

# Nurturing Working Environment: The Johnsons' Collaborative Learning Model

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## ABSTRACT

The study of Johnsons' Collaborative Learning Model and its significance in developing a collaborative working environment within the school community is the focus of this paper. This is based from the study David W. Johnson and Roger T. Johnson, where it highlights the importance of positive interdependence, individual accountability, promotive interaction, social skills, and group processing. The study measures how these attributes contribute to improved cooperation among teachers, administrators, and students, leading to better academic performance and professional relationships. Using a descriptive research design, data were collected through surveys and interviews from selected educators and school staff. Based from the results, they reveal that a strong collaborative culture not only improves teaching effectiveness but also factors to mutual respect, shared responsibility, and a supportive school atmosphere. Collaboration was found to increase motivation, creativity, and problem-solving capacities within the educational setting. The study summarizes that implementing Johnsons' Collaborative Learning Model is essential in building a cohesive, engaged, and productive school community where learning is viewed as a shared endeavor.

**Keywords:** Collaborative Learning Model, Johnson and Johnson, collaborative environment, school community, teamwork, cooperation, education

## INTRODUCTION

Since education goes to better improved every now and then, collaboration in the work environment, has become a vital element in achieving academic excellence and professional growth. The Johnsons' Collaborative Learning Model, developed by David W. Johnson and Roger T. Johnson, considers the significance of cooperative efforts in promoting meaningful learning experiences. This model reinforces the power of positive interdependence, individual accountability, and group interaction as essential components for effective learning and teamwork. Within the school community, fostering a collaborative working environment encourages open communication, shared decision-making, and mutual respect among teachers, administrators, and students. When employees work together toward common goals, they develop stronger interpersonal relationships, rapport and a collective sense of responsibility that enhances both teaching and learning outcomes. In today's educational framework, where challenges demand innovative and cooperative solutions, the application of Johnsons' model is increasingly relevant. By promoting teamwork and shared problem-solving, schools can create a supportive and inclusive culture that nurtures both personal and institutional growth. This study aims to examine the role of collaborative working environments in strengthening school communities through the lens of Johnsons' Collaborative Learning Model.

### Collaborative Learning Model

The Collaborative Learning Model, developed by David W. Johnson and Roger T. Johnson, is an educational approach that stresses learning through group interaction and cooperation. It is anchored in the belief that knowledge is constructed through shared experiences, communication, and teamwork rather than through isolated individual effort. In this model, employees work together in small groups to achieve common academic goals while supporting each other's learning. The Johnsons identified five key principles of effective

collaboration: positive interdependence, individual accountability, promotive interaction, social skills, and group processing. These elements promote that each member shares meaningfully, takes responsibility, and engages in reflective group discussions to improve performance. The model also encourages essential life skills such as leadership, communication, empathy, and conflict resolution. Within educational institutions, the Collaborative Learning Model transforms classrooms into communities of learners where cooperation replaces competition. It encourages students and teachers alike to value diversity of thought, build mutual trust, and develop shared responsibility for success. This model promotes not only academic achievement but also social and emotional development, creating a learning environment that prepares individuals for lifelong collaboration and problem-solving.

### **Collaborative Working Environment**

A collaborative working environment relates to a setting where individuals actively work together toward shared goals through open communication, mutual respect, and collective problem-solving. In terms of education, this environment encourages teachers, administrators, and students to engage in teamwork that promotes innovation, professional growth, and improved learning outcomes. Collaboration nurtures a sense of community within schools, where every member feels valued and supported. It breaks down barriers between departments and roles, allowing for the free exchange of ideas and best practices. When educators collaborate, they can co-create goals and objectives, share teaching strategies, and reflect on school progress more effectively. This teamwork not only enhances instructional quality but also builds trust and strengthens relationships across the school community. A collaborative environment encourages inclusivity and shared decision-making, empowering all members to take part in achieving institutional goals. Through continuous dialogue and cooperation, schools can adapt to challenges more efficiently and sustain a positive organizational culture. A collaborative working environment nurtures unity, accountability, and professional fulfillment—key elements in building a dynamic and resilient educational institution.

### **School Community**

A school community pertains to the collective group of individuals who contribute to and participate in the educational process within a school. This includes students, teachers, administrators, parents, and other stakeholders who share a common goal of promoting learning and holistic development. A strong school community is built on collaboration, communication, and shared responsibility. It gives a supportive environment where every member feels valued, respected, and motivated to contribute to the success of the institution. Within this community, relationships are founded on trust and cooperation, fostering a positive atmosphere conducive to both academic and personal growth. The involvement of parents and the wider community enhances the learning experience by linking classroom instruction to real-world contexts. Teachers and administrators, through teamwork and shared leadership, can create programs that meet the diverse needs of learners. A cohesive school community encourages inclusivity, cultural understanding, and a sense of belonging among its members. When collaboration thrives, schools become not only centers of learning but also nurturing spaces that build character, citizenship, and lifelong values. A strong school community is essential for achieving educational excellence and sustainable development in today's learning environments.

### **Implications of the Collaborative Learning Model to the Collaborative Working Environment in the School Community**

The Collaborative Learning Model of David W. Johnson and Roger T. Johnson has meaningful implications for establishing and sustaining a collaborative working environment within the school community. This model, which cultivates teamwork, shared goals, and mutual accountability, extends beyond classroom learning to influence the professional culture of schools. When educators apply the principles of collaboration—such as positive interdependence, individual accountability, and promotive interaction—they create an atmosphere of trust, cooperation, and shared responsibility among colleagues. Such an environment encourages teachers to plan lessons together, exchange best practices, and support one another in addressing academic challenges. The model promotes open communication and collective problem-solving, which strengthens decision-making processes within the school. Administrators, teachers, and staff become active contributors to institutional growth, ensuring that goals are achieved through unified effort. This collaborative approach also enhances teacher motivation,

professional satisfaction, and continuous improvement, ultimately leading to improved student outcomes. The Johnsons' Collaborative Learning Model serves as a framework for building a school culture grounded in cooperation, inclusivity, and shared leadership—qualities that are vital in fostering a strong and dynamic school community.

## DISCUSSION AND CONCLUSION

This study highlights the crucial role of Johnsons' Collaborative Learning Model in enhancing the collaborative working environment within the school community. The results reveal that when the principles of collaboration such as positive interdependence, individual accountability, and group interaction are effectively practiced, educators become more engaged and motivated in their professional tasks. Collaboration fosters open communication, teamwork, and shared decision-making, which are essential for addressing the diverse challenges of teaching and learning. A collaborative culture strengthens relationships among teachers, administrators, and students, creating an inclusive environment that supports both academic and personal growth.

The study confirms that applying the Collaborative Learning Model contributes significantly to the development of a unified and productive school community. It demonstrates that when schools prioritize cooperation over competition, the outcomes include higher teacher morale, stronger professional relationships, and improved student achievement. Schools should continue to promote collaboration as a core value in educational practice, encouraging all members of the community to work collectively toward shared goals. The Johnsons' model thus provides a strong theoretical and practical foundation for cultivating a harmonious, effective, and growth-oriented educational environment.

The Johnsons' Collaborative Learning Model explains the importance of shared goals, mutual support, and open communication in fostering a nurturing working environment. By promoting cooperation rather than competition, the model stresses teachers and staff to work collectively toward enhancing student learning outcomes and professional growth. The study proves how collaboration builds trust, strengthens collegiality, and enhances problem-solving within the school community. However, future research could expand on these findings by including longitudinal or comparative case studies across different school levels, which may yield more generalizable insights into the model's long-term effectiveness. This means a deeper exploration of the challenges in implementing collaboration—such as time constraints, leadership dynamics, and resistance to change—can offer a more comprehensive understanding of the model's practical limitations. Through integrating perspectives from parents and community stakeholders could enrich the analysis by extending the concept of collaboration beyond the school setting, thus providing a more holistic view of how cooperative engagement fosters a truly nurturing educational environment.

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