

**ASPECTS OF CHALLENGES IN COOPERATIVE LEARNING APPROACH IN  
ELEMENTARY SOCIAL STUDIES, DIVISION OF ZAMBALES, PHILIPPINES**

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**Abstract**

Teaching approach like Cooperative Learning (CL) can help achieve the purpose of learner-centered instruction and the goal of the Kto12 Basic Education Program. The present investigation of the challenges in the utilization of cooperative learning approach in elementary Social Studies instruction help contribute to attain the aim the country's education program. The study was conducted at elementary schools of Department of Education (DepEd) Division of Zambales, Philippines during the academic year 2016-2017 among 112 teachers. The study employed a descriptive research design and used survey questionnaire as main research instrument. SPSS was used to produce the mean and ANOVA. Findings reveal that the teacher-respondents' most often encountered challenge in the utilization of cooperative learning in Social Studies was pupil-related aspects like having large group sizes with group members who do not work hard as others and do not always focus on the task. The teachers also often experienced teacher-related challenges in the utilization of cooperative learning mainly adjusting to the role of pupils of increased responsibility, demanding significant time in terms of instructional planning and guiding the pupils. The issues in the time limitation in the preparation and utilization of alternative assessment tools and techniques, were the assessment/evaluation of output-related challenges often encountered by teachers. The analysis of variance result revealed a no statistical difference on the perceived extent of occurrence of all aspects of challenges in the utilization of cooperative learning approach when attributed to teacher personal' profile.

**Keywords:** Cooperative Learning, Challenges, Social Studies, Elementary, Teachers

**I. INTRODUCTION**

Teachers are expected to know and utilize latest innovations in teaching, effectively manage instruction that would provide better learning atmosphere in classroom setting. Article V, Section 2 of the Code of Ethics of Professional Teachers adopted in 1997 states that "every teacher shall uphold the highest standards of quality education, shall make

essential preparations for teaching, and shall be at his best at all times in the practice of his profession.” This policy is thereby meant to support teachers in upholding quality education standards. On the other hand, DepEd Order No. 8, series of 2015 instructs teachers to be committed to ensure learner success in moving from guided to independent practice of knowledge, understanding and skills and to enable them to transfer this successfully in future situations. In the present Social Studies instruction, the learners’ product and performance tasks such as simulated activities, group investigation, role plays, designing models, projects and many others are examples of learner centered classroom activities and are done by pupils through co-operative and collaborative ways and processes.

Cooperative learning can be defined as a structured form of group work where students accomplish common goals but are assessed individually (Feden & Vogel, 2008). Learning with the help of their peers strengthen the foundation of knowledge which is built from a shared environment. Cooperative learning has attracted strong advocates among faculty looking for alternatives to traditional teaching methods. The studies of Perkan Zeki & Sonyel (2014), and de Guzman (2016) found that the most preferred student-centered strategy by the faculty was Cooperative Learning (CL). Johnson, Johnson & Holubec (1993) as cited in Iyer (2013) acknowledged that one of the important reasons for its cooperative learning advocacy in the K-12 classrooms was its feature of group tasks that tend to effect higher academic scores, higher self-esteem and positive social skills. Nunnery, Chappell & Arnold (2013) stated that one of the most important strategies for making the students to be active in the learning process is employing the study groups allowing the students to discuss, inquire and share views. However, there are many challenges that educators address in the usage of cooperative learning. Group conflict and the noise level in the classroom were found by Iyer (2013) as the main challenge faced in cooperative learning activities. Cooperative learning takes too much of teachers’ time in planning and might also take longer to cover the required portion of the curriculum(Laguador, 2014).Grading practices in cooperative learning are perceived as unfair if students' grades are affected by the achievement of their group-mates(Iyer, 2013).Problem in classroom size, lack of knowledge and experiences related to cooperative learning, classroom management and preparation and lack of resources were the disadvantages of using cooperative learning (Xuan, 2015). Tran (2014) argued that it is important and beneficial for the school to give attention in determining the drawbacks and disadvantages of instructional pedagogy. Thus, the researchers find itbeneficial to give attention in identifying and addressing operative learning challenges, issues/concerns and

propose the implementation and institutionalization of intervention strategies for an enhanced cooperative learning instruction.

With this research, curriculum planners and school administrators would be more informed of the encountered challenges by teachers as they utilize cooperative learning approach. The school administrators are in the position to help their teachers to lead the implementation of intervention strategies to enhance cooperative learning instruction. With the findings of the study, the Social Studies teachers would be more receptive and responsive to the challenges and difficulties in the usage of CL when teaching Social Studies lessons and adopt strategies to improve further the CL instruction thereby providing the learners quality education they deserve. To achieve the full benefit of this tool, the teacher should be in tune with the learning needs of students and implement cooperative learning properly to attain the maximum benefit. With the enhanced and improved utilization of the CL, pupils can benefit more from learning with other in small groups, whether it is for project-based learning or problem-solving, simple research and decision making. They will be more actively involved in their own learning within a cooperative learning environment that promotes teamwork, improved understanding and knowledge, and cultivate positive attitudes and mutual respect. By carrying out this study, the researchers hope that cooperative learning can receive more attention among elementary school teachers of Zambales not only those who are teaching Social Studies but at all subjects towards improved service of quality education in the country.

## **II. OBJECTIVE OF THE STUDY**

This research aimed to identify the challenges in the utilization of cooperative learning (CL) approach in Social Studies in public elementary schools in DepEd Division of Zambales, Philippines. Specifically, the study sought to identify the profile of the teacher-respondents in terms of highest educational attainment, academic position, and length of service; to determine the extent of occurrence of challenges in the utilization of cooperative learning in Social Studies in terms of pupil aspect, teacher aspect and assessment/evaluation of output aspect; and test the difference on the extent of occurrence of the challenges in the utilization of cooperative learning in Social Studies when grouped according to teachers' profile.

### **III. MATERIALS AND METHODS**

This study employed a descriptive research design. The main instrument used for data collection was survey questionnaire. Calmorin & Calmorin (2002) pointed out that descriptive research design includes surveys and fact-finding enquiries of different kinds. The study was conducted at sixteen public elementary schools of Division of Zambales, Philippines during the academic year 2017-2018. All elementary Social Studies teachers were selected as respondents of the study. A total population of 112 (100%) teachers were identified. Population in statistics is a whole, it's every member of a group.

A survey questionnaire was the main tool in gathering the needed data for the research study. To determine the challenges of the cooperative learning, the researcher-made questionnaire adapted from Challenges in Implementing Cooperative Learning by Iyer (2013) was used. The survey questionnaire is composed of two parts. First part contains items for the personal profile of the teacher respondents. Second part assessed the occurrence of the challenges in the utilization of cooperative learning with 30 items distributed to aspects pupils, teachers and assessment/evaluation of output. This part used a five-point Likert scale of 5 (Always) to 1 (Never). The survey questionnaire was reviewed and checked by experts from the College of Teacher Education (CTE), Ramon Magsaysay Technological University, Main Campus, Zambales, Philippines for clarity and validity of contents. It was also pilot tested for reliability. After the above-mentioned process, adjustments were made to the questionnaire before it was finalized. Approval from the DepEd Schools Division Superintendent of Zambales, Philippines was sought before the survey questionnaires were administered to the teachers. This study utilized descriptive statistical tools such as percentage, frequency counts and means. ANOVA was used to test the hypothesis.

### **IV. RESULTS AND DISCUSSION**

Table 1 shows the frequency and percentage distribution of the teacher-respondents as to demographic profile.

For the highest educational attainment, 59 or 52.70% of the teacher-respondents are holders of Bachelor Degree with Master's Units and followed by 37 (33.00%) teachers who are Bachelor Degree holders. More than half (52.70%) of the Social Studies teachers in public elementary schools in the Division of Zambales are holders Bachelor Degree with Master's Units. Figures presented are consistent with the data obtained from the study of Borje, et al. (2016) and Ganaden, Ejaus & de Guzman (2017) indicating that 50.00% to

58.00% of teacher-respondents employed in public elementary schools in the Division of Zambales are holders of Bachelor’s degree w/ MA Units.

For the teachers’ academic position, forty-nine (49 or 43.80%) are Teacher I, followed by Teachers II (37 or 37%). Finding of the study of Borje, et al. (2016) with respect to public elementary teachers’ academic position is consistent with the present study’s result. Most of the teacher participants of the mentioned previous study were Teacher I in their academic rank.

**Table 1. Frequency and Percentage Distribution of Teacher Respondents’ Personal Related Profile**

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

Also seen in Table 1 that out of 112 elementary teacher-respondents, 22 (19.60%) teachers already served for 16 to 20 years, 19 (17.00%) for 11 to 15 years, 15 (13.40%) from 5 years below and 28 (25.00%) teachers served for 6 years to 10 years. The mean of years of service is 15.46 or 15. The respondents of the present study have been teaching for fifteen years. The result is consistent with that of Amado’s (2009) since most of the teacher participants have been in the service for eleven to fifteen years.

**Challenges in the Utilization of Cooperative Learning in Social Studies**

Table 2 shows the perception of the teacher-respondents on the challenges in the utilization of cooperative learning in Social Studies in terms of pupil aspect. Indicator 8 stated as “Large group sizes may complicate communication and division of work” obtained a weighted mean of 3.88 and ranked 1<sup>st</sup>. Indicator 4 stated as “Pupils may choose not to work as hard as others, or simply allow others to do it for them.” obtained a weighted mean of 3.79 and ranked 2<sup>nd</sup>. Indicator 1 stated as “Low-achieving pupils become passive and do not focus on the task” obtained an average weighted mean of 3.77 and ranked 3<sup>rd</sup>. The computed average weighted mean of the indicators 8, 4 and 1 gained a descriptive equivalent of Often respectively.

**Table 2. Challenges in the Utilization of Cooperative Learning in terms of Pupil Aspect**

Pupil Aspect	AWM	DE	Rank
1. Low-achieving pupils become passive and do not focus on the task.	3.77	O	3
2. Lower ability pupils may feel in need of help rather than experiencing the role of leader or expert.	3.73	O	5
3. Pupils may simply not have the skills to help one another	3.68	O	7
4. Pupils may choose not to work as hard as others, or simply allow others to do it for them.	3.79	O	2
5. Pupils feel resentment if not provided an outline or guide for ensuring accomplishment of work	3.65	O	10
6. Pupils feel resentment if contribution to the accomplishment of work is not equal	3.66	O	9
7. Pupils may have increased chances for conflict and noise	3.75	O	4
8. Large group sizes may complicate communication and division of work	3.88	O	1
9. Pupils feel pressured to contribute an idea or completion of a task to their group’s activity	3.71	O	6
10. Pupils’ bad experience working in a group may leave a bad impression about team work.	3.67	O	8
<b>Overall Weighted Mean</b>	<b>3.73</b>	<b>Often (O)</b>	

Findings revealed that the elementary Social Studies teacher-respondents of the Division of Zambales frequently met and experienced pupil-related challenges in the utilization of cooperative learning strategies primarily when groups created are of large sizes which may complicate the division of work of pupils and the attitude of other pupils who choose not to participate and contribute in the same manner the other pupils did. It seems that teachers favored small sizes for cooperative learning groups to be more effective. Cooperative learning is perceived as the instructional use of small groups so that students work together to maximize their own and each other’s learning. It was also revealed that pupils’ attitudes like enthusiasm and willingness affect level of participation and engagement in cooperative learning task. The study of Bin (2009) identified student-related challenges

engaged in cooperative learning activities which include adjustment to group work set-up, time management issues and responsibility and accountability issues. The study of Hamdallah (2009) identified classroom management problems in during classroom activities that causes students' misbehaviors. Altun & Korkmaz's (2012) study reported some student avoid to help and work in cooperative learning activities which affect success of its implementation.

The teachers also often experienced passive and unreceptive reactions and behaviors of low-achieving pupils during the conduct of cooperative learning activities in Social Studies. A cooperative learning team/group is composed of pupil members who differ in many aspects like level of understanding, skill, motivation, interest, behavior to mention some, hence would differ in their engagement in group task and understanding of the lesson. Meyer (2009) pointed out that cooperative learning does not necessarily imply increased cognitive activity and for Arum & Roksa (2011), the cooperation may not always be effective at generating critical thinking gains. Altun & Korkmaz's (2012) study reported some student hesitancy in cooperating effectively into group works, some are just required to take the tasks and duties which affect the success of CL.

The indicator that obtained the least average weighted mean of 3.65, interpreted as often and ranked 10<sup>th</sup> was indicator 5 stated as "Pupils feel resentment if not provided an outline or guide for ensuring accomplishment of work". Of the indicators of pupil aspect challenges in the utilization of cooperative learning, the feeling of resentment by pupils when their involvement was not properly solicited was the least encountered by the respondents. The overall weighted mean of the perception of the teachers on the challenges in the utilization of Cooperative Learning in Social Studies as to pupil aspect was 3.73, interpreted as Often (O). The elementary teacher-respondents of the Division of Zambales often observed, encountered and experienced pupil-related challenges on the occasion that cooperative learning strategies and activities are conducted in the teaching and learning process.

Table 3 shows the perception of the teacher-respondents on the challenges in the utilization of cooperative learning in Social Studies as to teacher aspect.

**Table 3. Challenges in the Utilization of Cooperative Learning in terms of Teacher Aspect**

Teacher Aspect	AWM	DR	Rank
1. Adapting to changing role that includes increased student responsibility for own learning	4.01	O	1
2. Lack of communication by teacher and pupil regarding the aims and objectives of CL	3.53	O	9
3. Struggle from being an imparter of knowledge to one of a mentor or facilitator	3.55	O	7
4. Limited techniques in maintaining motivation among pupils	3.54	O	8
5. Difficulty of choosing a group task which can accommodate variations in pupil numbers	3.53	O	9
6. Demand significant time from teachers in terms of guidance	3.85	O	3
7. Demand significant time for planning learning activities and formulating daily lesson plans/log	3.88	O	2
8. Limited teacher instructional resources to be utilized during group work.	3.63	O	6
9. Limited and unclear instructions and guidance may lead to unnecessary behaviors (e.g., noise and discussing unnecessary things)	3.71	O	5
10. Overuse of cooperative learning may make pupils become dependent on each other	3.76	O	4
<b>Overall Weighted Mean</b>	<b>3.70</b>	<b>Often (O)</b>	

Indicator 1 stated as “Adapting to changing role that includes increased student responsibility for own learning” obtained a weighted mean of 4.01 and ranked 1<sup>st</sup>. Indicator 7 stated as “Demand significant time for planning learning activities and formulating daily lesson plans/log” obtained a weighted mean of 3.88 and ranked 2<sup>nd</sup>. Indicator 6 stated as “Demand significant time from teachers in terms of guidance” obtained a weighted mean of 3.85 and ranked 3<sup>rd</sup>. The computed average weighted mean of the indicators 1, 7 and 6 gained a descriptive equivalent of Often respectively. Findings revealed that the elementary Social Studies teachers of the Division of Zambales, Philippines frequently encountered and experienced teacher-related challenges when cooperative learning activities are conducted as approach in teaching lessons in Social Studies. The most identified issues were on adapting to the changing role of pupils specifically owning more responsibility of learning and demand significant time from teachers on instructional planning. Transition from traditional teaching method and teacher-oriented classroom of cooperative learning as a new teaching method was found quite challenging(Law, 2011).Cooperative classroom should not be teacher-centered and teachers have to plan and restructure their lessons to be cooperative (Marashi & Dibah, 2013). Without adequate planning, implementation of cooperative learning results to feeling of professional pressure(Evans, Gatewood& Green, 2013).Cooperative learning is a



learner-centered approach of instruction wherein students take more responsibilities for their own learning.

The teachers also often observed and encountered that the conduct of cooperative learning activities in Social Studies demands from them significant time for supervision and guidance of pupils' work and of pupils' behaviors and conduct while practicing cooperative learning. In cooperative learning, teachers at all times should monitor and observe the pupils doing their task. This is consistent with the finding of Gil & Jurado (2011) indicating that the application of cooperative learning in teaching necessitates a slow but difficult process and a conduct of a lot of activities by the teacher. Hence, students need more guidance and supervision. Xuan (2015) concludes that large classroom and limited time makes it difficult for teachers to organize and supervise CL under these conditions. Laguador (2016) argued that implementers can sustain cooperative learning approach and realize intended course output by employing some controls on the learning environment through observation and maintaining learners' interests and active participation.

The indicators that obtained the least average weighted mean of 3.53, interpreted as often and ranked 9<sup>th</sup> respectively were indicator 2 stated as "Lack of communication by teacher and pupil regarding the aims and objectives of CL" and indicator 5 stated as "Difficulty of choosing a group task which can accommodate variations in pupil numbers". These signify that of the indicators of teacher aspect challenges in the utilization of cooperative learning, difficulties in the communication of the objectives of CL to pupils and choosing a group task to include all pupil as numbers were the least encountered by the respondents. The overall weighted mean of the perception of the teacher-respondents on the challenges in the utilization of Cooperative Learning in Social Studies as to teacher aspect was 3.70, interpreted as Often (O). The elementary teacher-respondents often observed, and encountered teacher-related challenges on the occasion that cooperative learning strategies and activities are conducted.

Table 4 shows the perception of the teacher-respondents on the challenges in the utilization of cooperative learning in Social Studies as to assessment/evaluation of output aspect.

**Table 4. Challenges in the Utilization of Cooperative Learning in Social Studies in terms of Assessment/Evaluation of Output Aspect**

Assessment/Evaluation of Output Aspect	AWM	DE	Rank
1. Adjustment in utilizing alternative assessment tools and techniques	3.88	O	1
2. Not communicating in advance the assessment criteria	3.54	O	8
3. Inadequate time for the explanation of the criteria for assessment and performance indicators	3.49	O	9
4. Lack of clarity around assessment which creates uncertainty for pupils	3.45	O	10
5. Limited time in the formulation of performance standard and indicators for the rubrics	3.57	O	6
6. Limited time in the preparation of rating scale and rating sheets	3.63	O	3
7. Limited approach to the interpretation of data obtained from rubrics, rating scale and rating sheets	3.60	O	4
8. Communicating the result of assessment of group work/task is done irregularly	3.59	O	5
9. Limited opportunities for pupils to assess/evaluate other's work and performances	3.56	O	7
10. Make anecdotal notes of observations during group work	3.87	O	2
<b>Overall Weighted Mean</b>	<b>3.62</b>	<b>Often (O)</b>	

Indicator 1 stated as “Adjustment in utilizing alternative assessment tools and techniques” obtained a weighted mean of 3.88 and ranked 1<sup>st</sup>. Indicator 10 stated as “Make anecdotal notes of observations during group work” obtained a weighted mean of 3.87 and ranked 2<sup>nd</sup>. Indicator 6 stated as “Limited time in the preparation of rating scale and rating sheets” obtained a weighted mean of 3.88 and ranked 3<sup>rd</sup>. The computed average weighted mean of the indicators 1, 10 and 6 gained a descriptive equivalent of Often respectively.

These results signify that the elementary Social Studies teachers of the Division of Zambales, Philippines frequently encountered and experienced challenges in the assessment and evaluation of their pupils’ output (product and performances) after utilizing cooperative learning strategies and conducting cooperative learning activities in Social Studies. The most identified issues were on the adjustments made by teachers when using alternative assessment tools and techniques and making anecdotal notes of observations during pupils’ group work. Results revealed that the teachers substantially spent time on preparation, technical aspects and administrative aspects of assessment. Many scholars and educators emphasize the importance of collaborative learning, however, according to Dingel, Wei & Huq (2013) it is a challenge to assess out of a team/group in an effective and equitable way. The teacher respondents in the study of Ogan-Bekiroglu & Suzuk (2011) manifest high sense of skill and knowledge about educational assessment, however they still find difficulties related to their assessment practices. Laguador (2014) on the other hand argued that observing appropriately

the learners' behavior and conduct that somehow had impact on their academic performance are still challenging for the teachers conducting cooperative learning activities.

The teachers also often considered that time limitation in the making and/or preparation of rating scale and rating sheets as assessment tools was a challenge of cooperative learning in Social Studies. The teachers are obliged to develop an assessment instrument most especially if they cannot find rating scale and rating sheets samples from other sources which are compatible to students' skills being assessed. In parallel to this result, respondents in Metin's (2013) study revealed that not having sufficient time in implementing the performance task affects its efficacy in the classroom.

The indicator that obtained the least average weighted mean of 3.45, interpreted as often and ranked 10<sup>th</sup> was indicator 4 stated as "Lack of clarity around assessment which creates uncertainty for pupils". This particular result indicates that of the indicators of assessment of output challenges in the utilization of cooperative learning, creating ambiguity for pupils caused by limited clarification of the objective of assessment was the least encountered by the respondents. The overall weighted mean of the perception of the teacher-respondents on the challenges in the utilization of cooperative learning in Social Studies as to assessment/evaluation of output aspect was 3.62 interpreted as Often (O). The elementary teacher-respondents often observed, encountered and experienced assessment/evaluation of output related challenges in the conduct of cooperative learning strategies and activities in Social Studies instruction.

**Table 5. Difference on the Perceived Extent of Occurrence of Challenges in the Utilization of Cooperative Learning as to Pupil Aspects when grouped according to Teachers' Profile**

Pupil Aspects	Sum of Squares	df	Mean Square	F	Sig.
Highest Educational Attainment	0.241	4	0.060	0.175	<b>0.951</b>
	36.851	107	0.344		
	37.093	111			
Academic Position	1.512	3	0.504	1.530	<b>0.211</b>
	35.580	108	0.329		
	37.093	111			
Length of Service	3.227	7	0.461	1.416	<b>0.207</b>
	33.866	104	0.326		
	37.093	111			

*\*Significant*

Table 5 shows that the significant values for highest educational attainment (0.951), academic position (0.211) and length of service (0.207) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception. Whether the respondents vary in their highest educational attainment, position and length of service, common teacher-related challenges and difficulties were observed and experienced when cooperative learning activities were utilized in facilitating lessons in Social Studies. Xuan (2015) reported that the faculty respondents' perceived CL instructions to be hard to administer in a large classroom, thus teachers' creativity have to be implored to provide opportunities for students to work hard in CL. Teachers' resourcefulness is essential according to Lee (2009) to address the limited authentic materials which makes CL less appealing for learners.

**Table 6. Difference on the Perceived Extent of Occurrence of Challenges in the Utilization of Cooperative Learning as to Teacher Aspects when grouped according to Teachers' Profile**

Teacher Aspects	Sum of Squares	df	Mean Square	F	Sig.
Highest Educational Attainment	0.996	4	0.249	0.479	<b>0.751</b>
	55.664	107	0.520		
	56.660	111			
Academic Position	3.381	3	1.127	2.285	<b>0.083</b>
	53.279	108	0.493		
	56.660	111			
Length of Service	6.434	7	0.919	1.903	<b>0.076</b>
	50.226	104	0.483		
	56.660	111			

*\*Significant*

Table 6 shows that the significant values for highest educational attainment (0.751), academic position (0.083) and length of service (0.076) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception. Whether the respondents vary in their highest educational attainment, position and years of rendered service in their respective schools, common teacher related issues, challenges and problems were observed and encountered when cooperative learning method and activities were conducted in teaching lessons in Social Studies. The findings of the study of Marashi & Dibah (2013) found no meaningful differences on the responses with regards to the difficulties in planning cooperative learning activities and tasks when the teachers' career and/or professional profile are considered. Valdez, et al. (2012) argued that teachers at all times and conditions must be mindful of the different teaching pedagogies and must enhance

their instructional skills and abilities and content knowledge through seminars, workshops and further study.

**Table 7. Difference on the Perceived Extent of Occurrence of Challenges in the Utilization of Cooperative Learning as to Assessment/Evaluation of Output when grouped according to Teachers' Profile**

Assessment/ Evaluation of Output	Sum of Squares	df	Mean Square	F	Sig.
Highest Educational Attainment	0.094	4	0.024	0.045	<b>0.996</b>
	55.505	107	0.519		
	55.600	111			
Academic Position	3.087	3	1.029	2.117	<b>0.102</b>
	52.512	108	0.486		
	55.600	111			
Length of Service	6.283	7	0.898	1.893	<b>0.078</b>
	49.316	104	0.474		
	55.600	111			

*\*Significant*

Table 7 shows that the significant values for highest educational attainment (0.996), academic position (0.102) and length of service (0.078) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception. Whether the teacher-respondents vary in their educational attainment, academic position and years of service rendered in their respective schools, there exists a common knowledge and encountered challenges in assessing and evaluating pupils' knowledge and output (product and performances) after cooperative learning methods and activities are utilized/conducted in learning Social Studies lessons. Shim, Ryan & Cassady (2012) pointed out that whatever circumstances, awareness of teachers on the problems on the use of high-stakes assessments and interpretation of performance-based assessment results are important to satisfy the need of learners for an impartial and sound feedback of their development. Koh (2011) claimed that the effectiveness of educational assessment to contribute to advancements in the educational system depends largely on teachers' knowledge, skills of usage and giving objective decision and/or valuation.

## V. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, it was found that the teacher-respondents are highly qualified educators and have been teaching for quite long. The most often encountered challenge in the utilization of cooperative learning in Social Studies by the teacher respondents was pupil-related aspects like having large group sizes which make the communication and division of

work difficult and with group members who do not work hard as others and who do not always focus on the task. The teachers also often experienced teacher-related challenges in the utilization of cooperative learning in Social Studies mainly adjusting to the role of pupils of increased responsibility for own learning, demanding significant time in terms of planning learning activities, in terms of formulating daily lesson plans and in terms of guidance. The Assessment/evaluation of output-related challenges often encountered by teachers include the utilization of alternative assessment tools and techniques, making anecdotal notes of observations during group work and time limitation in the preparation of rating scale and rating sheets. Moreover, a no significant difference on the perceived extent of occurrence of challenges in the utilization of cooperative learning as to pupil aspects, teacher aspects and assessment/evaluation of output aspects when grouped according to teacher' profile was found.

Based on the findings obtained, the researchers recommend that teachers should plan ahead cooperative learning activities which require small group sizes for a smooth and orderly conduct of activities and effective division of tasks/works among pupils. Address instructional planning and time management issues by developing and seriously following activity logs/schedules prepared by teachers. Teachers should further the supervision of passive and low-achieving pupils to ensure engagement and focus on tasks/works. Teachers should conduct more cooperative learning activities for the pupils to realize that the undertakings are towards developing sense of responsibility for own learning. Teachers may assign responsible pupils as monitors during cooperative learning activities to address the challenge of high demand of guidance and supervision. School administrators may initiate the conduct of training for teachers on the preparation and utilization of alternative assessment (authentic and performance-based) tools and techniques (anecdotal notes, rubrics, rating scale and rating sheets) for evaluating cooperative learning outputs.

The study is limited to appraisal of the occurrence of challenges of the utilization of cooperative learning in one particular division of Department of Education (DepEd) in the Philippines. Future studies therefore should include more participants to explore and generate more evidence on the dimensions cooperative learning. The researchers suggest a follow-up study which may include other DepEd Divisions and other variables such as effects of cooperative learning on academic performance and intervention strategies to address challenges in its utilization.

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