



INTEGRATION OF COLLABORATIVE LEARNING GAMES TO PROMOTE TEAMWORK AND INTEREST IN MABUHAY DISTRICT: ITS ESSENCE TO EXCELLENT ACADEMIC PERFORMANCE

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ABSTRACT

This study examined the integration of collaborative learning games to promote teamwork and learner interest in Mabuhay District, with particular attention to their potential contribution to academic performance. Specifically, it assessed four collaborative learning strategies: think-pair-share, peer review, jigsaw technique, and group problem-solving. The study employed the descriptive-survey method and involved 153 respondents, consisting of 20 school administrators and 133 teachers. Data were gathered through a questionnaire-checklist and analyzed using weighted means, ranking, and a t-test to examine differences between the responses of school administrators and teachers. The findings revealed that all four collaborative learning strategies were rated as always practiced. Think-pair-share obtained the highest mean of 3.64, followed by peer review at 3.56, jigsaw technique at 3.54, and group problem-solving at 3.53. The results indicate that teachers regularly use collaborative strategies that encourage learners to exchange ideas, evaluate one another's work, share responsibility, and solve problems collectively. These practices offer opportunities to strengthen teamwork, classroom participation, communication, and learner interest. However, the study's findings are based on respondents' assessments of instructional

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practices and do not independently establish a causal effect on actual academic achievement.

The study recommends sustaining effective collaborative learning activities while further strengthening group problem-solving and evaluating their relationship with learners' measured academic outcomes.

Keywords: *Collaborative learning games, teamwork, learner interest, think-pair-share, peer review, jigsaw technique, group problem-solving, academic performance*

INTRODUCTION

Academic performance remains an important concern in basic education, particularly when learners experience difficulties in mastering essential competencies and maintaining active participation in classroom activities. Improving learning outcomes requires instructional practices that not only deliver content but also encourage learners to participate, communicate, think critically, and work effectively with others. In Mabuhay District, the study identifies concerns about low National Achievement Test (NAT) Mean Percentage Scores and emphasizes the need for engaging instructional strategies that may support better learning experiences.

Collaborative learning provides opportunities for learners to share ideas, listen to different perspectives, contribute to group tasks, and develop a sense of responsibility for their learning. Through structured interactions, learners can explain concepts in their own

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words, ask questions, clarify misunderstandings, and learn from their classmates. Gillies (2016), as cited in the source study, emphasizes the importance of cooperative interaction in supporting academic learning and social relationships.

One approach to strengthening collaboration is the integration of collaborative learning games into classroom instruction. These activities make learning more interactive by giving learners opportunities to participate in meaningful tasks with their peers. When carefully planned, collaborative games can encourage learners to become active contributors rather than passive recipients of information. They can also help teachers address differences in learners' abilities and participation levels.

The study focuses on four collaborative learning strategies: think-pair-share, peer review, jigsaw technique, and group problem-solving. Think-pair-share allows learners to reflect individually before exchanging ideas with a partner and sharing insights with the class. Peer review encourages learners to evaluate one another's work constructively. The jigsaw technique distributes learning responsibilities among group members, who share their acquired knowledge to achieve a common goal. Group problem-solving engages learners in working together to analyze challenges, develop solutions, and justify their ideas through discussion and reasoning.

These strategies may promote teamwork and learner interest by creating opportunities for communication, cooperation, mutual support, and active involvement. They also provide teachers with ways to organize learner-centered instruction and develop important skills such

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as critical thinking, problem-solving, shared decision-making, and respect for others' contributions. Their value, however, depends on appropriate facilitation, clear instructions, meaningful tasks, and equitable participation among learners.

In Mabuhay District, examining how teachers integrate these strategies can provide useful information for improving classroom practices. The study is particularly relevant because it considers the extent to which collaborative learning games are practiced and whether school administrators and teachers have similar assessments of these practices. Such information can help identify instructional strategies that are already well established and areas that may need further attention.

The purpose of this study was to determine the extent of integration of collaborative learning games in Mabuhay District in terms of think-pair-share, peer review, jigsaw technique, and group problem-solving; identify the most and least practiced strategies; and examine whether school administrators' and teachers' responses differed significantly. Ultimately, the study sought to provide a basis for strengthening teamwork, learner interest, classroom participation, and instructional practices that may support improved academic performance.

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MATERIALS AND METHODS

Research Design

The study employed the descriptive-survey method to determine the extent to which collaborative learning games were integrated into classroom instruction in Mabuhay District. This design was appropriate for describing existing instructional practices based on the assessments of school administrators and teachers.

Respondents and Sampling

The respondents consisted of 153 individuals: 20 school administrators and 133 teachers. The source dissertation indicates that respondents were selected through purposive sampling, specifically judgment sampling. Teachers included in the study had at least three years of teaching experience. The research was conducted during the second semester of School Year 2025–2026.

Research Instrument

Data were collected using a researcher-developed questionnaire-checklist containing statements about the integration of four collaborative learning strategies:

1. Think-pair-share
2. Peer review
3. Jigsaw technique
4. Group problem-solving

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The questionnaire used a four-point scale to describe the frequency of practice:

Scale Mean range Verbal interpretation

4	3.26–4.00	Always Practiced
3	2.51–3.25	Often Practiced
2	1.76–2.50	Sometimes Practiced
1	1.00–1.75	Never Practiced

Data Gathering Procedure

The researcher sought permission to conduct the study and administered the questionnaire to the identified respondents. The responses were collected, organized, tabulated, and prepared for statistical analysis. The dissertation also describes a preliminary trial of the instrument before its administration.

Statistical Treatment

The study used the following statistical tools:

- Weighted mean to determine the extent to which each collaborative learning strategy was practiced.
- Ranking to identify the relative standing of the four strategies.

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- T-test to examine whether the responses of school administrators and teachers differed significantly, using the stated 5% level of significance.

The findings were interpreted according to the four-point scale presented in the dissertation. Because the study relied on questionnaire responses, the results describe reported instructional practices rather than directly measured changes in learner achievement.

RESULTS AND DISCUSSIONS

The findings show that teachers in Mabuhay District reported regularly integrating all four collaborative learning strategies. Each strategy obtained an average mean within the "Always Practiced" range. Think-pair-share ranked first, while group problem-solving ranked fourth. These results suggest that collaborative activities are part of the instructional practices described by the respondents.

1. Extent of integration of collaborative learning games

Collaborative learning strategy	Average mean	Rank	Interpretation
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Think-pair-share	3.64	1	Always Practiced
Peer review	3.56	2	Always Practiced
Jigsaw technique	3.54	3	Always Practiced
Group problem-solving	3.53	4	Always Practiced

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Source: Findings reported in the dissertation, pp. 91–93.

Think-pair-share

Think-pair-share ranked first, with an average mean of 3.64. The dissertation particularly highlighted guiding learners to listen respectfully to their partners' opinions and encouraging them to exchange ideas before whole-class discussions, both of which obtained weighted means of 3.73. Presenting questions that encouraged learners to analyze and explain ideas collaboratively obtained a mean of 3.60.

This result suggests that think-pair-share was the most consistently practiced strategy among the four approaches. Its structure gives learners time to formulate their ideas before sharing them with others. It can encourage learners who are hesitant to speak in front of the whole class to participate first in a smaller discussion. It also supports respectful listening and clearer expression of ideas.

The strategy's leading rank indicates an opportunity for teachers to sustain its use across subject areas. To maximize its benefits, teachers may provide thought-provoking questions, sufficient individual thinking time, and opportunities for pairs to report their conclusions to the class.

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Peer review

Peer review ranked second, with an average mean of 3.56. Promoting mutual learning through the collaborative evaluation of learner outputs obtained a weighted mean of 3.72. Encouraging learners to recognize the strengths and areas for improvement in classmates' work obtained a mean of 3.61, while supporting learning review through peer collaboration obtained a mean of 3.52.

These findings indicate that teachers regularly used peer review to support learning through feedback and evaluation. The strategy can help learners understand the qualities of good work, recognize errors, and consider suggestions from their classmates. It may also develop communication, critical thinking, and responsibility.

For peer review to be productive, teachers should establish clear criteria, demonstrate how to provide constructive feedback, and monitor interactions to ensure that comments remain respectful and focused on improving the work rather than criticizing the learner.

Jigsaw technique

The jigsaw technique obtained an average mean of 3.54, ranking third. Facilitating collaborative discussions that promoted mutual learning among group members received a weighted mean of 3.74. Ensuring active participation during jigsaw activities and developing cooperation and shared responsibility each obtained a mean of 3.56.

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The results suggest that teachers regularly used group learning arrangements in which learners share knowledge and work toward common objectives. The jigsaw technique can promote interdependence because each learner has a contribution to make to the group's understanding of a topic.

Teachers may further strengthen this strategy by assigning clear roles, ensuring that each learner understands the assigned material, and checking individual as well as group learning outcomes. Such measures can help prevent situations in which only a few group members perform most of the work.

Group problem-solving

Group problem-solving ranked fourth, with an average mean of 3.53. Facilitating discussions that encouraged critical thinking and shared decision-making obtained a weighted mean of 3.66. Providing authentic tasks requiring teamwork and cooperation received a mean of 3.56, while assigning group roles to promote active participation obtained a mean of 3.52.

Although it ranked last among the four strategies, group problem-solving was still interpreted as "Always Practiced." The result should therefore be understood as a relative ranking, not as evidence that teachers rarely use the strategy.

Nevertheless, its fourth-place ranking suggests an area where teachers could further strengthen their practices. Classroom tasks that involve real-life situations, open-ended questions, evidence-based reasoning, and shared decision-making can provide opportunities

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for learners to develop problem-solving and teamwork skills. Teachers should also ensure that group roles are distributed fairly and that each learner contributes to the proposed solution.

2. Comparison of the four strategies

The ranking shows that think-pair-share was the most prevailing strategy, followed by peer review, jigsaw technique, and group problem-solving. The difference between the highest and lowest means was only 0.11 points.

This relatively narrow range indicates that respondents rated all four strategies similarly in terms of frequency of practice. The results support maintaining a varied set of collaborative activities rather than relying on only one strategy. Think-pair-share may be useful for initiating discussion, peer review for improving outputs, jigsaw activities for sharing knowledge, and group problem-solving for applying learning to challenges.

The study's broader discussion presents collaborative learning games as potential contributors to learner engagement, communication, cooperation, and academic development. However, the reported means measure the extent of practice, not actual improvements in NAT scores or other achievement measures. Further research using learners' academic results would be needed to establish whether these practices are associated with improved performance.

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3. Difference between the responses of school administrators and teachers

The dissertation reports a computed t-value of 2.069, compared with a critical value of 2.447 at the 5% level of significance and six degrees of freedom. The reported computed value is lower than the critical value.

Under the conventional decision rule for a t-test, a computed absolute t-value lower than the critical value would ordinarily lead to failure to reject the null hypothesis. However, the dissertation states that the null hypothesis was rejected while also concluding that the responses were alike. These statements are inconsistent with the reported numerical comparison.

For publication, the statistical interpretation should be checked against the original computations, hypotheses, degrees of freedom, and critical-value selection before a definitive conclusion is presented. Until verified, the finding should not be reported as proof of either a significant difference or a statistically established absence of difference.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the reported findings, the following conclusions are drawn:

1. Think-pair-share was the most prevailing collaborative learning strategy, obtaining an average mean of 3.64. Teachers particularly emphasized respectful listening and the exchange of ideas before whole-class discussions.

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2. Peer review was regularly practiced, with an average mean of 3.56. The strategy provided opportunities for learners to evaluate outputs collaboratively, recognize strengths and areas for improvement, and learn from peer feedback.

3. The jigsaw technique was regularly practiced, obtaining an average mean of 3.54. Collaborative discussions, active participation, and shared responsibility were among the practices highlighted in the results.

4. Group problem-solving was also regularly practiced, with an average mean of 3.53. Although it ranked fourth, its interpretation remained "Always Practiced," indicating that it was still a common instructional strategy among those examined.

5. The four strategies received closely grouped mean scores, ranging from 3.53 to 3.64. This suggests that teachers reported using a variety of collaborative learning activities to promote teamwork and learner interest.

6. The statistical conclusion concerning differences between administrators' and teachers' responses requires verification. The reported t-value is lower than the stated critical value, but the dissertation's written interpretation conflicts with that comparison.

7. The study provides evidence about reported instructional practices. It does not, by itself, establish that integrating collaborative learning games directly causes higher academic achievement or improved NAT performance.

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Recommendations

In light of the conclusions, the following recommendations are proposed:

1. Sustain the use of think-pair-share. Teachers should continue to provide learners with opportunities to think independently, exchange ideas with partners, listen respectfully, and share insights with the class.
2. Strengthen peer review practices. Teachers should use clear assessment criteria, model constructive feedback, and provide guided opportunities for learners to evaluate and improve their own and their classmates' work.
3. Enhance the implementation of the jigsaw technique. Teachers should assign meaningful roles, ensure equitable participation, and provide opportunities for each learner to contribute knowledge and take responsibility for group learning.
4. Further develop group problem-solving activities. Teachers should incorporate authentic and challenging tasks that encourage evidence-based reasoning, critical thinking, cooperation, and shared decision-making.
5. Provide professional development on collaborative instruction. School administrators should facilitate learning action cell sessions, demonstration lessons, peer observations, and sharing of effective classroom practices involving the four strategies.

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6. Monitor learner participation and academic outcomes. Teachers and school leaders should examine whether collaborative activities are accompanied by improvements in classroom engagement, assessment results, and mastery of competencies. NAT or other achievement data may be considered where appropriate, while avoiding claims of causation without a suitable research design.

7. Verify the statistical analysis before publication. The researcher should revisit the t-test computation and its interpretation to ensure that the reported result, null-hypothesis decision, degrees of freedom, and critical value are consistent.

8. Conduct further research. Future studies may use pretest-posttest comparisons, classroom observations, learner feedback, and actual achievement data to examine the relationship between collaborative learning games, teamwork, learner interest, and academic performance.

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