cooperative learning settings, this interdependence created a supportive environment where students were motivated to work together toward shared goals. The theory emphasized that when students perceived their success as linked to their peers, they were more likely to engage actively and collaboratively in the learning process. By understanding how social interdependence influenced academic engagement, the study aimed to uncover valuable insights into effective teaching practices.

Social Interdependence Theory highlighted five essential elements necessary for successful cooperative learning: positive interdependence, individual accountability, promotive interaction, social skills, and group processing. Positive interdependence ensured that each group member's contribution was vital for the group's success, fostering a sense of responsibility among students. Individual accountability held each student responsible for their performance, encouraging them to contribute meaningfully to group tasks. Promotive interaction involved face-to-face communication that supported and encouraged collaboration among peers. Together, these elements created a dynamic learning environment where students felt empowered to engage academically and socially.

Moreover, the study explored how elementary teachers perceived these elements within their classrooms and how they influenced learners' academic engagement. By examining teachers' insights, the research aimed to identify effective strategies that promoted cooperative learning and enhanced student participation. Understanding teachers' perspectives on social interdependence provided valuable information on how to structure cooperative learning activities that fostered engagement and collaboration among elementary learners. This focus on teacher perceptions helped bridge the gap between theory and practice in implementing cooperative learning strategies.

Hence, this research ultimately sought to contribute to a deeper understanding of how cooperative learning could positively impact learners' academic experiences and outcomes. By anchoring the study in Social Interdependence Theory, it underscored the significance of collaboration and mutual support in

achieving educational success.

Conceptual Framework

The conceptual framework illustrated the dynamic interplay between the relevance of the cooperative learning strategy and the academic engagement of learners. One core concept outlined by the Department of Education (DepEd) in the K to 12 programs emphasized the importance of creating a cooperative learning environment to enhance student engagement and academic success. The K to 12 curriculum promoted active learning strategies that encouraged collaboration among students, fostering an atmosphere where they could support each other in their educational journeys.

This framework took a comprehensive approach by addressing various elements of the cooperative learning strategy, including mutual reliance, individual accountability, face-to-face interaction, social skills development, group processing, and equal participation. These aspects were essential for creating a classroom environment where students could thrive academically and socially. By prioritizing these elements, the framework fostered an environment that enhanced learners' engagement in terms of behavioral, cognitive, emotional, motivational, social, and learning material involvement.

Furthermore, a study by Gillies (2019) found that cooperative learning in elementary schools enhanced academic engagement, strengthened peer interactions, and increased participation. The study highlighted how working together on problem-solving tasks promoted cognitive and emotional engagement, with learners showing greater motivation and stronger peer connections.

The relevance of the cooperative learning strategy as the independent variable in this study highlights structured group-based activities where learners work interdependently to achieve shared academic goals. According to Johnson and Johnson (2020), cooperative learning builds essential academic and interpersonal skills by encouraging collaboration, mutual support, and shared responsibility within a group. This strategy thrives on six key components, mutual reliance, individual accountability, face-to-face interaction, social skills development, group processing, and equal participation. All of which create a nurturing environment that enables learners to engage meaningfully in their studies.

On the other hand, academic engagement refers to the degree of attention, curiosity, interest, optimism, and passion that learners show when they are learning or being taught (Fredricks et al., 2021). This study considers six variables of engagement: behavioral (participation and effort), cognitive (strategic thinking and problem-solving), emotional (interest and sense of belonging), motivational (drive to learn) and social (peer interaction). These variables are interconnected, as learners are more likely to be actively engaged when placed in cooperative settings that promote interaction, accountability, and support.

Recent research supports this connection, showing that learners in cooperative learning environments tend to be more engaged and perform better academically compared to those in traditional classroom setups (Alfaro et al., 2023; Alshammari, 2021). By examining these variables together, the study aims to deepen our understanding of how intentional cooperative learning strategies can significantly boost learner engagement across multiple dimensions.

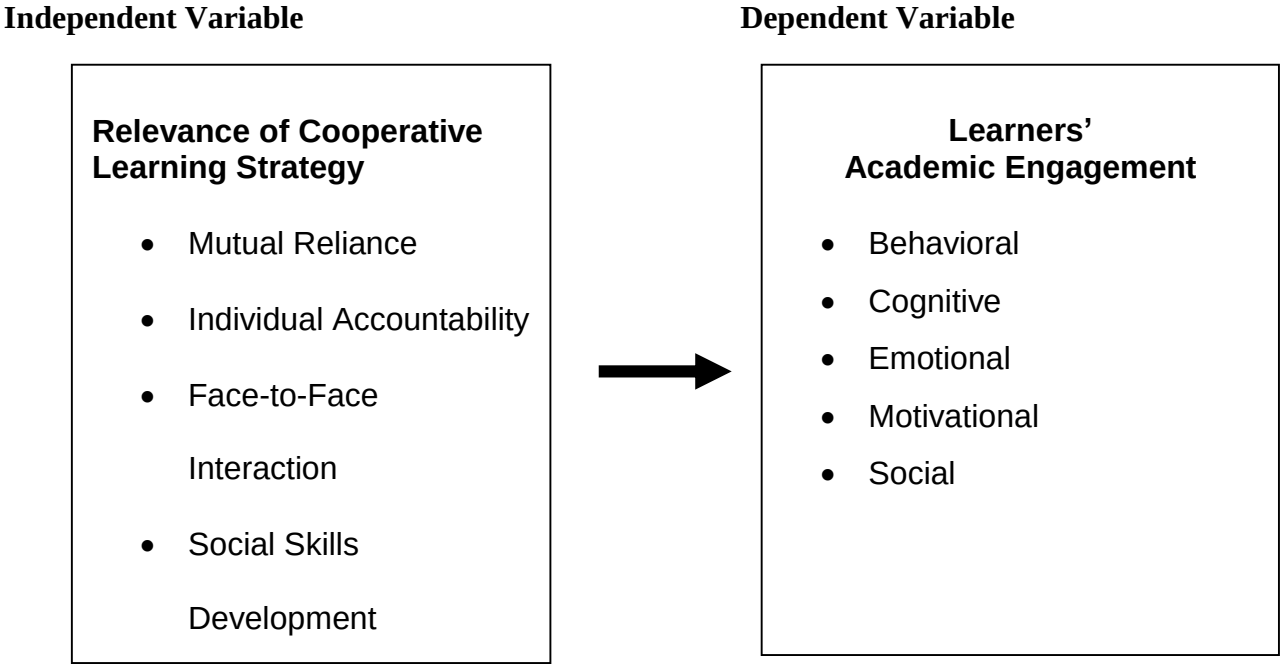


Figure 1. A Schematic Presentation Showing the Interplay among the Independent and dependent variable.

Statement of the Problem

The study aimed to determine the relevance of cooperative learning strategy to learners' academic engagement in South District, Division of Cagayan de Oro City for the School Year 2024 -2025.

Specifically, this study sought to answer the following questions:

1. What is the level of the relevance of cooperative learning strategy as perceived by the respondents based on the mutual reliance, individual accountability, face-to-face interaction, social skills development, group processing and equal participation?

2. What is the perceived level of learner's academic engagement in terms of behavioral, cognitive, emotional, motivational and social?

3. Is there a significant relationship between the respondents perceived relevance of cooperative learning strategy and learner's academic engagement?

Hypothesis

Problems 1 and 2 were hypotheses – free. On the basis of Problem 3, the null hypothesis was tested at 0.05 level of significance:

Ho1: There is no significant relationship between the respondents perceived relevance of cooperative learning strategy and learners' academic engagement.

Significance of the Study

This study was significant as it shed light on how cooperative learning strategy enhanced academic engagement among learners, particularly in elementary education. Acknowledging the efforts of the Department of Education officials, this research aligned with the goals outlined in the K to 12 curriculum, which emphasized active participation and collaborative skills among learners. A positive and supportive school environment benefited not only teachers but also enhanced the institution's reputation, culture, and

overall effectiveness.

School heads and supervisors played a vital role in creating a positive school environment that supported both teachers and students. This study provided insights into the value of fostering cooperative learning that enhanced student engagement. Understanding how cooperative learning impacted classroom dynamics guided school leaders in developing policies, training, and resources that promoted collaboration, learner participation, and overall academic success. These insights helped school leaders make informed decisions that improved the quality of teaching and learning across their schools.

This study held paramount significance for teachers as they designed effective learning environments by using strategies like cooperative learning that actively engaged students. Their guidance in collaborative activities boosted academic engagement, fostered teamwork, and promoted active participation in the classroom. By adopting effective teaching practices, teachers helped create inclusive environments where students were motivated and supported in their learning journey.

The findings of this study offered teachers practical suggestions for improving student engagement. It provided them with a clearer understanding of how aspects such as mutual reliance, individual accountability, and face-to-face interactions impacted learners' behavior, cognitive processes, and emotional investment in lessons. In particular, elementary teachers benefited from specific strategies that aligned with the developmental needs of their learners, fostering a more inclusive and effective learning environment. The research also encouraged professional development programs centered on cooperative learning approaches.

Future researchers could build on the findings and methods used in this study by examining specific aspects of cooperative learning environments and their impact on student engagement. Additionally, researchers could investigate the long-term effects of cooperative learning interventions on students' academic performance and social skills. By delving deeper into these areas, future studies could provide valuable insights that enhanced teaching practices and fostered a more engaging learning atmosphere for students.

Scope and Limitations

This study focused on the relevance of cooperative learning strategy and learners' academic engagement in South District, Division of Cagayan de Oro City during the School Year 2024 – 2025. The respondents were the three hundred three public elementary school teachers in the schools where this study was conducted. The independent variables are limited only to the relevance of cooperative learning strategy based on mutual reliance, individual accountability, face-to-face interaction, social skills development, group processing and equal participation. Further, the dependent variables are also limited to learners' academic engagement in terms of behavioral, cognitive, emotional, motivational and social.

.**Definition of Terms**

The following are the terminologies operationally defined for the purpose of this study:

Academic Engagement. This refers to the degree to which learners participate in learning activities, measured through their behavioral, cognitive, emotional, motivational and social involvement.

Behavioral Engagement. This refers to the observable actions of students during classroom activities, such as participation, attentiveness, and compliance with school rules and classroom norms.

Cognitive Engagement. This refers to the mental effort and strategies students use in learning, including attention to tasks, processing of information, and problem-solving.

Cooperative Learning Strategy. This refers to a structured teaching approach where students work in small groups to achieve shared academic goals involving mutual reliance, individual

accountability, face-to-face interaction, social skills development, group processing and equal participation.

Emotional Engagement. This refers to students' emotional responses towards learning, such as their interest, enthusiasm, or feelings of frustration and boredom during educational activities.

Equal Participation. This refers to the extent to which all group members contribute and engage equally in the cooperative learning process.

Face-to-Face Interaction. This refers to direct communication and collaboration among students in a group setting, which promotes mutual learning and interpersonal skill development.

Group Processing. This refers to the reflection and evaluation of group members on how well they are working together and how they can improve their collaboration and task completion.

Individual Accountability. This refers to the responsibility of each student to contribute to the group's success and to demonstrate their own learning within the cooperative setting.

Motivational Engagement. This refers to the level of students' drive, desire, and determination to participate and succeed in academic tasks.

Mutual Reliance. This refers to the interdependence of group members, where each depends on the others to accomplish tasks and reach a common goal, ensuring that success is a collective effort.

Social Engagement. This refers to the interaction between students in social contexts, including collaboration, communication, and peer support during learning activities.

Social Skills Development. This refers to the improvement of interpersonal abilities, such as communication, cooperation, and conflict resolution, necessary for effective collaborati in group work.

3. METHODOLOGY

This section outlines the research methods and procedures used in the study. It included the research design, study setting, research respondents, sampling technique, research instruments, categorization of variables and system of scoring, data gathering procedure, statistical treatment of data, and ethical considerations.

Research Design

This study employed a descriptive-correlational research design to systematically explore the relationship between the cooperative learning environment and the academic engagement of learners as perceived by elementary teachers. The descriptive component involved thoroughly examining various dimensions of cooperative learning environments and academic engagement of learners.

Data on mutual reliance, individual accountability, face-to-face interaction, social skills development, group processing, and equal participation in cooperative learning environments were collected using researcher-designed questionnaires. Simultaneously, facets of academic engagement among learners, such as behavioral, cognitive, emotional, motivational, social, and learning materials, were documented and analyzed using a researcher-designed tool. The descriptive design was chosen for its ability to provide a detailed understanding of the phenomena under investigation.

Study Setting

The study was conducted in the urban schools of the South District in Cagayan de Oro City, chosen for its vibrant educational landscape and commitment to enhancing teaching practices. This district was known for its active implementation of innovative teaching strategies, making it an ideal setting to explore the perceptions of elementary teachers regarding cooperative learning environments and their influence

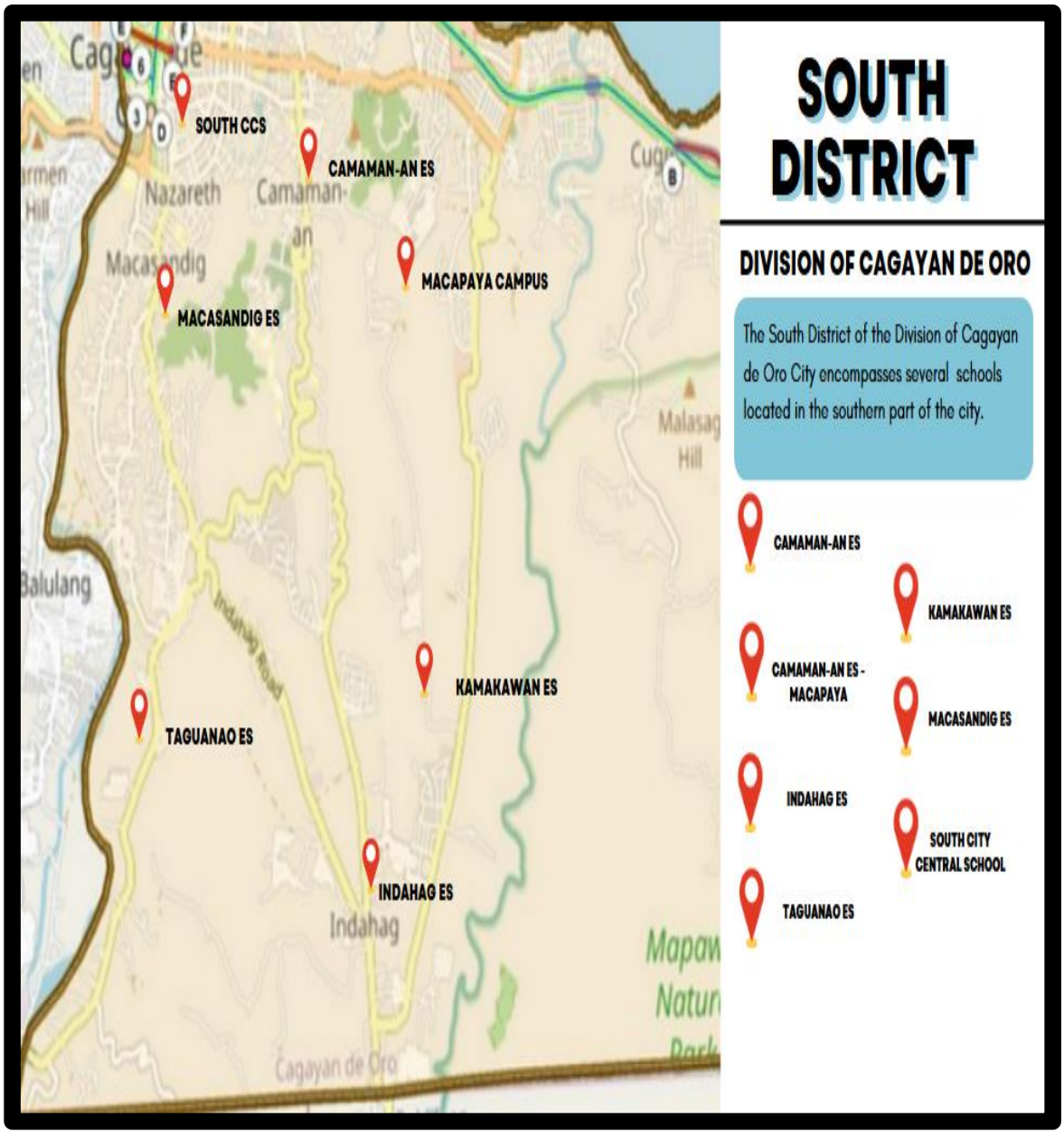
on student academic engagement. The urban context provided a diverse population of learners and a range of educational resources that supported collaborative learning initiatives.

Cagayan de Oro City, as the capital of Northern Mindanao, served as a significant hub for commerce, education, and government administration in the region. The Division of Cagayan de Oro offered a unique opportunity to study the dynamics of cooperative learning within its schools, aiming to improve academic engagement among students. This research was particularly important as it sought to identify effective teaching practices that could enhance educational quality and inform future policies. The findings contributed to the overall improvement of the educational system in Cagayan de Oro and beyond.

Moreover, the study focused on public elementary schools within the South District, ensuring a comprehensive examination of teachers' perceptions across various educational settings. By including multiple schools in this district, the research gathered a wide range of insights that reflected diverse experiences and practices. This approach provided a holistic understanding of how cooperative learning was perceived and implemented by teachers.

To achieve these objectives, a universal sampling method was employed, allowing data to be collected from selected public elementary schools in the South District. This methodological approach ensured that potential biases were minimized and that the results were representative of the entire district. By utilizing this inclusive strategy, the study offered valuable insights into teachers' perspectives on cooperative learning environments and their impact on student engagement, ultimately facilitating informed decision-making for future educational interventions.

The South District’s strong emphasis on community-oriented educational programs further enhanced its suitability for this study. Schools in the area often emphasized collaboration among teachers and learners, making it a fertile ground for exploring the connection between cooperative learning practices and academic engagement. This research also served as a model for similar studies in other urban settings, highlighting best practices that promoted not only academic success but also the social and emotional growth of students. The outcomes of this study could inspire more educators to adopt cooperative learning approaches, fostering an inclusive and engaging learning environment for all.



Source: map of Deped-Division of Cagayan de Oro City - Google Maps

Figure 2. Location Map of the Study

4. Research Respondents

The respondents of the study were the three hundred three (303) public elementary teachers in the South District Division of Cagayan de Oro City for the School Year 2024-2025. This group consisted of all the teachers from the participating schools reflected in appendix G page 124. The table below shows the distribution of respondents by school code.

Table A
Distribution of Respondents

School Code	Respondents
A	104
B	7
C	53
D	13
E	48
F	63
G	48
Total	**303**

Sampling Technique

The study employed universal sampling technique where all the respondents in the population are involved. This technique was chosen because the total population of teachers in the district was manageable and allowed for the inclusion of every individual, ensuring comprehensive data collection.

By using universal sampling, the study gathered diverse perspectives from all teachers, capturing a complete picture of how cooperative learning environments influenced academic engagement. This approach minimized sampling bias and provided a broad understanding of the teachers' perceptions in the district.

Research Instruments

The study used a survey questionnaire as the primary research instrument to gather data from the respondents. The goal of the research questionnaire was to collect essential data regarding the cooperative learning strategy and academic engagement of learners as perceived by elementary teachers in the public schools of South District, Division of Cagayan de Oro City. Each item of the questionnaire was designed using a Likert scale, allowing teachers to express the degree to which they agreed or disagreed with statements related to both variables. The questionnaire was divided into two (2) parts.

Part I of the questionnaire was designed to determine the relevance of cooperative learning strategy based on mutual reliance, individual accountability, face-to-face interaction, social skills development, group processing, and equal participation. To measure the cooperative learning environment, a researcher-made questionnaire was used. This is patterned and modified from the Cooperative Learning Questionnaire (CLQ) by Fernandez-Rio et al. (2021)

Part II of the questionnaire was also researcher-made. Drawing from a thorough analysis of relevant literature and theoretical frameworks, the questionnaire was carefully developed. It included items specifically crafted to investigate various facets of academic engagement of learners, such as behavioral, cognitive, emotional, motivational, social, and learning materials. This is patterned and modified from **the** University Student Engagement Inventory by Assunção et al. (2020).

Validity and Reliability

In this study, a researcher-made questionnaire was utilized to assess perceptions of cooperative learning strategy and academic engagement of learners among elementary teachers. Before its use, the

questionnaire was evaluated by experts in the field, including master teachers, school heads, and school research coordinators. It also underwent rigorous validation and content assessment to ensure its validity.

The survey was validated by a panel of experts in education to ensure its reliability and relevance to the study. The feedback from this validation process was used to refine the questions and improve clarity. This ensured that the instrument accurately measured the variables under study and that the results were dependable for drawing conclusions.

Additionally, to ensure the instrument's effectiveness, it was pilot-tested with thirty (30) public elementary school teachers in Bayanga Elementary School who were not part of the actual study. This trial helped confirm that the questionnaire was straightforward, easy to administer, and capable of gathering the necessary data.

The selection of these respondents, using a universal sampling procedure, aimed to provide a diverse representation of the district. This allowed for a comprehensive analysis of how cooperative learning and academic engagement of learners were perceived across different educational settings within the region.

To evaluate the reliability of the questionnaire, Cronbach's alpha was employed, with calculations performed using SPSS software. This method analyzed inter-item correlations and overall variability in responses, providing an estimate of the instrument's internal consistency and ensuring its effectiveness in collecting valuable insights for the study.

System of Scoring

The following system of scoring were created to aid in the analysis and interpretation of gathered data.

Part I and II. Cooperative Learning Stategy and Academic Engagement of Learners

Scale	Range	Description	Interpretation
4	3.25 - 4.00	At all Times	Very High
3	2.45 – 3.24	Most of the Time	High
2	1.75 – 2.44	Sometimes	Low
1	1.00 – 1.74	Never	Very low

Data Gathering Procedure

The data gathering procedure for this study began with the researcher securing a recommendation letter from the Dean of the School of Graduates and Professional Studies of PHINMA-Cagayan de Oro College. Once the proposal was approved, the researcher sought permission from the Public Schools District Supervisor of South District, where the study was conducted last January 24, 2025, supported by an official letter from the Schools Division Superintendent.

To collect data, the researcher distributed questionnaires to elementary school teachers in South District, specifically in Camaman-an Elementary School, Camaman-an Elementary School-Macapaya Annex, Indahag Elementary School, Kamakawan Elementary School, Macasandig Elementary School, South City Central School, Taguanao Elementary School, and East City Central School, ensuring that all participants understood the purpose of the study and the importance of their honest feedback. After collecting the completed questionnaires last February 13, 2025, a tally was conducted immediately to organize the data efficiently.

Statistical Treatment of Data

The statistical tools used in the study, including mean, standard deviation, and Pearson Correlation Coefficient, served vital roles in analyzing data related to cooperative learning environments and academic

engagement of learners.

Descriptive statistics such as mean and standard deviation were used to summarize the responses of the respondents on various aspects of the cooperative learning environment and academic engagement of learners. These statistics helped in understanding the general tendencies of the data, such as the average level of academic engagement and the most common cooperative learning practices observed by the teachers.

Pearson's Correlation Coefficient was applied to determine the relationship between the independent variable (cooperative learning environment) and the dependent variable (academic engagement). This test showed whether there was a significant positive or negative correlation between the two variables.

By utilizing these statistical techniques, the study aimed to precisely quantify and understand the relationship between the cooperative learning environment and the academic engagement of learners.

Ethical Consideration

In conducting the study on cooperative learning and the academic engagement of learners, several ethical considerations were prioritized to ensure the integrity of the research process. To safeguard the participants' rights and well-being, ethical permission was obtained from the relevant institutional review boards, including PHINMA-Cagayan de Oro College. With their informed consent, all participating teachers were assured that their rights and privacy would be respected throughout the entire research endeavor. The study demonstrated a commitment to conducting the research appropriately and ethically by placing a strong emphasis on ethical considerations, including informed consent, voluntary participation, and privacy protection.

Additionally, the researcher obtained ethical clearance from the office of the Graduate School of PHINMA-Cagayan de Oro College. This clearance process involved a thorough review and approval of the study's methodologies and protocols to ensure they aligned with ethical standards and safeguarded the rights, confidentiality, and welfare of all participants. The researcher implemented measures to ensure that participants were fully aware of their rights and the nature of the study. By fostering dialogue and maintaining transparency, the research aimed to build trust between participants and researchers, ultimately enhancing the integrity of the study.

5. RESULTS AND DISCUSSION

This section presented the study's data, analyses and interpretation, answering the research questions in the order outlined in Chapter 1. Findings were examined within existing literature, highlighting their significance, implications and correlations. Conclusions synthesized key discoveries with supporting evidence, while recommendations offered insights for future research.

Results

Problem 1. What is the level of the relevance of cooperative learning as perceived by the respondents based on the mutual reliance, individual accountability, face to face interaction, social skills development, group processing and equal participation?

Table 1

Distribution of Respondents' Level of Perceived Relevance of Cooperative Learning Strategy Based on Mutual Reliance

Indicator	Mean	SD	Description
Cooperative learning tasks encourage learners to rely on each other to complete group activities successfully	3.22	0.83	Most of the Time
Cooperative learning activities focus on achieving shared goals through collective effort	3.20	0.83	Most of the Time
A sense of shared responsibility for group success is developed among learners in cooperative learning settings.	3.26	0.86	At All Times
Collaboration in cooperative learning enhances both individual and group outcomes	3.31	0.90	At All Times
Learners recognize that their success in cooperative learning is linked to the success of their peers.	3.15	0.76	Most of the Time
Achievements in cooperative learning are celebrated within the group.	3.11	0.70	Most of the Time
Cooperative learning tasks are designed to require each member's input for successful completion.	3.19	0.81	Most of the Time
Appreciation for each other's contributions is expressed during cooperative learning activities.	3.06	0.66	Most of the Time
Strengths of each learner are recognized and utilized within cooperative learning groups.	3.17	0.78	Most of the Time
Goals and strategies for supporting each other are frequently discussed in cooperative learning groups.	3.21	0.83	Most of the Time
Overall	**3.19**	**0.80**	**Most of the Time**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 1 presents the distribution of respondents' level of perceived relevance of cooperative learning strategy based on **mutual reliance** with an overall mean of **3.19 (SD = 0.80)**, described as **Most of the Time** and interpreted as **High**. This means that the cooperative learning strategy base on mutual reliance as perceived by the respondents are generally high. This implies that the high level of mutual reliance in cooperative learning strategy are an effective variable as perceived by the teacher-respondent. This could mean that the learners usually work together, rely on each other, and share responsibilities when doing group tasks. While not always perfect, cooperation among group members is mostly present.

This reflects that cooperative learning strategies are generally effective in promoting teamwork and shared effort in the classroom.

In a teacher's view, they observed that their learners most of the time rely on one another to complete group task. This implies that learners become more engaged and active in the learning process when they rely on one another to accomplish a common objective. They clarify concepts, ask questions, and share ideas with one another through peer interaction, which deepens their understanding of the lessons.According to Slavin (2020), cooperative learning boosted student motivation and promoted deeper understanding by encouraging peer interaction. They usually show a sense of shared responsibility and contribute to achieving common goals.

The indicator, **Collaboration in cooperative learning enhances both individual and group outcomes** obtained the **highest** mean of **3.31 (SD = 0.90)** described as **At All Times** and interpreted as H**igh**. It means that the respondents constantly perceived collaboration as an essential and effective component of cooperative learning strategy that benefits both individual learners and the group as a whole. This finding implies the utmost level of confidence among learners as perceived by the respondents that collaborative efforts in cooperative learning setting not only enhances the success of the group but also improves the overall academic and personal growth of individual learners. It identifies the mutual reliance through collaboration as a key method for the attainment of collective learning gains and the facilitation of a deeper level of understanding of content.

Collaboration in cooperative learning help each other to succeed in group activities. Working together allows them to share ideas, explain their thoughts, and solve problems as a team. This not only improves each learner's understanding but also helps the whole group perform well. Even the shy learners become more active and confident when they feel supported by their group. Thus, collaboration builds teamwork and boosts learning for everyone involved.

Sharan and Sharan (2021) found that shared responsibility in cooperative learning led to increased learner's engagement and motivation. They discovered that when learners felt responsible for their group's success, they became more engaged in discussions and activities.

In contrast, the indicator, **Appreciation for each other's contributions is expressed during cooperative learning activities** got the **lowest** mean rating of **3.06 (SD = 0.66)**, described as **Most of the Time** and interpreted as **high**. It means that some respondents observed that learners might not always express appreciation for their peers' contributions during cooperative task. This finding implied that, while learners collaborated effectively, they might not always express recognition or gratitude for one another's efforts. The relatively low score on this indicator could be attributed to a variety of factors, including personality differences, cultural norms, and a lack of explicit training in social-emotional learning. Encouraging learners to actively acknowledge and appreciate their peers' contributions might boost motivation and foster a more positive learning environment.

The importance of expressing appreciation to learners can boost their motivation in collaborating group task. Just like when teachers are having reward system as a strategy to convince all learners to participate and engage in class discussions. Failure to express appreciation to learner's effort can reduce the eagerness to participate in their assigned activities. But when learners feel that their efforts are noticed and valued, they become more excited and willing to take part in group work. A simple praise or kind word from the teacher or from the leader can make them feel confident and proud of what they contribute. Showing appreciation helps build a positive classroom environment where learners feel encouraged to do their best.

According to Kagan and Kagan (2021), encouraging appreciation and recognition in cooperative learning groups increased student engagement and emotional well-being. Their findings suggested that learners who felt valued by their peers were more likely to actively participate and develop a positive attitude toward learning.

Table 2

Distribution of Respondents' Level of Perceived Relevance of Cooperative Learning Strategy Based on Individual Accountability

Indicator	Mean	SD	Description
Cooperative learning activities hold each learner accountable for their contributions.	3.19	0.83	Most of the Time
Individual performance within cooperative learning activities is assessed to ensure accountability	3.36	0.94	At All Times
Learners understand that their participation is crucial for the group's success in cooperative learning.	3.27	0.91	At All Times
Opportunities for personal reflection on contributions to cooperative learning tasks are provided.	3.23	0.88	Most of the Time
Specific roles and responsibilities are assigned to learners within cooperative learning groups.	3.20	0.83	Most of the Time
Learners take ownership of assigned tasks in cooperative learning projects.	3.35	0.94	At All Times
Personal goals related to performance in cooperative learning are set by each learner.	3.24	0.89	Most of the Time
Feedback is provided on individual contributions during cooperative learning activities.	3.32	0.93	At All Times
Awareness of the impact of actions on the group's performance is fostered in cooperative learning.	3.45	0.97	At All Times
Self-assessment of contributions within cooperative learning groups is encouraged.	3.12	0.77	Most of the Time
Overall	**3.27**	**0.89**	**At All Times**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 2 presents the distribution of respondents' level of perceived relevance of cooperative learning strategy based on **individual accountability** with an overall mean of **3.27 (SD = 0.89)**, described as **At All Times** and interpreted as **Very High**. This means that individual accountability is practiced at all times and interpreted as very high. This indicates that learners are regularly assessed, given roles, and provided with feedback based on their personal contributions as perceived by the respondents. The learners understand that their participation is important for the success of the group. These findings suggest that learners are not just depending on others but are also responsible for doing their part to help the group succeed.

In the classroom, the teacher practices individual accountability by giving each learner a clear role or task in group activities. The teacher ensures that everyone has a responsibility and is expected to complete their part. Each learner's work is checked, and feedback is given based on their individual effort. During group presentations or projects, the teacher asks questions to assess each learner's understanding of the topic. This approach helps identify who needs more support and motivates learners to take ownership of their learning. In group tasks, a leader of the group acts like a teacher ensuring that every member contributes meaningfully, so the group can succeed as a team while also allowing each member to grow and improve on their own.

This was consistent with research demonstrating the importance of individual accountability in cooperative learning, as it ensured that all group members contributed meaningfully rather than relying on others to complete tasks (Johnson et al., 2020).

Meanwhile, the indicator, **Awareness of the impact of actions on the group's performance is fostered in cooperative learning** obtained the **highest** mean rating of **3.45 (SD = 0.97)** described as **At All Times** and interpreted as **Very High**. This means that learners are always reminded that what they do affects the whole group. They understand that their actions—whether positive or negative—can help or hurt the group's success. Because of this, they try to be more responsible and do their best in group tasks. This helps build teamwork and teaches learners to think beyond just their own work.

To help learners understand how their actions affect group performance, the teacher promotes individual accountability in every group task. The teacher assigns clear roles and responsibilities to each learner, making sure everyone knows what they are expected to contribute. Group rubrics often include both individual and group criteria, so learners are held accountable for their own work while also helping the team succeed. During activities, the teacher monitors progress and provides feedback to remind learners how their efforts impact the group's outcome. When challenges arise or like when someone does not participate, the teacher uses it as a teaching moment to show how one person's actions can affect the whole group.

Additionally, fostering awareness of individual contributions enhanced accountability and promoted self-regulation, which were essential skills in collaborative learning environments (Kirschner & Hendrick, 2020).

On the other hand, the indicator, **Self-assessment of contributions within cooperative learning groups is encouraged** obtained the l**owest** mean rating of **3.12 (SD=0.77)**, described as **Most of the Time** and interpreted as **High**. This means that learners are sometimes given the chance to reflect on what they did and how they helped the group, but not always. While self-assessment is important for helping learners understand their strengths and areas to improve, it may not be regularly practiced. This suggests that while self-assessment is practiced in the classroom, it is not yet fully consistent or strongly emphasized. Learners are not always given enough opportunities to reflect on their own contributions to group tasks.

To strengthen individual accountability, teachers may need to encourage self-assessment more regularly. Doing so can help learners become more responsible, aware, and engaged in cooperative learning. Fostering learners to assess their own contributions can help them become more responsible and active in group work.

During class activities, it is observed that learners are not often given enough chances to reflect on their own contributions in group tasks. They sometimes complete the work without thinking about their role or how to improve. The teacher believes that regular self-assessment can help learners become more responsible and aware of their strengths and weaknesses. A few minutes of reflection after group work can make a big difference in their growth and performance. According to Zimmerman (2020), self-assessment was a critical metacognitive skill that allowed students to monitor their learning and adjust their strategies accordingly. However, some students required more guidance and training in self-assessment techniques to maximize their effectiveness (Panadero & Broadbent, 2021).

Table 3

Distribution of Respondents' Level of Perceived Relevance of Cooperative Learning Strategy Based on Face-to-Face Interaction

Indicator	Mean	SD	Description
Learners engage in direct conversations with peers during cooperative learning activities.	3.07	0.74	Most of the Time
Cooperative learning encourages open discussion of ideas and opinions within groups.	3.11	0.76	Most of the Time
Cooperative learning promotes meaningful dialogue where learners exchange and reflect on ideas	3.18	0.82	Most of the Time
Comfort in expressing thoughts and asking questions is fostered during cooperative learning.	3.29	0.87	At All Times
Structured discussions enhance learner communication within cooperative learning groups.	3.10	0.78	Most of the Time
Active listening is practiced by learners during cooperative learning face-to-face interactions.	3.23	0.85	Most of the Time
A safe environment for sharing differing viewpoints is created in cooperative learning.	3.14	0.78	Most of the Time
A safe and respectful environment is fostered where learners engage in productive debates and share differing viewpoints	3.08	0.76	Most of the Time
Understanding of diverse perspectives is deepened through face-to-face interactions in cooperative learning.	3.16	0.80	Most of the Time

Ice-breaking activities in cooperative learning foster communication among learners.	3.00	0.71	Most of the Time
Overall	**3.14**	**0.79**	**Most of the time**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 3 presents the distribution of respondents' level of perceived relevance of cooperative learning strategy based on **face-to-face interaction** with an overall mean of **3.14 (SD = 0.79)**, described as **Most of the Time** and interpreted as **High.** This means that learners most of the time experience positive face-to-face interaction when doing cooperative learning activities. They often talk with their classmates, share ideas, listen to others, and feel comfortable speaking up. This suggests that cooperative learning in the classroom is helping learners communicate and work well together regularly, but there is still room for improvement to make these interactions happen at all times**.**

As observed, learners often have chances to talk directly with their classmates, share ideas, and listen to one another while working together in groups. Activities such as group discussions, partner tasks, and think-pair-share allow them to express their thoughts, ask questions, and understand different points of view. Most learners feel comfortable and safe when communicating with their peers, which helps build their confidence and improve their communication skills.

Research showed that frequent and meaningful face-to-face interaction in cooperative learning environments increased students' social and academic engagement (Gillies, 2020). Furthermore, structured collaborative discussions encouraged critical thinking, active listening, and confidence in expressing ideas, all of which were necessary for holistic learning (Johnson et al., 2021).

In relation to this, the indicator, **Comfort in expressing thoughts and asking questions is fostered during cooperative learning** obtained the **highest** mean rating of **3.29 (SD = 0.87)** described as **At All Times** and interpreted as **Very High**. This means that learners always feel comfortable sharing their ideas and asking questions during cooperative learning activities. They are not afraid to speak up because the classroom environment makes them feel safe and supported. This shows that the teacher has successfully created a learning space where learners feel free to express themselves without fear of being judged or laughed at. It also suggests that cooperative learning builds learners' confidence and encourages open communication, which is an important part of working well with others.

The comfort in expressing thoughts and asking questions during cooperative learning is very important in the classroom. When learners feel safe to speak, they are more likely to share their ideas, ask questions when they don't understand, and listen to others without fear. This kind of comfort helps learners have deeper conversations**,** where they can talk about their thoughts and explore different opinions. It also helps develop critical thinking, because they learn to explain their answers, ask follow-up questions, and think more carefully about what others are saying. Also, when learners are comfortable, they also build stronger relationships with their classmates. They learn to trust one another, work as a team, and support each other's learning. This creates a positive classroom environment where everyone feels included and valued.

Furthermore, fostering an inquiry culture in cooperative learning boosted learners' confidence and willingness to explore different points of view, which was necessary for critical thinking and problem-

solving (Slavin, 2021).

On the other hand, the indicator, **Ice-breaking activities in cooperative learning foster communication among learners** obtained the **lowest** mean rating of **3.00 (SD = 0.71)** described as **Most of the Time** and interpreted as **High.** This means that ice-breaking activities are used, but not always, to help learners talk and connect with each other. These activities are meant to make learners feel relaxed, especially at the beginning of group work or when working with new classmates. However, since the rating is the lowest among all the indicators, it suggests that ice-breaking activities are not consistently done or may not be as strong in encouraging communication compared to other parts of cooperative learning.

One possible explanation for the low rating of ice-breaking activities is that certain challenges may be affecting their regular use and effectiveness in the classroom. Teachers may have limited time and focus more on the main lesson, leaving little room for ice-breaking. In some cases, ice-breakers might be repeated too often or may not be interesting enough to fully engage the learners. Some learners may also feel shy or are not yet comfortable with their groupmates, making it harder for them to participate. In large classes, it can be difficult for the teacher to manage and guide every group during these activities. Lastly, if ice-breakers are not clearly explained or are not suitable for the learners' age or level, they may not help improve communication. These factors could explain why ice-breaking activities received the lowest rating among the indicators in face-to-face interaction.

Enhancing the use of ice-breaking strategies could further improve the effectiveness of cooperative learning by ensuring that students felt connected and comfortable in their learning groups (Panadero & Broadbent, 2021).

Table 4
Distribution of Respondents' Level of Perceived Relevance of Cooperative LearningStrategy Based on Social Skills Development

Indicator	Mean	SD	Description
Cooperative learning promotes development of social skills like communication and teamwork.	3.44	0.97	At All Times
Conflict resolution skills improve through cooperative learning activities.	3.38	0.93	At All Times
Respect and empathy among learners are fostered during cooperative learning tasks.	3.33	0.90	At All Times
Cooperative learning enhances learners' ability to collaborate with diverse peers.	3.21	0.86	Most of the Time
Active listening skills are practiced within cooperative learning group settings.	3.02	0.81	Most of the Time

Constructive feedback is given by learners to each other during cooperative learning tasks.	3.29	0.87	Most of the Time
Patience and understanding increase among learners through cooperative learning.	3.41	0.95	At All Times
Leadership skills are developed as learners take turns leading discussions in cooperative learning.	3.13	0.84	Most of the Time
Willingness to compromise is observed among learners in cooperative learning projects.	3.07	0.82	Most of the Time
Friendships form as a result of social interactions in cooperative learning groups.	3.17	0.86	Most of the Time
Overall	**3.24**	**0.87**	**Most of the Time**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 4 presents the distribution of respondents' level of perceived relevance of cooperative learning strategy based on **social skills development**, with an overall mean of **3.24 (SD = 0.87)**, described as **Most of the Time** and interpreted as **High**. This means a high level of social skills development among learners. It shows that learners often develop important skills such as communication, teamwork, patience, respect, and empathy during cooperative learning activities. Cooperative learning gives them regular opportunities to interact with others in a positive way, helping them become more confident in sharing ideas, solving problems together, listening actively, and working well with classmates from different backgrounds. Although not all areas reached the level of At All Times, the results still show that cooperative learning strongly supports social growth in the classroom. These interactions help learners understand how to behave in a group, take turns in speaking, and respond kindly even when opinions differ. This also helps reduce classroom conflicts and builds a more supportive and friendly environment where every learner feels heard and included.

Moreover, this result highlights the value of using cooperative learning in the classroom. When learners are given opportunities to work together, they do not only learn the lesson, they also develop positive behaviors. They become more respectful, more patient, and more willing to help and understand others. These social skills are important not just in school, but also in real-life situations. It is important for teachers to create more group activities that allow learners to practice these skills, making the learning process more meaningful, complete, and helpful for their overall growth. With regular group tasks, learners can slowly overcome shyness, improve the way they communicate, and learn how to adjust to others' personalities. Over time, this prepares them to become not just better learners, but also better individuals who can work well with different people in different situations.

Prior studies suggested that when students engaged in cooperative learning, they developed greater self-confidence and an increased ability to navigate complex social interactions (Slavin, 2021). Working closely with peers helps them express their ideas without fear, listen to different opinions, and solve

problems together. This kind of learning builds trust and friendship, which makes learners feel safe and supported. As a result, they become more active in class, more willing to share their thoughts, and more open to learning from others. These positive experiences in group work also help prepare them to handle real-life situations where cooperation, respect, and understanding are needed. This supports the finding that cooperative learning is not only effective for academic tasks but also important for building social and emotional growth in learners.

The indicator, **Cooperative learning promotes development of social skills like communication and teamwork** obtained the **highest** mean rating of **3.44 (SD = 0.97)** described as **At All Times** and interpreted as **Very High**. This means that learners always experience growth in their communication and teamwork skills during cooperative learning activities. It supports the overall interpretation that cooperative learning helps learners develop important social skills. Among all the indicators, this one shows the strongest agreement from the respondents. It reflects that learners regularly talk, share, and work well with others when they are in group tasks.

Moreover, this strong result suggests that communication and teamwork are not only common but also essential outcomes of cooperative learning. When learners are placed in group settings, they are encouraged to speak clearly, listen to their groupmates, and contribute their ideas to solve a task. They learn to take turns, respect each other's opinions, and work toward a common goal. These actions help them build trust and cooperation, which are key to success in both academics and life. Because of these repeated experiences, learners become more confident in speaking and more skilled in working as part of a team. This finding strongly supports the idea that cooperative learning, when used consistently, creates a positive and active learning environment where learners feel involved, valued, and responsible.

Research found that structured cooperative learning environments enhanced students' ability to express their ideas, actively listen, and engage in meaningful discussions, leading to improved overall academic performance (Gillies, 2020). Furthermore, cooperative learning fostered a sense of shared responsibility and accountability, which strengthened team dynamics and encouraged students to work together towards common goals (Panadero & Broadbent, 2021). Given these findings, it was essential for educators to continue integrating cooperative learning strategies that encouraged frequent interaction and effective communication among students.

In contrast, the indicator, **Active listening skills are practiced within cooperative learning group settings** obtained the **lowest** mean rating of **3.02 (SD = 0.81)** described as **Most of the Time** and interpreted as **High.** This means that the respondents saw these particular social skills as less consistently demonstrated by learners throughout cooperative learning activities. Although the skills remained present regularly, the lower ratings suggested that teachers perhaps saw gaps in learners' capacity to fully participate in active listening, to be flexible, or to initiate group discussions, which indicated areas that could benefit from more targeted support and structured opportunities for development.

In the classroom setting, this result shows that while learners often work together and share ideas, some still struggle to fully practice active listening. It can be observed that during group activities, not all learners pay close attention when their groupmates are speaking. Some may interrupt, talk at the same time, or focus only on their own ideas. Others may be shy or unsure how to respond, so they do not always join the discussion or give feedback. This suggests that although communication and teamwork are strong, learners still need more guidance and practice in listening with respect, understanding others' views, and responding thoughtfully. Teachers may need to include simple listening activities, clear group roles, and reminders to help learners improve this skill during cooperative learning tasks.

Studies found that students who listened actively during group work showed better understanding,

Indicator	Mean	SD	Description
Cooperative learning includes regular group reflection on performance after tasks.	3.05	0.73	Most of the Time
Discussions are facilitated to help learners evaluate collaborative efforts in cooperative learning.	3.16	0.82	Most of the Time
Groups identify strengths and areas for improvement after cooperative learning activities.	3.22	0.85	Most of the Time
Learners actively participate in assessing contributions during cooperative learning group processing.	3.40	0.94	At All Times
Time is structured for groups to discuss what worked and what didn't in cooperative learning tasks.	3.32	0.92	At All Times
Goal-setting for future cooperative learning projects is based on past experiences.	3.26	0.86	At All Times
Teamwork skills are improved through reflection sessions in cooperative learning.	3.10	0.78	Most of the Time
Documentation of learning processes occurs within cooperative learning for future reference.	3.23	0.84	Most of the Time
Insights are shared based on cooperative learning experiences.	3.33	0.93	At All Times
Accountability is enhanced as individual roles are openly discussed in cooperative learning.	3.18	0.84	Most of the Time
Overall	**3.23**	**0.85**	**Most of the Time**

empathy, and critical thinking (Topping, 2021). However, issues like distractions and passive participation may have held them back. To help improve active listening, teachers can use structured discussions, reflection activities, and clear instruction on listening skills (Webb et al., 2021)

Table 5

Distribution of Respondents' Level of Perceived Relevance of Cooperative Learning Strategy Based on Group Processing

Legend:3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 5 presents the distribution of respondents' level of perceived relevance of cooperative learning strategy based on **group processing**, with an overall mean of **3.23 (SD = 0.85),** described as **Most of the Time** and interpreted as **High**. This means a high level of group processing in cooperative learning activities. It means that learners are often given chances to reflect on their group work, talk about what went well, and identify what needs to improve. Through group processing, learners can better understand their roles, give feedback to each other, and set goals for future tasks. Although not all indicators reached the highest rating, the results show that reflection and self-evaluation are regular parts of group work. This regular practice of group reflection helps learners become more responsible and aware of their contributions. It also encourages honest communication and builds trust within the group. When learners are allowed to discuss openly, they can correct mistakes and avoid them in the future. It also supports a growth mindset because they see learning as a process of improvement. Teachers play an important role in guiding these reflections by asking simple questions, setting clear goals, and helping learners focus on teamwork and learning, not just results.

More so, this result shows the importance of allowing learners to think about their group experiences. When learners reflect on what they did as a team, they become more aware of how they helped and what they can do better next time. This builds responsibility and teamwork skills. In the classroom, this happens when teachers give time for short group discussions after tasks by asking questions like "What worked well?" or "What needs to improve?" Learners begin to see each other's roles clearly, realize if the work was shared fairly, and suggest ways to improve their collaboration. These moments help them become more thoughtful, fair, and cooperative. Group processing connects action with reflection, helping learners not only improve academically but also grow socially. It creates a classroom environment where learners learn to listen, give feedback, and plan better as a team.

According to research, structured group processing fostered self-awareness, accountability, and continuous learning, which ultimately enhanced both academic and social development (Gillies, 2020). These findings implied that cooperative learning was not only beneficial for knowledge acquisition but also for cultivating reflective practices that improved teamwork and problem-solving abilities. Educators were encouraged to implement structured reflection sessions to reinforce students' ability to assess and refine their cooperative learning experiences (Johnson & Johnson, 2021).

In relation to this, the indicator, **Learners actively participate in assessing contributions during cooperative learning group processing**, obtained the **highest** mean rating of **3.40 (SD = 0.94)** described as **At All Times** and interpreted as **Very High.** This means that the respondents noted learners to be consistently engaged in assessing their own and peers' contributions, instilling accountability and reflection. This consistent engagement of self and peer assessment would probably have made learners more mindful of their role within the group and helped foster critical thinking and teamwork skills. Active participation in assessment encouraged accountability, fostered self-improvement, and ensured that group tasks were equitably distributed. This also implies that learners are regularly involved in evaluating how each member contributes during group work. They are not just completing tasks together but also checking if everyone is doing their part. This shows that group processing is working well in the classroom, as learners are aware of their responsibilities and take part in giving feedback to improve teamwork.

As observed in the results of the study, learners consistently showed active participation in evaluating each member's contributions during cooperative learning group processing. The findings suggest that learners are becoming more responsible and fair in group activities. When they assess each other's contributions, they learn to value teamwork, honesty, and mutual respect. For instance, after

completing a group task, learners may reflect on who contributed to writing, researching, or presenting, helping them recognize that everyone has a role and that group success relies on shared effort.

Studies show that when learners assess their collaboration, they develop greater responsibility and commitment to group success (Slavin, 2021). Self and peer assessments also promote metacognition, helping learners reflect on strengths and areas for growth, which improves learning outcomes (Panadero et al., 2021). This suggests educators should include structured self and peer assessments in cooperative learning to boost engagement and motivation.

On the other hand, the indicator, **Cooperative learning includes regular group reflection on performance after tasks** obtained the **lowest** mean rating of **3.05 (SD = 0.73)** described as **Most of the Time** and interpreted as **High.** This means that while group reflection is practiced frequently in the classroom, it is not consistently done after every cooperative learning task. There may be instances where the class moves on without taking time to discuss and reflect on group performance. This inconsistency can result in missed opportunities for learners to fully understand the effectiveness of their collaboration and to learn from their experiences. Without regular reflection, learners might repeat the same mistakes or overlook ways to improve their teamwork and communication skills.

Further, the study suggests that, within the classroom setting, learners do not consistently engage in reflecting on their cooperative learning experiences after every task. One significant factor contributing to this is the limited time allocated for each subject, which restricts the minutes available for class discussions and reflection. Because teachers must cover a set curriculum within a fixed schedule, they may prioritize moving on to new lessons over spending time on group reflection. As a result, learners may miss valuable opportunities to critically evaluate their group dynamics, recognize individual contributions, and identify areas for improvement. Without these regular reflection sessions, learners are less likely to develop essential skills such as self-assessment, communication, and teamwork.

Research showed that structured reflection sessions improved problem-solving skills, enhanced teamwork, and increased learning retention (Webb et al., 2021). To strengthen group reflection in cooperative learning, educators could implement guided reflection prompts, post-activity discussions, and written self-evaluations to help students critically assess their experiences (Topping, 2021).

Table 6
Distribution of Respondents' Level of Perceived Relevance of Cooperative Learning Strategy Based on Equal Participation

Indicator	Mean	SD	Description
Equal opportunities are provided for all learners to contribute during cooperative learning.	3.57	0.96	At All Times
Strategies are implemented to encourage quieter learners in cooperative learning groups.	3.43	0.93	At All Times
Group dynamics foster an environment of equal voice in cooperative learning.	3.27	0.86	At All Times

Balanced participation is monitored in cooperative learning activities.	3.36	0.90	At All Times
Random selection methods are used to ensure equal voice in cooperative learning discussions.	3.33	0.89	At All Times
Guidelines encourage equitable sharing of ideas in cooperative learning groups.	3.22	0.83	Most of the Time
Comfort in participating, regardless of confidence level, is promoted in cooperative learning.	3.21	0.82	Most of the Time
Peer support enables quieter members to express ideas in cooperative learning settings.	3.03	0.77	Most of the Time
Acknowledgement of every contribution occurs in cooperative learning groups.	3.18	0.84	Most of the time
Participation levels are assessed, with feedback given on inclusivity in cooperative learning.	3.32	0.88	At All Times
Overall	**3.29**	**0.87**	**At All Times**

Legend:3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 6 presents the distribution of respondents' level of perceived relevance of cooperative learning strategy based on **equal participation**, with an overall mean of **3.29 (SD = 0.87)** described as **At All Times** and interpreted as **Very High**. This means that learners often experience a cooperative learning environment where equal participation is actively promoted and practiced. The very high overall rating indicates that teachers place strong emphasis on ensuring that all learners, regardless of their confidence level, are given equal chances to speak and contribute during cooperative tasks. Most indicators show that strategies are consistently used to ensure every learner, including the quieter ones, is given the chance to participate, share ideas, and be heard during group activities. The overall result suggests that teachers regularly implement practices that support fairness and inclusiveness in group work.

In addition, the result of the study shows that teachers understand the importance of involving all learners in group activities. In a classroom setup, this means that even shy or quiet learners are given the chance to speak and share their ideas. When learners see that everyone is treated fairly, they feel more comfortable and willing to join in. This helps create a positive learning environment where learners support each other and learn better together.

The study by Johnson and Johnson (2021), suggested that cooperative learning strategies implemented in classrooms were successful in promoting balanced participation. Educators were encouraged to continue employing techniques such as structured discussions, peer support, and active monitoring to ensure that participation remained equitable.

On the same table, the indicator, **Equal opportunities were provided for all learners to contribute during cooperative learning** obtained the **highest** mean rating of **3.57 (SD = 0.96)** described as **At All Times** and interpreted as **Very High**. This result signifies that respondents perceived the cooperative learning environment as inclusive, where each learner had a fair chance to participate. Ensuring equal participation prevented dominant learners from overshadowing their peers and encouraged quieter learners to engage actively.

Moreover, this very high level of implementation shows that teachers understand the importance of involving all learners in group activities. In a classroom setup, this means that even shy or quiet learners are given the chance to speak and share their ideas. When learners see that everyone is treated fairly, they feel more comfortable and willing to join in. This helps create a positive learning environment where learners support each other and learn better together. The study by Webb et al. (2021) inclusive participation enhanced teamwork and ensured that learning tasks were distributed equitably, benefiting overall group performance. Educators were encouraged to sustain this practice by using techniques such as role assignments, structured turn-taking, and peer mentoring to maximize student engagement in cooperative learning settings.

Conversely, the indicator, **Peer support enabled quieter members to express ideas in cooperative learning settings,** obtained the **lowest** mean rating of **3.03 (SD = 0.77)** described as **Most of the Time** and interpreted as **High.** This meanns that while learners are generally encouraged by their peers to share ideas, there are still situations where quieter individuals may not feel fully supported or confident enough to express themselves. More consistent efforts may be needed to ensure that all learners, especially the quieter ones, feel encouraged to participate in group discussions.

On top of that, this result can be seen in classroom situations where learners have different personalities. Some are naturally outgoing and quick to speak, while others are shy, quiet, or introverted. These quieter learners may feel nervous about sharing their thoughts, especially when they fear being judged or making mistakes. Even when groupmates are kind, the quieter learners might still choose to stay silent if they don't feel completely safe or accepted. Sometimes, the more talkative learners unintentionally take up most of the discussion time, leaving little room for others. If teachers do not guide the group carefully, these quieter learners might be overlooked. This shows that simply placing learners in groups is not enough, there needs to be strong peer support and clear classroom routines that promote equal sharing.

The study by Topping (2021) shows that when students received peer support, they experienced reduced anxiety and increased confidence in sharing ideas. However, without proper facilitation, quieter students might still hesitate to engage. To enhance peer support, educators could implement strategies such as think-pair-share, small-group discussions, and scaffolding techniques that gradually build students' confidence in cooperative learning environments (Panadero et al., 2021). These strategies promote both cognitive and social engagement by encouraging learners to express their thoughts, listen to others, and work together to solve problems. Through structured peer interactions and guided practice, even less vocal students are given safe opportunities to participate, helping them become more active, confident, and involved in the learning process.

Table 7
Summary Distribution of Respondents' Level of Perceived Relevance of Cooperative Learning Strategy

Variable	Mean	SD	Interpretation
Mutual Reliance	3.19	0.80	High
Individual Accountability	3.27	0.89	Very High
Face-to-Face Interaction	3.14	0.79	High
Social Skills Development	3.24	0.87	High
Group Processing	3.23	0.85	High
Equal Participation	3.29	0.87	Very High
Overall	**3.23**	**0.85**	**High**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 7 shows the teachers' level of perceived relevance of cooperative learning strategy, with an overall mean of **3.23 (SD = 0.85)**, interpreted as **High**. This means that most of the time, teachers use cooperative learning strategies in their classrooms. A high level of cooperative learning strategy suggests that teachers often encourage learners to work together, share responsibilities, and support one another during group tasks.

This strategy helps improve communication, teamwork, and understanding among learners. It also shows that teachers value giving each learner a chance to participate, build social skills, and learn from their peers. When cooperative learning is practiced regularly, it can lead to a more engaging and supportive learning environment where learners feel included and motivated to contribute.

Additionally, the findings suggest that teachers are committed to creating cooperative classrooms where learners are actively engaged and work well with others. This can lead to better academic performance, stronger classroom relationships, and more positive attitudes toward learning. Maintaining and improving these strategies can further support inclusive, interactive, and learner-centered education. Future efforts may focus on enhancing the consistency of cooperative practices, especially in areas with slightly lower ratings, to ensure every learner benefits equally from collaborative learning experiences.

The study by Slavin (2021) emphasizes that cooperative learning enhanced student engagement, collaboration, and academic performance when consistently applied. Additionally, the research of Johnson and Johnson (2020) suggests that the effectiveness of cooperative learning depended on structured interactions and clear group dynamics. These insights highlighted the need for sustained efforts to refine cooperative learning strategies to maximize their benefits in educational settings. Supporting these findings, well-planned cooperative activities such as role assignments, clear group goals, and reflection sessions help maintain student focus, ensure equal participation, and strengthen group accountability. When these elements are regularly implemented, learners become more responsible, interact meaningfully, and stay mentally engaged throughout the learning process, leading to improved academic

and social outcomes.

Meanwhile, the variable **Equal Participation** obtained the **highest** mean rating of **3.29 (SD = 0.87),** interpreted as **Very High**. This means that teachers consistently apply strategies that promote fairness and inclusion during cooperative learning activities. It suggests that, most of the time, learners are given equal chances to take part in group discussions and tasks, regardless of their personality or skill level. This also reflects teachers' strong efforts to create a learning environment where everyone feels valued and involved. When all learners are encouraged to contribute, even the quiet or less confident ones gain more courage to participate actively. As a result, group work becomes more meaningful and balanced, helping learners develop confidence, communication skills, and a stronger sense of belonging.

Additionally, this also implies that teachers are making sure every learner has a voice. This helps prevent dominant learners from taking over group work and encourages quieter or more reserved learners to speak up and contribute. When all learners are involved equally, it creates a more balanced and respectful learning environment where everyone feels valued.

According to Gillies (2020), cooperative learning structures that encouraged equal participation resulted in higher levels of student motivation and academic performance. Similarly, a study by Nguyen et al. (2021) found that equal participation helped reduce disparities in student engagement, particularly among those who were less confident in contributing to group discussions. These findings underscored the importance of designing cooperative learning activities that provided equal opportunities for all learners to contribute and benefit from collaborative learning experiences.

On the other hand, the variable **Face-to-Face Interaction** obtained the **lowest** mean rating of **3.14 (SD = 0.79),** interpreted as **High.** This means that while teachers often promote direct interaction among learners during cooperative activities, there may still be times when this strategy is not fully practiced. learners might have occasionally missed opportunities for meaningful dialogue, active listening, or verbal collaboration during group work. As observed, a generally high rating shows that teachers do encourage this kind of interaction, but the fact that it received the lowest score among the variables suggests that it may not always be consistent across all learning situations.

Further, the low mean score in face-to-face interaction suggests that during group activities, learners may not always talk or communicate well with one another. In the classroom, this could mean that some learners stay quiet while others lead, or that tasks are done without much real discussion. This can happen when learners are shy, not confident, or unsure about sharing their ideas. Because of this, they miss chances to explain their thinking, learn from others, or build social skills. The result shows that teachers might need to give more support and clear steps to help all learners speak and listen to each other more during group work.

According to Laal and Ghodsi (2020), face-to-face interactions were essential for effective cooperative learning, as they allowed students to clarify misunderstandings, build stronger relationships, and enhance problem-solving skills. Similarly, research by Rahman et al. (2022) emphasized that while digital tools facilitated collaboration, they should complement not replace physical interactions to maintain engagement and teamwork efficiency. These findings suggested the need for educators to implement strategies that reinforced direct communication, such as structured discussion prompts, role assignments, and active listening activities.

Problem 2. What is the perceived level of learner's level of academic engagement in terms of behavioral, cognitive, emotional, motivational and social?

Table 8
Distribution of Learners' Level of Academic Engagement in Terms of Behavioral

Indicator	Mean	SD	Description
Learners actively participate in classroom discussions and activities as part of academic engagement.	3.15	0.82	Most of the Time
High levels of on-task behavior are observed among learners during academic engagement activities.	3.09	0.78	Most of the Time
Enthusiasm is evident when learners engage academically with peers in collaborative assignments or projects.	3.05	0.74	Most of the Time
Learners support each other to stay focused on tasks during academic engagement activities.	3.20	0.84	Most of the Time
Group activities sustain a high level of engagement and focus on tasks.	3.26	0.86	At All Times
Distractions and off-task behaviors are minimized during academic engagement activities.	3.32	0.92	At All Times
Persistence in overcoming challenges is demonstrated by learners as they engage academically in group projects.	3.30	0.89	At All Times
Learners show a strong commitment to completing tasks efficiently and effectively as part of academic engagement.	3.25	0.84	At All Times
Attendance rates improve when academic engagement opportunities are offered.	3.27	0.87	At All Times
Initiative is taken by learners in leading discussions or guiding peers in academic engagement activities.	3.13	0.80	Most of the Time
Overall	**3.20**	**0.84**	**Most of the time**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 8 presents the distribution of learners' level of academic engagement in terms of **behavioral**, with an overall mean of **3.20 (SD = 0.84)**, described as **Most of the Time** and interpreted as **High**. This means that learners are often engaged in their tasks and show good behavior during academic activities.

Most of the time, they participate in class discussions, stay focused, and show interest in group work and learning tasks. The result suggests that teachers are able to encourage learners to stay on task, work well with others, and commit to completing their activities. However, since the rating did not reach the highest level, there may still be moments when some learners lose focus or are less involved, which shows that continued support and motivation are important to keep learners consistently engaged.

Furthermore, this level of academic engagement means that learners usually pay attention and take part in lessons, but there are times when some may get distracted or less interested. For example, during group work, most learners try to stay focused and help each other, but a few might lose concentration or wait for others to take the lead. This shows that while teachers are successful in encouraging active participation, they may need to use more strategies like setting clear goals, giving frequent reminders, or providing positive feedback to help all learners stay fully involved all the time.

Research by Fredricks et al. (2021) highlighted that students with higher behavioral engagement were more likely to succeed academically due to their consistent participation and focus. Also, Reeve and Cheon (2020) emphasized that classroom structures that supported autonomy and collaboration enhanced behavioral engagement by fostering intrinsic motivation. These insights underscored the need for educators to maintain strategies that supported sustained engagement, such as structured cooperative learning and active learning methodologies.

The indicator, **Distractions and off-task behaviors are minimized during academic engagement activities** obtained the **highest** mean rating of **3.32 (SD = 0.92)**, described as **At All Times** and interpreted as **Very High**. This means that learners are usually focused and not easily distracted during classroom tasks. It shows that teachers are able to manage the class well and create a learning environment where learners can concentrate. When distractions are low, learners are more likely to understand lessons better, finish their work, and take part in activities.

In support of this, during academic engagement in the classroom, learners often stay focused and follow instructions throughout the activities. For example, when doing group work or individual tasks, they remain attentive and avoid talking about unrelated topics or moving around unnecessarily. This shows that teachers set clear rules and keep lessons interesting, which helps maintain learners' attention. As a result, the classroom becomes a calm and organized space where everyone can stay engaged and perform well.

This result is supported by the study of Yellowe and Nwuke (2024) found that managing off-task behavior helps improve learners' academic performance. When distractions are reduced, learners stay more focused and complete tasks better. Likewise, Moffett and Morrison (2021) noted that limiting off-task activities, especially with technology, boosts focus and participation. These findings show that fewer distractions lead to better engagement, productivity, and peer collaboration.

In contrast, the indicator **Enthusiasm is evident when learners engage academically with peers in collaborative assignments or projects,** obtained the **lowest** mean rating of **3.05 (SD = 0.74),** described as **Most of the Time** and interpreted as **High**. While still rated positively, this means that although learners often show interest and energy during collaborative activities, their enthusiasm is not consistently high. Some learners may participate simply because it is required, rather than because they are truly excited or engaged. This suggests that while group work is a regular part of the classroom routine, it does not always spark the same level of motivation or eagerness in all learners.

One possible reason for this, while engaging in academic task, is that not all learners enjoy or feel comfortable working in groups. Some learners may prefer working alone, while others, especially shy or

quiet ones may struggle to express their ideas or connect with peers. This can make group activities feel less exciting or meaningful for them. To improve enthusiasm, teachers may need to create more engaging group tasks, encourage inclusive teamwork, and make sure all learners feel valued and involved.

Ryan and Deci (2020) found that enthusiastic learners are more self-motivated and deeply engaged. Chen et al. (2021) also linked learner enthusiasm in group work to teacher support and interactive strategies. This suggests that using engaging methods like gamified learning, role-based tasks, and learner-led discussions can boost enthusiasm.

Table 9

Distribution of Learners' Level of Academic Engagement in Terms of Cognitive

Indicator	Mean	SD	Description
Learners display critical thinking skills when engaged academically with peers on tasks or projects.	3.19	0.87	Most of the Time
Learners are willing to explore new ideas as part of academic engagement during group discussions and activities.	3.11	0.82	Most of the Time
Academic engagement in group work fosters a deeper understanding of the subject matter.	3.30	0.89	At All Times
Insightful questions are asked by learners, reflecting their academic engagement with the material.	3.29	0.88	At All Times
Real-world applications of learned concepts are demonstrated by learners during academic engagement activities.	3.05	0.79	Most of the Time
Creativity in problem-solving increases when learners engage academically in group settings.	3.03	0.78	Most of the Time
Learners make connections between different subjects as part of academic engagement in discussions.	3.00	0.77	Most of the Time
Academic engagement enhances learners' ability to analyze and synthesize information effectively.	3.24	0.85	Most of the Time
Self-directed learning occurs when learners engage academically in groups by seeking additional resources or information.	3.32	0.91	At All Times
Group discussions lead to improved retention of information as learners engage academically.	3.21	0.84	Most of the Time
Overall	**3.17**	**0.84**	**Most of the Time**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 9 presents the distribution of learners' level of academic engagement in terms of **cognitive**, with an overall mean of **3.17 (SD = 0.84)**, described as **Most of the Time**. and interpreted as **High.** This means that learners often show cognitive engagement during academic activities, particularly when they are involved in group work and discussions. They generally think critically, ask meaningful questions, and are able to make connections between ideas. While not consistently observed at all times, learners frequently demonstrate creativity, problem-solving, and the ability to apply what they learn in real-life situations, indicating a high level of mental involvement in learning tasks.

In addition, this result reflects the learners' active participation in cognitive processes, likely influenced by their school environment. In many classes, teachers promote group activities and discussions, which encourage learners to share ideas, ask questions, and explore concepts more deeply. The use of collaborative learning strategies supports learners in thinking independently and developing their own understanding. Although some learners may still need guidance to become more consistent in applying these skills, the overall cognitive engagement shows that they are regularly involved and mentally present in their learning, especially when supported by a positive and interactive classroom setting.

According to Schunk and DiBenedetto (2021), learners who were highly cognitively engaged demonstrated better problem-solving abilities and knowledge retention. Furthermore, Wang and Eccles (2020) argued that promoting cognitive engagement through structured group activities improved students' ability to effectively analyze and synthesize information. These findings emphasized the significance of active learning strategies, such as inquiry-based learning and cooperative problem-solving, in sustaining students' cognitive engagement and academic performance.

Correspondingly, the indicator, **Self-directed learning occurs when learners engage academically in groups by seeking additional resources or information** received the **highest** mean rating of **3.32 (SD = 0.91)**, described as **At All Times**. and interpreted as **High**. This means that learners consistently take initiative to find more information and resources when they work with others. They do not rely only on what is given by the teacher but show eagerness to explore and learn more on their own, especially during group activities. This also indicates that learners are becoming more independent and curious, showing a deeper interest in understanding the lesson. Their willingness to go beyond what is required helps improve not only their individual knowledge but also their group's overall performance, as they are able to contribute more meaningful ideas and insights during discussions.

Furthermore, this result shows that learners are becoming more independent in their learning, which may be influenced by how learning is done in school. In many classes, group tasks and performance-based activities encourage learners to look for answers, research online, or ask questions from their peers. Since they work together in groups, learners feel more supported and confident to explore additional learning materials.

Research by Zimmerman and Schunk (2020) showed that self-regulated learners achieve more by setting goals, tracking progress, and adjusting strategies. Likewise, Greene et al. (2021) found that cooperative learning supports self-directed learning through peer interaction and collaboration. These studies highlight the value of encouraging strategies like inquiry-based projects, student-led discussions, and independent tasks to boost students' autonomy and thinking skills.

Conversely, the indicator, **Learners make connections between different subjects as part of academic engagement in discussions** received the **lowest** mean rating of **3.00 (SD = 0.77)**, described as **Most of the Time** and interpreted as **High**. This means that while learners often show understanding of the lesson, they may still struggle to relate ideas from one subject to another during discussions. Making cross-subject connections requires higher-order thinking, and not all learners may feel confident or ready to link concepts from different areas.

More so, this result may reflect a learning environment where subjects are taught in isolation, limiting chances for learners to connect concepts across areas. Students might grasp lessons well within a subject but struggle to relate, for instance, science with math or social studies with reading. They may need more guidance and practice to make these connections. Integrative or project-based tasks can help them gradually link ideas across subjects.Supporting this, Darling-Hammond et al. (2020) found that interdisciplinary learning deepens understanding by offering multiple perspectives, while Hattie and Zierer (2021) noted that cross-subject connections boost cognitive flexibility and retention.

Table 10
Distribution of Learners' Level of Academic Engagement in Terms of Emotional

Indicator	Mean	SD	Description
Positive feelings about working collaboratively with peers are expressed by learners as part of their academic engagement.	3.01	0.83	Most of the Time
Academic engagement in group activities fosters a sense of belonging among learners.	3.09	0.79	Most of the Time
A supportive emotional climate is developed among learners through academic engagement in group interactions.	3.21	0.87	Most of the Time
Learners show excitement when sharing successes or challenges faced during academic engagement activities.	3.07	0.91	Most of the Time
Confidence among learners increases as they engage academically with peers.	3.17	0.85	Most of the Time
Positive peer relationships enhance overall morale among learners as part of academic engagement.	3.23	0.84	Most of the Time
Emotional support from peers in academic engagement activities helps reduce anxiety about performance.	3.26	0.87	At All Times

Collaborative projects strengthen emotional connections among classmates, contributing to academic engagement.	3.31	0.88	At All Times
Group activities foster higher levels of satisfaction with the learning experience through academic engagement.	3.48	0.82	At All Times
Learners feel that their contributions are valued by peers, enhancing emotional engagement.	3.09	0.87	Most of the Time
Overall	**3.19**	**0.86**	**Most of the Time**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 10 presents the distribution of learners' level of academic engagement in terms of **emotional**, with an overall mean of **3.19 (SD = 0.86)**, described as **Most of the Time** and interpreted as **High.** This means that learners often show positive emotions when participating in academic activities, especially those involving group work and peer interaction. They generally feel happy, supported, and included during collaborative learning experiences. While not all emotional indicators are at the highest level, the data suggests that learners frequently feel confident, satisfied, and emotionally connected with their peers, which helps create a more encouraging and engaging classroom environment.

In addition, this result reflects the emotional atmosphere in school, where learners are usually encouraged to work with others and build positive relationships. Many classroom activities involve teamwork, where learners can celebrate achievements together, support one another during challenges, and feel that their ideas are heard and appreciated. These shared experiences help reduce stress and increase motivation. Although some learners may still need more time to open up emotionally, especially in group settings, the overall emotional engagement shows that they feel safe and supported most of the time, which is important for their well-being and learning success.

According to Immordino-Yang et al. (2020), emotional engagement significantly influenced students' ability to process and retain information, as emotions were deeply tied to cognitive functions. Similarly, Martin and Collie (2021) found that emotionally supportive learning environments fostered resilience and academic persistence. These findings emphasized the need for educators to cultivate emotionally supportive classrooms through collaborative activities, peer interactions, and recognition of student efforts to sustain high levels of academic engagement.

The indicator, **Group activities foster higher levels of satisfaction with the learning experience through academic engagement** obtained the **highest** mean rating of **3.48 (SD = 0.82)** described as **At All Times** and interpreted as **Very High**. This means that learners consistently feel satisfied and happy when they participate in group activities. Working with peers seems to make learning more enjoyable and meaningful for them. It also shows that learner's value being part of a team where they can share ideas, help one another, and learn together. This strong sense of satisfaction likely encourages them to stay engaged and interested in their lessons.

Further, this result may be influenced by how learning activities are designed in the classroom. Many lessons include group work, games, and collaborative tasks that allow learners to interact and

connect with others. These activities make learning less stressful and more fun, especially when learners feel that they belong and are accepted by their classmates. When learners enjoy what they are doing, they become more motivated and active in class. This sense of enjoyment helps build a positive attitude toward learning and creates a supportive environment where emotional engagement happens naturally.

Research by Fredricks et al. (2021) indicated that cooperative learning structures improved students' emotional well-being and satisfaction by fostering a sense of belonging and shared success. Additionally, Sahlberg and Hasak (2020) emphasized that student-centered learning environments, where collaboration and group work were prioritized, led to greater student satisfaction and improved academic outcomes.

On the other hand, the indicator, **Positive feelings about working collaboratively with peers are expressed by learners as part of their academic engagement** obtained the **lowest** mean rating of **3.01 (SD = 0.83)**, described as **Most of the Time** and interpreted as **High**. This means that while learners generally enjoy working with others, some may still feel unsure or hesitant about group activities. Not all learners may feel fully comfortable expressing positive emotions when collaborating, possibly due to shyness, lack of confidence, or fear of making mistakes in front of their peers. Although they participate, their emotional response to group work is not as strong or consistent as with other indicators.

This result may be related to the different personalities and experiences of learners in the classroom. Some may be more outgoing and enjoy group tasks, while others may prefer working alone or feel nervous when asked to speak or share in front of others. It is also possible that not all groupings work well, especially if there are conflicts or unequal participation. To help improve this area, teachers may need to create more supportive group settings, encourage equal involvement, and build trust among classmates

Research Wentzel and Ramani (2021) found that structured cooperative learning boosted students' willingness to work in groups. Similarly, Johnson et al. (2020) noted that clear roles and teacher guidance fostered a supportive group environment. These suggest that using team-building, conflict resolution, and peer mentoring can improve students' comfort and positive attitudes toward group work.

Table 11
Distribution of Learners' Level of Academic Engagement in Terms of Motivational

Indicator	Mean	SD	Description
Academic engagement in group work increases learners' motivation to learn and participate actively.	3.09	0.82	Most of the Time
Learners are more willing to tackle challenging tasks as part of academic engagement in groups.	3.27	0.82	At All Times
Collaborative learning experiences inspire learners to set higher academic goals, enhancing academic engagement.	3 41	0.85	At All Times
Enthusiasm for learning new concepts is shown by learners when engaging academically with peers.	3.21	0.75	Most of the Time

Peer encouragement boosts motivation levels among learners through academic engagement.	3.38	0.76	At All Times
Learners increase their effort in group tasks when accountable to their peers as part of academic engagement.	3.17	0.81	Most of the Time
Academic engagement in collaborative tasks leads to greater intrinsic motivation among learners.	3.36	0.79	At All Times
Positive feedback from peers enhances learner motivation during academic engagement in group work.	3.26	0.85	At All Times
Friendly competition within groups fosters higher levels of motivation and academic engagement.	3.36	0.79	At All Times
Motivation for learning increases as learners set shared goals for group projects in academic engagement.	3.38	0.77	At All Times
Overall	**3.28**	**0.80**	**At All Times**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 11 presents the distribution of learners' level of academic engagement in terms of **motivational**, with an overall mean of **3.28 (SD = 0.80)**, described as **At All Times** and interpreted as **Very High**. This means that learners consistently show motivation when engaging in academic tasks, especially in group settings. They are often eager to participate, willing to take on challenges, and inspired to set academic goals. The presence of peers seems to boost their effort, energy, and interest in learning. Learners feel encouraged by their classmates, enjoy friendly competition, and respond positively to feedback, all of which contribute to their motivation to perform well and stay focused.

One possible reason for this result is the collaborative and interactive nature of classroom activities. In many schools, learners are given chances to work in teams, share responsibilities, and support each other in reaching group goals. These shared experiences help learners feel more involved and motivated. When learners see that their efforts matter not only for themselves but also for the group, they tend to put in more effort. Peer encouragement, recognition, and shared success also play a big role in building confidence and driving motivation.

The findings aligned with studies emphasizing the significance of collaborative learning in fostering a conducive environment where students were more willing to take on challenges and actively participate in group discussions (Tran et al., 2021). Moreover, studies showed that students involved in cooperative learning demonstrated higher intrinsic motivation than those engaged in traditional learning

methods (Gonzalez & Burke, 2022). The implication was that educational institutions should integrate cooperative learning strategies into the curriculum to sustain students' motivation, particularly in enhancing their academic goals and collaborative efforts.

In relation to this, the indicator, **Collaborative learning experiences inspire learners to set higher academic goals, enhancing academic engagement** obtained the **highest** mean rating of **3.41 (SD = 0.85)** described as **At All Times** and interpreted as **Very High**. This means that learners are consistently motivated to aim higher and improve academically when they are involved in group work. Working with peers pushes them to challenge themselves, learn more, and take greater responsibility for their learning. It also shows that being part of a group encourages learners to think about their future performance and set goals to do better.

Further, this outcome may be influenced by how group activities are practiced in the classroom. When learners see their classmates working hard, sharing ideas, and achieving good results, they feel inspired to do the same. The support and encouragement they receive from peers help build their confidence and push them to set personal learning targets. Group work also makes learning more active and goal-oriented, which keeps learners focused and driven. As a result, learners become more motivated to improve their performance and stay committed to their academic growth.

This finding was consistent with research by Johnson et al. (2020), which found that students involved in cooperative learning tended to exhibit goal-oriented behavior, leading to improved performance and persistence in learning. Furthermore, collaborative learning nurtured self-efficacy and a sense of accomplishment, reinforcing the idea that students who worked together toward shared academic objectives developed resilience and higher aspirations (Chen & Yang, 2021). The implication was that educators should design collaborative activities that challenged students, encouraging them to set and pursue higher learning goals.

On the other hand, the indicator, **Academic engagement in group work increases learners' motivation to learn and participate actively** obtained the **lowest** mean rating of **3.09 (SD = 0.79)** described as **Most of the Time** and interpreted as **High**. This means that while learners are generally motivated during group work, there are times when their participation and interest may not be as strong. Not all learners may feel equally motivated in every group activity, possibly due to unequal roles, lack of interest in the topic, or group dynamics that do not support active involvement.

Additionally, this may happen because some learners feel more comfortable working alone or may not always connect with their group members. In some cases, one or two group members do most of the work, which can make others feel less involved or unmotivated. To improve this, teachers may need to guide learners more during group tasks, clearly assign roles, and ensure equal participation. When every learner feels that they have an important part to play, their motivation to learn and participate actively can improve

Research by Smith et al. (2020) found that group work boosts motivation for most learners, but factors like introversion and learning styles can affect engagement. Lee and Chiu (2022) showed that clear roles and accountability improve motivation and participation. Teachers should use strategies that address diverse needs to keep all students engaged in cooperative learning.

Table 12
Distribution of Learners' Level of Academic Engagement in Terms of Social

Indicator	Mean	SD	Description
Academic engagement in group activities enhances friendships and social networks among learners.	3.16	0.86	Most of the Time
Communication skills are improved among learners through academic engagement in collaborative tasks.	3.26	0.83	At All Times
Academic engagement in group work encourages respectful interactions among diverse learners.	3.21	0.87	Most of the Time
Positive peer relationships are fostered in the classroom through academic engagement in cooperative learning.	3.20	0.91	Most of the Time
Increased collaboration across different social groups is observed as part of academic engagement.	3.03	0.83	Most of the Time
Academic engagement in group settings helps break down social barriers among learners.	3.16	0.83	Most of the Time
Empathy and understanding are enhanced among classmates during academic engagement in group projects.	3.23	0.91	Most of the Time
Social engagement improves as learners appreciate diverse perspectives through academic engagement in teamwork.	3.19	0.88	Most of the Time
Stronger connections are formed as learners navigate challenges together, enhancing social engagement.	3.07	0.82	Most of the Time
Teamwork skills among learners improve through academic engagement in collaborative activities.	3.19	0.87	Most of the Time
Overall	**3.17**	**0.86**	**Most of the Time**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 12 presents the distribution of learners' level of academic engagement in terms of **social**, with an overall mean of **3.17 (SD = 0.86)**, described as **Most of the Time** and interpreted as **High**. This means that learners are often socially engaged during academic tasks, especially when working in groups.

They usually build friendships, show respect for others, and improve their teamwork and communication skills through collaborative activities. Although social engagement is not constant for every learner, the results suggest that most learners experience positive social interactions during academic group work. This also indicates that group tasks provide learners with opportunities to connect with classmates from different backgrounds. Through regular collaboration, learners learn how to listen, cooperate, and value each other's contributions, which strengthens their social interaction in the classroom setting.

Moreover, this result may reflect how classroom environments support social development. At school, learners are often given chances to work together on group tasks where they can share ideas, listen to others, and solve problems as a team. These experiences help them improve not only their academic skills but also their social skills. However, since the rating is not at the highest level, it may also suggest that some learners still face challenges in socializing or adjusting to group dynamics. Teachers can help by encouraging inclusive groupings, promoting respectful communication, and guiding learners in developing empathy and teamwork. When learners feel accepted and connected with their peers, their social engagement can grow even stronger.

Prior studies affirmed that group-based learning environments promoted social competence, reduced social barriers, and created inclusive classroom settings (Johnson & Johnson, 2021). Furthermore, cooperative learning was found to cultivate empathy, understanding, and appreciation of diverse perspectives, which were crucial for holistic development (Kagan, 2022). These findings implied that educators should continuously incorporate structured group activities that encouraged meaningful social engagement, fostering both academic success and social well-being.

In connection with this, the indicator **, Communication skills are improved among learners through academic engagement in collaborative tasks** received the **highest** mean rating of **3.26 (SD = 0.83)**, described as **At All Times** and interpreted as **High**. This means that learners consistently develop and enhance their communication abilities when working together in group activities. It shows that through regular collaboration, learners are able to express their ideas clearly, listen to others, and interact effectively. This improvement in communication plays an important role in helping learners participate actively and work well with their peers.

Furthermore, this can be seen in the school setting where learners often take part in group projects and discussions. These activities encourage learners to speak up, share their thoughts, and practice active listening. As learners communicate more with their classmates, they become more confident in expressing themselves and understanding different viewpoints. This constant practice helps build stronger communication skills that are useful not only in school but also in everyday life. With continued support and opportunities for interaction, learners are likely to improve even further in their social and academic engagement.

The results aligned with the findings of Vygotsky's Social Development Theory, which posited that learning was a social process and that communication was a fundamental element in cognitive development (Tomasello, 2020). Additionally, recent research by Gillies (2021) affirmed that students engaged in cooperative learning exhibited improved verbal and non-verbal communication skills, which were transferable to real-world scenarios. The implication of this finding was that educators should integrate structured communication-based activities, such as group discussions, presentations, and collaborative problem-solving, to enhance students' communicative competence.

Conversely, the indicator **Increased collaboration across different social groups is observed as part of academic engagement** obtained the **lowest** mean rating of **3.03 (SD = 0.83)**, described as **Most**

of the Time and interpreted as **High**. This means that while learners generally work together during academic activities, collaboration between different social groups happens less frequently compared to other social engagement areas. It indicates that learners may tend to stay within familiar groups, limiting opportunities to interact with peers from different backgrounds or social circles.

This situation may be influenced by the natural comfort zones learners develop at school. Learners often prefer working with classmates they know well, which can make it harder to build connections across diverse groups. Sometimes, differences in interests, culture, or personality can also affect how learners collaborate. To encourage wider interaction, teachers might create activities that mix learners from different groups and promote inclusive teamwork. By doing so, learners can develop a greater understanding and appreciation of diversity, helping to strengthen their social engagement overall.

Studies indicated that diverse group collaboration could sometimes be hindered by pre-existing social barriers, requiring deliberate strategies to promote inclusivity (Slavin, 2020). Furthermore, research by Durlak et al. (2021) emphasized the need for structured interventions to ensure that cooperative learning led to meaningful cross-group interactions, breaking down social barriers in classrooms. The implication was that teachers should implement diverse grouping strategies, encourage inclusivity, and foster an environment where students felt comfortable collaborating with peers outside their usual social circles.

Table 13
Summary Distribution of Learners' Level of Academic Engagement

Variable	Mean	SD	Interpretation
Behavioral	3.20	0.84	High
Cognitive	3.17	0.84	High
Emotional	3.19	0.86	High
Motivational	3.28	0.80	Very High
Social	3.17	0.86	High
Overall	**3.20**	**0.84**	**High**

Legend: 3.25-4.00 At All Times / Very High 1.75-2.44 Sometimes / Low
2.45-3.24 Most of the Time / High 1.00-1.74 Never / Very Low

Table 13 presents the distribution of summary distribution of learners' level of academic engagement, with an overall mean of **3.20 (SD = 0.84)**, interpreted as **High**. This means that the learners were academically engaged most of the time in various aspects such as behavioral, cognitive, emotional, motivational, and social engagement. Among these, motivational engagement was rated the highest, with a mean of 3.28, described as Very High, indicating that learners were consistently driven to participate in learning activities. The consistently high ratings across all aspects suggest that learners are not only active participants in class but also show interest in understanding lessons, managing their emotions during academic tasks, and building positive relationships with peers while learning.

This result may reflect the supportive and structured learning environment at school. Most learners

are observed to be attentive during lessons, eager to participate in class activities, and interested in learning new things. Their motivation to learn could be influenced by the efforts of teachers in making lessons engaging, as well as the presence of encouragement from classmates and school programs. The school may also provide opportunities such as group activities, oral recitations, and reward systems that help learners stay motivated and feel recognized for their efforts. In addition, learners may feel emotionally supported and socially accepted, allowing them to express themselves and collaborate with others comfortably. Despite some challenges such as limited resources or distractions, learners generally show a strong willingness to stay focused and do their best in class. This high level of academic engagement suggests that the learners are on a good path toward improving their performance and building positive learning habits.

Several studies emphasized the positive relationship between cooperative learning strategy and academic engagement. For instance, a study by Johnson and Johnson (2021) found that cooperative learning significantly enhanced student engagement, motivation, and academic performance. Similarly, research by Slavin (2022) highlighted that cooperative learning structures improved student involvement by fostering peer interaction and collaborative problem-solving.

Among the variables, **motivational engagement** obtained the **highest** mean rating of **3.28 (SD = 0.80)**, interpreted as **Very High**. This means that the learners are highly motivated to learn and participate in classroom activities. They show strong interest, eagerness, and determination to accomplish academic tasks and overcome challenges. A very high level of motivation indicates that learners are likely to put in consistent effort, set learning goals, and stay engaged in their schoolwork even when tasks are difficult. This also reflects their positive attitude toward learning, their willingness to improve, and their belief in their own ability to succeed. When learners are motivated, they tend to take responsibility for their learning, ask questions, and seek help when needed, which leads to better academic outcomes and personal growth.

In addition, this result may be influenced by the positive learning environment and the teaching strategies used in the classroom. Learners are often encouraged by their teachers, praised for their efforts, and given meaningful tasks that spark their curiosity. Activities that involve interaction, rewards, and recognition help boost their desire to do well. Many learners may also be inspired by their classmates, creating a sense of healthy competition and teamwork. Classroom routines and expectations may also play a role, as consistent guidance helps learners stay on track and maintain their motivation. Even when resources are limited, motivated learners tend to make the most out of what is available. This strong motivation plays a big role in helping them stay focused, confident, and committed to learning, which can lead to long-term academic success.

Recent research supported the idea that motivation played a critical role in academic engagement. According to Ryan and Deci (2020), self-determination theory posited that students who experienced autonomy, competence, and relatedness in learning environments tended to have higher intrinsic motivation. Furthermore, a study by Wentzel and Miele (2021) found that cooperative learning positively influenced students' motivation by enhancing peer interactions and creating a supportive learning atmosphere. These findings supported the notion that maintaining a high level of motivational engagement could significantly improve academic success.

In contrast, the variables cognitive and social both obtained the **lowest** mean rating. Cognitive obtained a mean rating of **3.17 (SD = 84)** and social obtained a mean rating of **3.17 (SD = 86)** both interpreted as **High.** This meansthat while learners are engaged most of the time in thinking and

understanding lessons (cognitive), as well as interacting and cooperating with peers (social), these areas are slightly less developed compared to others such as motivation. For cognitive engagement, learners may sometimes struggle to fully understand or apply what they learn, especially when lessons are complex or require deeper thinking. For social engagement, although learners are generally able to work with others, there may still be moments of hesitation, lack of cooperation, or limited interaction with classmates during group activities or discussions.

These results may reflect common situations observed in school. In terms of cognitive engagement, some learners may have difficulty focusing during long lessons, especially if the topics are challenging or if they lack prior knowledge. They may also need more support in understanding abstract concepts or in applying their learning to real-life situations. This could be due to limited resources, distractions in the classroom, or differences in learning pace. In terms of social engagement, some learners may be shy, less confident, or unsure how to communicate their ideas with others. Group work can be challenging when learners are not used to sharing roles or listening to each other. Classroom seating arrangements, personality differences, or a lack of trust between peers may also affect how well learners interact. To address these, teachers can use more cooperative activities and give learners more chances to talk, share, and solve problems together. At the same time, lessons can include tasks that help improve thinking and reasoning skills, allowing learners to gradually strengthen both their cognitive and social engagement.

Research shows that cooperative learning's effect on cognitive and social engagement depends on how it is designed and implemented. Kirschner, Sweller, and Clark (2020) explained that poorly structured tasks can overload students' cognitive capacity. Mercer and Howe (2021) stressed that teachers must actively guide social interactions to ensure meaningful, fair participation. These findings suggest educators should use well-structured cooperative learning that balances cognitive challenges and promotes meaningful social engagement.

Problem 3. Is there a significant relationship between the respondents perceived cooperative learning and learner's academic engagement?

Table 14

Result of the Test on Relationship Between Respondents' Perception on Cooperative Learning Strategy and Learner's Academic Engagement

Learner's Academic Engagement	**Respondents' Perception on Cooperative Learning**						
	Mutual Reliance	Individual Accounta-bility	Face to Face Interaction	Social Skills Development	Group Processing	Equal Participation	Overall
	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation	r-value p-value Interpretation
Behavioral	0.7498 0.0108 S	0.7098 0.0301 S	0.6430 0.0107 S	0.6239 0.0320 S	0.3860 0.1860 NS	0.9850 0.0108 S	**0.6829** **0.0467** **S**

Cognitive	0.3650	0.7327	0.5390	0.9408	0.4230	0.3720	**0.5621**
	0.0308	0.7320	0.0305	0.0105	0.1096	0.0307	**0.0574**
	S	NS	S	S	NS	S	**NS**
Emotional	0.5320	0.7325	0.6208	0.4528	0.9307	0.6308	**0.6499**
	0.0307	0.1609	0.0307	0.0206	0.0176	0.0105	**0.0452**
	S	NS	S	S	S	S	**S**
Motivation	0.6945	0.7096	0.5309	0.6320	0.8054	0.6480	**0.6701**
al	0.0208	0.0165	0.0160	0.0306	0.0306	0.0204	**0.0225**
	S	S	S	S	S	S	**S**
Social	0.6369	0.6432	0.6098	0.8530	0.3764	0.5430	**0.6104**
	0.1609	0.1065	0.0307	0.0195	0.1087	0.0302	**0.0761**
	NS	NS	S	S	NS	S	**NS**

Legend: S - Significant NS - Not Significant

Table 14 shows the results of the test on the significant relationship between the respondents' perception of cooperative learning strategy and learners' academic engagement. Overall, the results reveal a significant relationship between cooperative learning and learners' academic engagement, as indicated by several r-values and probability values less than the 0.05 level of significance. This led to the rejection of the null hypothesis. In most cases, suggesting that the way teachers perceive and implement cooperative learning strategies could influence how actively and meaningfully learners engage in class activities.

More specifically, the results show that **behavioral**, **emotional**, and **motivational** engagement all have a significant relationship with most variables of cooperative learning strategies. This means that when cooperative learning is applied effectively through mutual reliance, equal participation, and face-to-face interaction learners tend to display more constructive behaviors, manage their emotions better, and remain motivated in their schoolwork.

Cooperative learning plays a vital role in strengthening these key areas of engagement. Learners are more likely to follow routines, stay on task, and participate actively when they work in structured group activities, as these promote accountability and shared responsibility, leading to improve focus and classroom behavior. Emotionally, peer interaction and support foster a sense of belonging and emotional safety, which can boost learners' confidence and reduce anxiety. Notably, motivational engagement showed the strongest and most consistent significant relationship with cooperative learning components, indicating that learners become more driven when they have clear roles, work in teams, and feel that their contributions matter. This type of engagement is crucial for academic success, helping learners remain committed and resilient even when faced with academic challenges.

These findings aligned with contemporary educational research on cooperative learning strategy and student engagement. Johnson and Johnson (2021) emphasized that cooperative learning enhanced engagement by fostering interdependence and accountability, while Slavin (2022) found that students who collaborated in structured groups demonstrated higher motivation and better academic performance.

Conversely, the variables cognitive and social engagement showed no significant relationship with certain variables of cooperative learning strategies. For cognitive engagement, there was no significant correlation with individual accountability ($r = 0.7327$, $p = 0.7320$) and group processing ($r = 0.4230$, $p = 0.1096$). Similarly, social engagement showed no significant relationship with mutual reliance ($p = 0.1609$), individual accountability ($p = 0.1065$), group processing ($p = 0.1087$), and overall cooperative

learning (p = 0.0761). These results indicate that certain cooperative learning strategies may not strongly influence how deeply learners think about what they are learning (cognitive) or how they interact and build relationships with peers (social), at least in the way these strategies are currently applied.

In real-life school settings, these findings may be linked to how group activities are structured and facilitated. For example, cognitive engagement requires learners to reflect, analyze, and apply what they've learned. If group work is focused more on completing tasks quickly rather than on discussing ideas or solving problems together, learners may not be mentally challenged or engaged in deeper thinking. Also, if individual roles are not clearly assigned or monitored, some learners may not feel the need to think critically or contribute meaningfully, leading to weaker cognitive engagement.

Regarding social engagement, not all learners naturally benefit from group work. Some may feel left out due to shyness, language barriers, or group dynamics that favor more outspoken peers. If cooperative activities don't ensure equal participation and social inclusion, some learners might struggle to build positive peer relationships during these tasks. Additionally, learners might already have established social bonds outside of the classroom—in their neighborhood, families, or church groups—which may have a stronger influence on their social development than in-class cooperative work.

These insights highlight the need for teachers to go beyond simply assigning group work. To strengthen cognitive and social engagement, cooperative learning must be designed to encourage active thinking, inclusive discussion, and equal participation. Structured roles, guided reflection, and teacher facilitation are essential in making sure that all learners, not just the confident or high-performing ones, benefit from the learning process.

The significance of these findings was further supported by recent literature. Gillies (2021) emphasized that structured cooperative learning strategies led to increased student participation and sustained engagement, reinforcing the study's findings on behavioral engagement. Similarly, Ryan and Deci (2020) highlighted that intrinsic motivation was key to emotional engagement, which aligned with the strong correlation between group processing and students' emotional investment in learning. Meanwhile, Wentzel and Miele (2021) discussed how social engagement was highly dependent on structured teacher facilitation, echoing the need for explicit strategies to foster meaningful student interactions. Ultimately, these findings suggested that cooperative learning was a powerful tool for enhancing student engagement, but its effectiveness depended on proper implementation, teacher guidance, and instructional design.

6. Discussion

The relevance of cooperative learning strategy to academic engagement is clearly demonstrated in the findings of this study. Cooperative learning plays an important role in improving how learners participate and connect with their lessons. The results show that when teachers effectively use strategies like group work, shared responsibilities, and face-to-face interaction, learners become more behaviorally, emotionally, and motivationally engaged in class. These types of engagement help learners stay on task, feel more confident, and become eager to learn. A cooperative learning environment encourages learners to work as a team, take ownership of their tasks, and contribute meaningfully to class activities.

However, not all aspects of academic engagement showed a strong connection to cooperative learning. In particular, cognitive and social engagement did not show significant relationships with some parts of the cooperative strategy. This means that while group work may increase participation and motivation, it may not always help learners think more deeply or improve how they relate to others in a

classroom setting. In real school situations, this could happen when group tasks are not clearly structured or when some learners dominate while others stay quiet. It highlights the need for teachers to guide group activities more carefully—giving clear roles, encouraging equal participation, and making sure each learner understands the lesson.

In addition, motivational engagement had the strongest and most consistent connection with all areas of cooperative learning. This shows that learners are more determined and enthusiastic when they feel supported by their peers and know their contributions matter. Being part of a team helps them feel valued and gives them a reason to try harder. This kind of motivation is key to helping learners succeed, especially in large public school classrooms where learners may often feel overlooked or discouraged.

Overall, the study supports the importance of using cooperative learning to improve classroom engagement. Teachers play a vital role in making sure these strategies are applied properly and meaningfully. To further improve learning outcomes, schools should support teachers with training in group management, inclusive strategies, and ways to promote critical thinking during cooperative tasks. By doing so, the academic engagement of learners can be strengthened, leading to a more active, inclusive, and effective learning environment. The relevance of cooperative learning strategy to academic engagement, therefore, lies in its potential to make learning more meaningful and connected—for both learners and teachers.

7. Conclusion

The study concludes that among the different variables of cooperative learning strategies, equal participation got the highest mean rating, showing its strong influence in encouraging learners to take part actively and fairly in group activities. While in the academic engagement, motivational engagement got the highest mean rating, highlighting its key role in keeping learners driven, interested, and willing to overcome challenges during classroom tasks. Furthermore, there is a significant relationship between cooperative learning strategy and academic engagement particularly in behavioral, emotional and motivational. However, there are variables in cooperative learning strategy that has no significant relationship in the academic engagement of learners like cognitive ad social.

8. Recommendations

Based on the study's findings, the following recommendations are proposed to address areas with the lowest mean scores and enhance the effectiveness of cooperative learning strategy and academic engagement:

1. School Heads are encouraged to strengthen face-to-face interaction in cooperative learning by conducting regular trainings, seminars, and LAC sessions that focus on direct student communication and collaboration. Since face-to-face interaction promotes mutual learning and the development of interpersonal skills, these programs should include activities like ice-breakers, group tasks, and communication exercises such as active listening, respectful turn-taking, and giving feedback to help students work better together.

2. Teachers should promote both cognitive and social engagement by designing learning activities that require learners to think deeply and work together. Cognitive engagement involves the mental effort learners use to understand lessons, solve problems, and focus on tasks, while social engagement includes how they interact, communicate, and support each other during learning. To strengthen these, teachers can use group projects, peer discussions, and problem-solving tasks that encourage learners to share ideas, ask questions, and help one another while actively thinking about the lesson content.

3. The future researchers, needs to conduct a study in other schools to validate the findings across

different settings. Expanding the scope will provide deeper insights into how cooperative learning strategies impact academic engagement and identify best practices for diverse classroom environments.

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APPENDIX A

CO – AUTHORSHIP FORM

PHINMA Cagayan de Oro City
URSSC Research Technical Committee
Carmen, Cagayan de Oro City

RESEARCH CO – AUTHORSHIP CERTIFICATION FORM

This is to certify that I have agreed to be the co–author of the study "**RELEVANCE OF COOPERATIVE LEARNING STRATEGY TO LEARNERS ACADEMIC ENGAGEMENT**"" proposed by **Analyn B. Pajaron**.

GINA F. LABITAD, PhD
Name and Signature of co–author and date signed

This form should be part of the attachment to the protocol which will be submitted to URSSC Research Technical Committee and to any for that contains research reported in co-authored work that has been published, accepted for publication, or submitted for publication. Completed forms should be included at the front (after the Abstract) of each copy of the research submitted for examination and library.

APPENDIX B
PROPOSED PAPER APPROVAL FORM

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

RELEVANCE OF COOPERATIVE LEARNING STRATEGY TO LEARNERS ACADEMIC ENGAGEMENT

ANALYN BANDIALA - PAJARON
(Name of Researcher)

GINA F. LABITAD, PhD
(Name of Adviser and Signature)
Co-Author

PROPOSED PAPER: APPROVED

Dr. Braziel L. Ongcachuy
Dean, SGPS

Dr. Gerlinda G. Corpuz
Chairperson, URSSC Research Technical Committee

APPENDIX C

SAMPLE RESEARCH INFORMED CONSENT

Title of the Study

RELEVANCE OF COOPERATIVE LEARNING STRATEGY TO LEARNERS ACADEMIC ENGAGEMENT

RESEARCHER INFORMATION

Name: ANALYN B. PAJARON
Station: CAMAMAN-AN ELEMENTARY SCHOOL
Contact Details: 09058331041/ ab. pajaron@gmail.com

PURPOSE OF THE STUDY

You are invited to participate in a research study that aims to explore the impact of the Child-Friendly School Program on the overall school climate in elementary schools. The assessment of the Child-Friendly School Program aims to evaluate its level of implementation in several key areas, including effectiveness, inclusiveness, conduciveness, the provision of a caring and protective environment, and democratic participation within the school community. Additionally, this evaluation will focus on the current state of the school climate by examining the pro-social behavior exhibited by teachers, the socio-emotional development of learners, and the support and responsiveness of school administrators. Furthermore, the study seeks to determine whether there is a significant relationship between the Child-Friendly School Program and the overall school climate in elementary schools.

PROCEDURES

You will be asked to complete a questionnaire. The questionnaire will involve questions about teachers' well-being and classroom dynamics. Your responses will be recorded for research purposes only.

RISKS AND BENEFITS

Participation in this study does not involve any known risks beyond those typically encountered in daily life. By participating, you contribute valuable insights that can inform the improvement of research development plans for educators. Your perspectives may also benefit your own professional growth in research.

CONFIDENTIALITY AND PRIVACY OF DATA

Every piece of information we learn about you as a consequence of this study will be kept secure and completely private. The researcher has made it clear that all data collection, storage, and publication related to this research study will be done in a way that respects confidentiality, privacy, and anonymity both before and after those processes. For a period of 10 years after the study is finished, all data produced during the research study will be appropriately maintained in paper or electronic form. Thank you for carefully reading the information in this form and for your voluntary participation in this survey.

VOLUNTARY PARTICIPATION

Your participation in this study is entirely voluntary. You have the right to refuse to participate or withdraw from the study at any time without penalty or consequence. By signing below, you indicate that you have read and understood the information provided above and that you voluntarily consent to participate in this research study.

CONSENT

By signing this permission form, I certify that I have read the instructions, understand them, and had the opportunity to ask questions. I understand very well that participation in this activity is entirely optional and that I am free to decline for any reason and without incurring any fees. I am completely aware of this. I voluntarily agree to take part in this study.

Signature _____ Date 02.24.25

APPENDIX D

CERTIFICATE OF CONTENT VALIDITY

CAGAYAN DE ORO COLLEGE
PHINMA EDUCATION

PHINMA CAGAYAN DE ORO COLLEGE
SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

CERTIFICATE OF CONTENT VALIDITY OF QUESTIONNAIRE

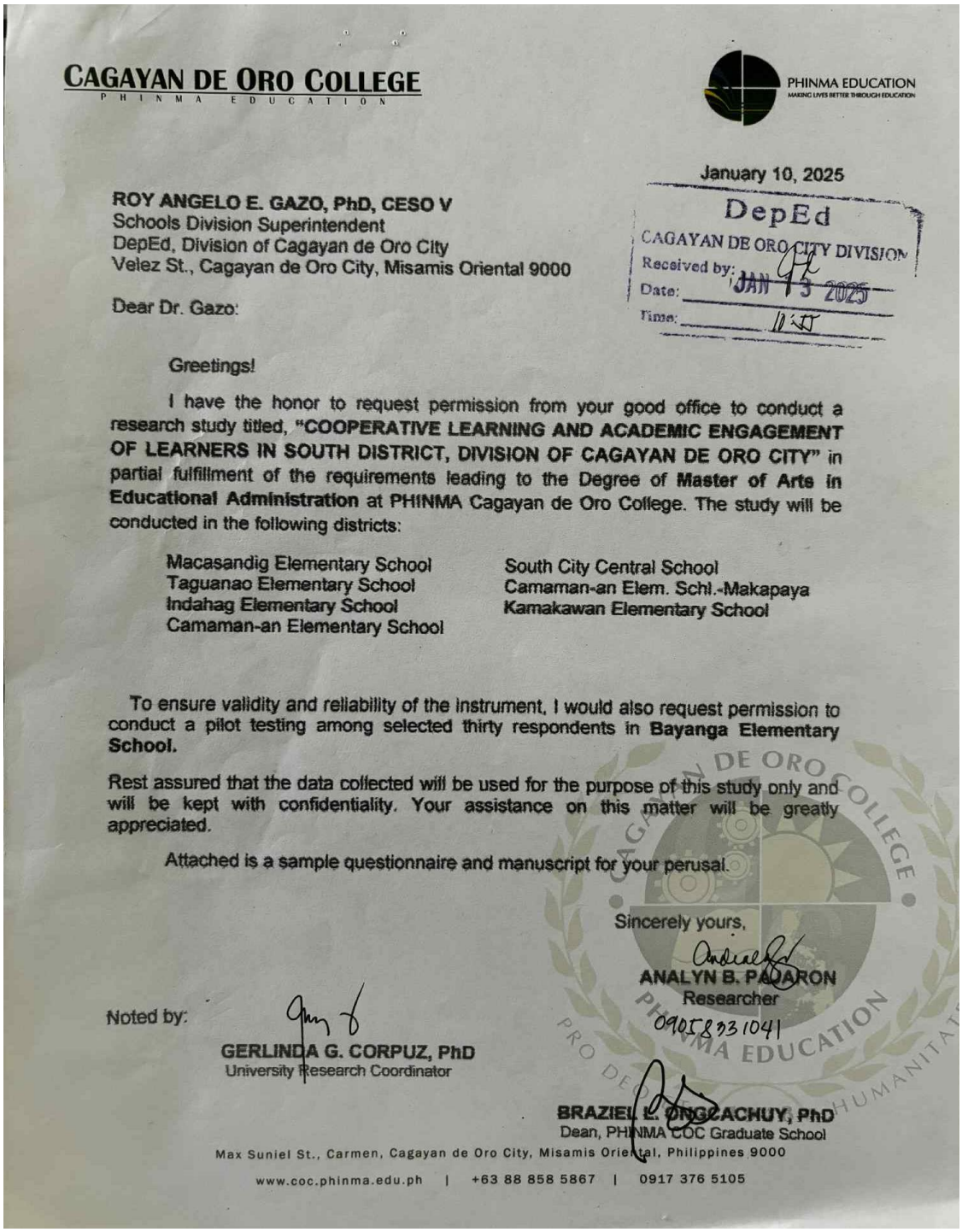
This is to certify that I have reviewed, analyzed and evaluated the content of the researcher-made questionnaires for the validity of the dissertation/thesis **"COOPERATIVE LEARNING AND ACADEMIC ENGAGEMENT IN SOUTH DISTRICT DIVISION OF CAGAYAN DE ORO CITY."** The final integrated instrument was further examined and evaluated.

EMMA A. ZALSOS, PhD.
Signature over Printed Name of Expert

November 24, 2024
Date

APPENDIX E

PERMIT TO CONDUCT STUDY



CAGAYAN DE ORO COLLEGE
PHINMA EDUCATION

PHINMA EDUCATION
MAKING LIVES BETTER THROUGH EDUCATION

January 10, 2025

DepEd
CAGAYAN DE ORO CITY DIVISION
Received by:
Date: JAN 13 2025
Time:

ROY ANGELO E. GAZO, PhD, CESO V
Schools Division Superintendent
DepEd, Division of Cagayan de Oro City
Velez St., Cagayan de Oro City, Misamis Oriental 9000

Dear Dr. Gazo:

Greetings!

I have the honor to request permission from your good office to conduct a research study titled, **"COOPERATIVE LEARNING AND ACADEMIC ENGAGEMENT OF LEARNERS IN SOUTH DISTRICT, DIVISION OF CAGAYAN DE ORO CITY"** in partial fulfillment of the requirements leading to the Degree of **Master of Arts in Educational Administration** at PHINMA Cagayan de Oro College. The study will be conducted in the following districts:

Macasandig Elementary School
Taguanao Elementary School
Indahag Elementary School
Camaman-an Elementary School
South City Central School
Camaman-an Elem. Schl.-Makapaya
Kamakawan Elementary School

To ensure validity and reliability of the instrument, I would also request permission to conduct a pilot testing among selected thirty respondents in **Bayanga Elementary School.**

Rest assured that the data collected will be used for the purpose of this study only and will be kept with confidentiality. Your assistance on this matter will be greatly appreciated.

Attached is a sample questionnaire and manuscript for your perusal.

Sincerely yours,

ANALYN B. PADARON
Researcher
09051931041

Noted by:

GERLINDA G. CORPUZ, PhD
University Research Coordinator

BRAZIEL L. ONGCACHUY, PhD
Dean, PHINMA COC Graduate School

Max Suniel St., Carmen, Cagayan de Oro City, Misamis Oriental, Philippines 9000
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APPENDIX F

REPONDENTS OF THE STUDY

Coding Of Schools

School Code	School
School A	Camaman-an Elementary School
School B	Camaman-an Elementary School – Macapaya Annex
School C	Indahag Elementary School
School D	Kamakawan Elementary School
School E	Macasandig Elementary School
School F	South City central School
School G	Taguanao Elementary School

APPENDIX G

LETTER AND QUESTIONNAIRE TO RESPONDENTS

Dear Respondent,

Thank you for participating in this survey. Your input is invaluable for our research on cooperative learning environment and academic engagement of learners as perceived by elementary teachers. As you go through each question, take your time to understand what is being asked. Your responses should reflect your true feelings and experiences as a teacher regarding the effectiveness, inclusiveness, democratic participation, and safety of the school environment and the teachers' pro-social behavior, child socio-emotional development, and stakeholders' engagement. Choose the option that feels most accurate to you.

Sincerely,

Analyn B. Pajaron
Researcher

Name (Optional): _____
School: _____

Part I. Cooperative Learning Strategy

Direction: Please rate by ticking (✓) the cell which corresponds to your experiences in the teachers training

using the following scale.

Legend: 4 – At All Times 2 - Sometimes
3 – Most of the Time 1 – Never

Part I. Cooperative Learning Strategy

A. Mutual Reliance

No.	**Indicator**	**4**	**3**	**2**	**1**
1.	Cooperative learning tasks encourage learners to rely on each other to complete group activities successfully.				
2.	Cooperative learning activities support learners in achieving shared goals together.				
3.	A sense of shared responsibility for group success is developed among learners in cooperative learning settings.				
4.	Collaboration in cooperative learning enhances outcomes for the entire group.				
5.	Learners recognize that their success in cooperative learning is linked to the success of their peers.				
6.	Achievements in cooperative learning are celebrated within the group.				
7.	Cooperative learning tasks are designed to require each member's input for successful completion.				
8.	Appreciation for each other's contributions is expressed during cooperative learning activities.				
9.	Strengths of each learner are recognized and utilized within cooperative learning groups.				
10.	Goals and strategies for supporting each other are frequently discussed in cooperative learning groups.				

B. Individual Accountability

No.	**Indicator**	**4**	**3**	**2**	**1**
1.	Cooperative learning activities hold each learner accountable for their contributions.				
2.	Individual performance is assessed within cooperative learning activities.				
3.	Learners understand that their participation is crucial for the group's success in cooperative learning.				
4.	Opportunities for personal reflection on contributions to cooperative learning tasks are provided.				

5.	Specific roles and responsibilities are assigned to learners within cooperative learning groups.				
6.	Learners take ownership of assigned tasks in cooperative learning projects.				
7.	Personal goals related to performance in cooperative learning are set by each learner.				
8.	Feedback is provided on individual contributions during cooperative learning activities.				
9.	Awareness of the impact of actions on the group's performance is fostered in cooperative learning.				
10.	Self-assessment of contributions within cooperative learning groups is encouraged.				

C. Face-to-Face Interaction

No.	**Indicator**	**4**	**3**	**2**	**1**
1.	Learners engage in direct conversations with peers during cooperative learning activities.				
2.	Cooperative learning encourages open discussion of ideas and opinions within groups.				
3.	Meaningful dialogue occurs among learners in cooperative learning group activities.				
4.	Comfort in expressing thoughts and asking questions is fostered during cooperative learning.				
5.	Structured discussions enhance learner communication within cooperative learning groups.				
6.	Active listening is practiced by learners during cooperative learning face-to-face interactions.				
7.	A safe environment for sharing differing viewpoints is created in cooperative learning.				
8.	Productive debates occur as learners work collaboratively in cooperative learning.				
9.	Understanding of diverse perspectives is deepened through face-to-face interactions in cooperative learning.				
10.	Ice-breaking activities in cooperative learning foster communication among learners.				

D. Social Skills Development

No.	**Indicator**	**4**	**3**	**2**	**1**
1.	Cooperative learning promotes development of social skills like communication and teamwork.				
2.	Conflict resolution skills improve through cooperative learning activities.				
3.	Respect and empathy among learners are fostered during cooperative learning tasks.				
4.	Cooperative learning enhances learners' ability to collaborate with diverse peers.				
5.	Active listening skills are practiced within cooperative learning group settings.				
6.	Constructive feedback is given by learners to each other during cooperative learning tasks.				
7.	Patience and understanding increase among learners through cooperative learning.				
8.	Leadership skills are developed as learners take turns leading discussions in cooperative learning.				
9.	Willingness to compromise is observed among learners in cooperative learning projects.				
10.	Friendships form as a result of social interactions in cooperative learning groups.				

E. Group Processing

No.	Indicator	**4**	**3**	**2**	**1**
1.	Cooperative learning includes regular group reflection on performance after tasks.				
2.	Discussions are facilitated to help learners evaluate collaborative efforts in cooperative learning.				
3.	Groups identify strengths and areas for improvement after cooperative learning activities.				
4.	Learners actively participate in assessing contributions during cooperative learning group processing.				
5.	Time is structured for groups to discuss what worked and what didn’t in cooperative learning tasks.				
6.	Goal-setting for future cooperative learning projects is based on past experiences.				
7.	Teamwork skills are improved through reflection sessions in cooperative learning.				
8.	Documentation of learning processes occurs within cooperative				

	learning for future reference.				
9.	Insights are shared based on cooperative learning experiences.				
10.	Accountability is enhanced as individual roles are openly discussed in cooperative learning.				

F. Equal Participation

No.	Indicator	**4**	**3**	**2**	**1**
1.	Equal opportunities are provided for all learners to contribute during cooperative learning.				
2.	Strategies are implemented to encourage quieter learners in cooperative learning groups.				
3.	Group dynamics foster an environment of equal voice in cooperative learning.				
4.	Balanced participation is monitored in cooperative learning activities.				
5.	Random selection methods are used to ensure equal voice in cooperative learning discussions.				
6.	Guidelines encourage equitable sharing of ideas in cooperative learning groups.				
7.	Comfort in participating, regardless of confidence level, is promoted in cooperative learning.				
8.	Peer support enables quieter members to express ideas in cooperative learning settings.				
9.	Acknowledgement of every contribution occurs in cooperative learning groups.				
10.	Participation levels are assessed, with feedback given on inclusivity in cooperative learning.				

Part II. Academic Engagement

A. Behavioral Engagement

No.	**Indicator**	**4**	**3**	**2**	**1**
1.	Learners actively participate in classroom discussions and activities as part of academic engagement.				
2.	High levels of on-task behavior are observed among learners during academic engagement activities.				
3.	Enthusiasm is evident when learners engage academically with peers in collaborative assignments or projects.				

4.	Learners support each other to stay focused on tasks during academic engagement activities.				
5.	Group activities sustain a high level of engagement and focus on tasks.				
6.	Distractions and off-task behaviors are minimized during academic engagement activities.				
7.	Persistence in overcoming challenges is demonstrated by learners as they engage academically in group projects.				
8.	Learners show a strong commitment to completing tasks efficiently and effectively as part of academic engagement.				
9.	Attendance rates improve when academic engagement opportunities are offered.				
10.	Initiative is taken by learners in leading discussions or guiding peers in academic engagement activities.				

B. Cognitive Engagement

No.	**Indicator**	**4**	**3**	**2**	**1**
1.	Learners display critical thinking skills when engaged academically with peers on tasks or projects.				
2.	Learners are willing to explore new ideas as part of academic engagement during group discussions and activities.				
3.	Academic engagement in group work fosters a deeper understanding of the subject matter.				
4.	Insightful questions are asked by learners, reflecting their academic engagement with the material.				
5.	Real-world applications of learned concepts are demonstrated by learners during academic engagement activities.				
6.	Creativity in problem-solving increases when learners engage academically in group settings.				
7.	Learners make connections between different subjects as part of academic engagement in discussions.				
8.	Academic engagement enhances learners' ability to analyze and synthesize information effectively.				
9.	Self-directed learning occurs when learners engage academically in groups by seeking additional resources or information.				
10.	Group discussions lead to improved retention of information as learners engage academically.				

C. Emotional Engagement

No.	**Indicator**	**4**	**3**	**2**	**1**
1.	Positive feelings about working collaboratively with peers are expressed by learners as part of their academic engagement.				
2.	Academic engagement in group activities fosters a sense of belonging among learners.				
3.	A supportive emotional climate is developed among learners through academic engagement in group interactions.				
4.	Learners show excitement when sharing successes or challenges faced during academic engagement activities.				
5.	Confidence among learners increases as they engage academically with peers.				
6.	Positive peer relationships enhance overall morale among learners as part of academic engagement.				
7.	Emotional support from peers in academic engagement activities helps reduce anxiety about performance.				
8.	Collaborative projects strengthen emotional connections among classmates, contributing to academic engagement.				
9.	Group activities foster higher levels of satisfaction with the learning experience through academic engagement.				
10.	Learners feel that their contributions are valued by peers, enhancing emotional engagement.				

D. Motivational Engagement

No.	**Indicator**	**4**	**3**	**2**	**1**
1.	Academic engagement in group work increases learners' motivation to learn and participate actively.				
2.	Learners are more willing to tackle challenging tasks as part of academic engagement in groups.				
3.	Collaborative learning experiences inspire learners to set higher academic goals, enhancing academic engagement.				
4.	Enthusiasm for learning new concepts is shown by learners when engaging academically with peers.				
5.	Peer encouragement boosts motivation levels among learners through academic engagement.				
6.	Learners increase their effort in group tasks when accountable to their peers as part of academic engagement.				
7.	Academic engagement in collaborative tasks leads to greater intrinsic motivation among learners.				

8.	Positive feedback from peers enhances learner motivation during academic engagement in group work.				
9.	Friendly competition within groups fosters higher levels of motivation and academic engagement.				
10.	Motivation for learning increases as learners set shared goals for group projects in academic engagement.				

E. Social Engagement

No.	**Indicator**	**4**	**3**	**2**	**1**
1.	Academic engagement in group activities enhances friendships and social networks among learners.				
2.	Communication skills are improved among learners through academic engagement in collaborative tasks.				
3.	Academic engagement in group work encourages respectful interactions among diverse learners.				
4.	Positive peer relationships are fostered in the classroom through academic engagement in cooperative learning.				
5.	Increased collaboration across different social groups is observed as part of academic engagement.				
6.	Academic engagement in group settings helps break down social barriers among learners.				
7.	Empathy and understanding are enhanced among classmates during academic engagement in group projects.				
8.	Social engagement improves as learners appreciate diverse perspectives through academic engagement in teamwork.				
9.	Stronger connections are formed as learners navigate challenges together, enhancing social engagement.				
10.	Teamwork skills among learners improve through academic engagement in collaborative activities.				

CURRICULUM VITAE

I. PERSONAL INFORMATION

Name : Analyn B. Pajaron
Address : Western Kolambog, Lapasan, Cagayan de Oro City
Age : 41 years old
Sex : Female
Date of Birth : September 17, 1983
Place of Birth : Dangcagan, Bukidnon
Civil Status : Married
Contact Number : 09058331041
Email Address : ab.pajaron@gmail.com
Spouse : Michael D. Pajaron
Children : Zaphyrah Bernice B. Pajaron
Zakia Valeen B. Pajaron
Zed Chean B. Pajaron

II. EDUCATIONAL BACKGROUND

Post Graduate : PHINMA Cagayan de Oro College
Master of Arts in Educational Administration
Max Suniel St., Carmen, Cagayan de Oro City
2023 – present

College : Bukidnon State College
Bachelor of Elementary Education
Malaybalay City, Bukidnon
2002 – 2006

High School : Misamis Oriental General Comprehensive
Don Apolinar Velez St., Cagayan de Oro City
1996 – 2000

Elementary : East City Central School
Lapasan, Cagayan de Oro City
1990 - 1996

III. ELIGIBILITY

Licensed Professional Teacher Licensure Examination for Teachers

License No. 0940290 Bulua High School
August 2006 Bulua, Cagayan de Oro City

IV. WORK EXPERIENCE

2015- Present Teacher I
Camaman-an Elementary School
Camaman-an, Cagayan de Oro City

2013- 2015 Teacher I
Batinay Elementary School
Batinay, Cagayan de Oro City

V. TRAINING/SEMINARS ATTENDED / CONDUCTED

October 26-30, 2024 5-day In-service Training
Camaman-an Elementary School, Cagayan de Oro City

VI. AWARDS AND RECOGNITION

February 16, 2025 2nd place Division Meet 2025 Chess Blitz Category (Coach)

December 13, 2024 Champion District Meet 2025 Chess Elementary Boys (Coach)

October 23, 2024 1st Place, District Research Congress
Best Presenter and Best Research Paper
Cagayan de Oro National High School, Cag. De Oro

February 2022 4th place,DSPC Radiobroadcasting Filipino Elementary (Coach)
Cagayan de Oro National High School, Cag. De Oro