

# A Study of the Relationship of Teacher's Collaborative Learning Strategies to the Leadership Skills of the Junior High School in Selected Public Secondary Schools in Tanauan

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## THE PROBLEM AND ITS BACKGROUND

This chapter includes the introduction, theoretical framework, statement of the problem, hypothesis, scope and limitation, significance of the study, and the definition of terms used.

### Introduction

The teaching and learning process is a fundamental aspect of education and plays a significant role in human development. It involves continuous interaction between teachers and learners through the exchange of knowledge, skills, and experiences. One approach that supports this process is collaborative learning (CL), which refers to teaching strategies that encourage students to work together in small groups toward a common goal (Le et al., 2018). As explained by Ismail et al. (2018), collaborative learning promotes shared responsibility, where learners are not only responsible for their own learning but also contribute to the progress of their peers.

In the Philippine educational setting, collaborative learning is reinforced by existing policies and standards. DepEd Memorandum No. 8, s. 2023, under the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS-PPST), highlights the importance of using teaching strategies that address both individual and group learning needs. Teachers are expected to promote active participation, cooperation, and collaboration in the classroom to enhance student performance. Supporting this, studies have shown that student engagement is positively associated with collaborative learning (Vega-Abarzúa et al., 2022). In addition, Pahomov (2018) emphasized that collaboration not only strengthens peer relationships but also improves the overall quality of students' work.

Despite these benefits, there is still limited research that clearly explains how teachers' use of collaborative learning strategies influences the development of leadership skills among junior high school students. While previous studies have discussed collaborative learning in general, fewer studies have focused on its direct connection to leadership development, especially within the context of public secondary schools in Tanauan. This indicates a gap that needs to be explored further.

Leadership skills such as teamwork, critical thinking, and problem-solving are essential for students as they prepare for future challenges. These skills are often developed through meaningful interactions and shared responsibilities, which are key elements of collaborative learning. However, the extent to which these classroom strategies contribute to leadership development remains unclear.

Therefore, this study aims to examine the relationship between teachers' collaborative learning strategies and the leadership skills of junior high school students in selected public secondary schools in Tanauan. The results of this study are expected to provide insights that may help teachers enhance their instructional practices and support the development of students' leadership abilities. In addition, this research contributes to broader educational goals that emphasize quality education and the development of essential life skills.

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## Theoretical Framework

This study uses theories to help researchers identify the connections between teachers' collaborative learning strategies and junior high school students' leadership skills in Selected Public Secondary Schools in Tanauan, which will help them make general conclusions and relevant findings.

Vygotsky's theory of the Zone of Proximal Development (ZPD) emphasizes that learners can accomplish tasks with guidance that they cannot yet complete independently. Scaffolding, where teachers or peers provide support, helps learners gradually achieve autonomy. Vygotsky also stressed the importance of cultural context, arguing that students' backgrounds and experiences shape their learning. Dialogue and language are seen as critical tools for fostering understanding and critical thinking through social interaction. In terms of pedagogy, Vygotsky's ideas call for collaborative learning environments that prioritize social interaction and peer dialogue. By applying ZPD and scaffolding, teachers can adapt instruction to meet diverse learner needs. Future research should continue exploring how social and cultural factors influence learning to improve educational outcomes for all students (Daniels, H., 2018).

Constructivists believe that knowledge is actively built by learners rather than passively received, marking a significant shift in educational psychology. This perspective sees learners as active participants who shape their understanding through experiences and social interactions. The two main types of constructivism are cognitive constructivism, which emphasizes personal knowledge construction, and social constructivism, which focuses on learning through social engagement (Liu, J., & Matthews, R., 2020).

The second theory supporting this study is Bass M. Bernard's Transactional Leadership, which motivates followers through rewards and penalties. In education, this

Involves setting clear expectations and rewarding students for meeting goals or imposing penalties for failure. The study explores how this leadership style affects student achievement in structured academic settings. Rewards encourage students to complete tasks and meet standards, while penalties help keep them on track and discourage poor performance. The research shows that performance improves under transactional leadership when goals are clear. However, it suggests that this approach may not foster creativity or independent thinking. Overall, while transactional leadership works for short-term goals, it may not inspire deeper engagement or long-term growth.

Lastly, Albert Bandura's Social Learning Theory suggests that people learn by watching and copying others in social situations. Bandura also introduced the idea of reciprocal determinism, which emphasizes how behavior, personal characteristics, and environmental factors influence each other. Bandura recognized that learning couldn't be explained solely through direct reinforcement, so he included a social aspect in his theory. He argued that people also learn by watching others (Fountoukidou et al., 2019).

Cognitive Social Learning Theory seeks to explain how people acquire knowledge, beliefs, attitudes, and thought patterns based on their social environment. It emphasizes that learning is a cognitive process closely tied to the context, whether that be family, school, or other settings. Albert Bandura made significant contributions to this area, influencing various fields such as social, cognitive, developmental, educational, and clinical psychology (De la Fuente et al., 2023).



Specifically, it seeks to answer the following questions:

1. How do the collaborative learning strategies be described in terms of;
  - 1.1 Problem-Based Learning
  - 1.2 Collaborative Concept Mapping
  - 1.3 Group Timeline Projects
2. How do the leadership skills of Junior High School students be described in terms of;
  - 2.1 Communication Skills
  - 2.2 Teamwork
  - 2.3 Problem-Solving
  - 2.4 Decision-Making
  - 2.5 Confidence
3. Is there a significant relationship between collaborative learning strategies employed by the teachers and leadership skills of the Junior High School students?
4. What are the implications of the study for classroom instructions?

### **Hypothesis**

There is no significant relationship between collaborative learning strategies and leadership skills.

### **Significance Of the Study**

This research examines the relationship between the teachers' collaborative learning strategies to the leadership skills of junior high school students in Selected Public Secondary Schools in Tanauan. Additionally, the findings of the study will be advantageous to the following:

**Students.** This study will benefit students, as they are the primary participants, with a focus on the development of their skills. Through this research, students will gain insight into how Collaborative Learning Strategies contribute to the enhancement of their leadership skills.

**Teacher.** The findings of this study may guide teachers in emphasizing the use of Collaborative Learning Strategies to foster the development of leadership skills in their students.

**Administrator.** This study may provide school administrators with data-driven insights to refine teaching methods, support professional growth, and create a conducive learning environment that nurtures the development of critical student skills.

**Future Researcher.** This study can positively contribute to the academic community by expanding on the existing knowledge of related topics.

**Curriculum Writers.** Research findings are essential for the ongoing refinement of curriculum development. Curriculum designers can leverage data from studies to update and enhance their materials, ensuring they remain aligned with the latest educational practices.

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## Scope And Limitations

This research primarily investigates a study of the relationship of teachers' collaborative learning strategies to the leadership skills of junior high school students in selected public secondary schools in Tanauan.

The researcher asked for 38 Social Studies teachers, ranging in age from under 25 to over 55 years old.

## Definition Of Terms

The terms outlined below are defined operationally to enhance the comprehension of the study:

**Collaborative Concept Mapping.** It refers to a visual learning technique where students work together to organize and represent information on a subject, promoting shared understanding and the development of ideas through collaboration.

**Collaborative Learning Strategies.** These are instructional methods where students work in small groups to achieve common academic goals, including activities like cooperative learning, peer instruction, group assignments, and technology integration.

**Communication Skills.** These are the abilities of students to effectively share ideas, information, and thoughts in both written and spoken formats, essential for effective leadership and collaboration.

**Confidence.** It refers to the self-assurance students display in their ability to lead, communicate, and make decisions, which is vital for effective leadership in academic and professional contexts.

**Decision-Making.** It refers to the process of making informed and thoughtful choices, an important skill for leadership, where students evaluate options and consequences to arrive at effective solutions.

**Group Timeline Projects.** These are collaborative activities where students work together to create timelines outlining key events, developing skills in organization, cooperation, and time management.

**Leadership Skills.** These are the abilities necessary for students to guide and motivate others in group settings, encompassing communication, teamwork, problem-solving, decision-making, and self-confidence.

**Problem-Based Learning.** It refers to a student-centered approach where learners tackle real-world problems through research, collaboration, and critical thinking, promoting leadership and teamwork.

**Problem-Solving.** It refers to the ability to identify challenges and devise logical, effective solutions through careful analysis and creativity, essential for leadership and decision-making.

**Social Learning Theory.** It refers to a theory by Albert Bandura that suggests individuals learn by observing and imitating others, indicating that leadership skills can be developed through social interactions and role models.

**Teamwork.** It refers to the ability of students to collaborate effectively with others to achieve shared goals, demonstrating respect, responsibility, and collective effort.

**Transactional Leadership.** It refers to a leadership style that motivates followers through rewards and punishments, with clear expectations set for performance and consequences for meeting or failing to meet goals.

**Zone of Proximal Development (ZPD).** It refers to Vygotsky's concept that identifies the gap between what learners can do independently and with guidance, emphasizing the importance of social support in the learning process.

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## REVIEW OF RELATED LITERATURE AND RELATED STUDY

This chapter offers a summary of prior studies on knowledge sharing and networks. It presents the study's framework, which forms the central focus of the research discussed in this thesis.

### Foreign

Collaborative learning is widely recognized as an effective teaching strategy that promotes both academic achievement and the development of leadership skills among students. Research emphasizes that collaborative problem-solving enhances communication, accountability, and shared responsibility, which are essential components of leadership (Hämäläinen & Vähäsantanen, 2018; Gillies, 2020). When students work together, they have opportunities to express ideas, manage tasks, and influence group outcomes, reflecting leadership behaviors. Cooperative learning frameworks further stress the importance of positive interdependence and individual accountability, which train students to take initiative and assume leadership roles within groups (Slavin, 2019).

Project-Based Learning (PBL) is highlighted in foreign literature as a collaborative approach that develops leadership skills. Grounded in constructivist principles, PBL engages students in real-world problem-solving that requires planning, organization, and teamwork (Savery, 2018; Hmelo-Silver & Eberbach, 2019). These experiences allow learners to practice decision-making, responsibility, and initiative, fostering essential leadership traits.

Collaborative concept mapping has also been identified as an effective strategy for enhancing cognitive and leadership skills. Rooted in constructivist theory, it allows students to organize ideas, negotiate meaning, and co-construct knowledge (Novak & Cañas, 2019; Schroeder & Nesbit, 2020). This process requires active participation, enabling students to lead discussions, clarify concepts, and support peers, thereby demonstrating leadership behaviors.

Group-based activities, such as timeline projects, further promote leadership skills. Studies indicate that these activities enhance engagement, critical thinking, and collaboration through shared tasks and multimedia integration (Hernandez-Ramos & De La Paz, 2019; Anderson, 2019). Students coordinate efforts, assign roles, and make collective decisions, mirroring real-life leadership responsibilities.

Communication and teamwork are consistently emphasized as key outcomes of collaborative learning. Effective communication supports idea sharing and the ability to influence others, while teamwork fosters trust, shared goals, and coordination (Gonçalves et al., 2020; Salas et al., 2019; Zhang & Hu, 2020; Cohen & Bailey, 2020). Problem-solving in collaborative settings further develops critical thinking, analysis, and decision-making skills, which are vital for leadership (Krajcik & McNeill, 2017; Benson & Bowers, 2020). Overall, foreign studies suggest that active participation in collaborative environments nurtures leadership through communication, responsibility, and influence over group processes (Northouse, 2018).

### Local

Collaborative learning is widely implemented in Philippine classrooms, enhancing both academic performance and leadership-related skills. Filipino learners participating in group activities develop stronger communication skills, confidence, and the ability to lead peers (Bernardo, 2017; Manuel & Ocampo, 2016). Project-Based Learning (PBL) similarly improves critical thinking, participation, and students' confidence in leading group activities (Santos & Bay, 2018; Bautista & Villanueva, 2019).

Collaborative concept mapping has been shown to improve understanding, participation, and confidence in expressing ideas, which also supports leadership development (Mendoza, 2018; Alcantara & Mendoza, 2019). Group timeline projects further enhance teamwork, responsibility, and participation, allowing students to manage tasks and lead discussions effectively (Alvarado & Mendoza, 2019; Ribaya & Delos Reyes, 2021).

Communication and teamwork are consistently reinforced through collaborative activities. Filipino students improve their ability to express ideas, engage in discussions, and cooperate effectively, which are essential leadership competencies (Rivera, 2019; Reyes, 2018; Dela Cruz, 2019; Villanueva, 2020). Problem-solving experiences in collaborative contexts also develop students' decision-making abilities and confidence in guiding group processes (Reyes, 2018; Cabrera, 2019). Local research confirms that leadership skills among Filipino students emerge from active participation in classroom interactions and group tasks (Cruz, 2018).

### Synthesis

Both foreign and local studies consistently indicate that collaborative learning strategies significantly contribute to the development of students' leadership skills, though their focus differs. Foreign literature primarily provides theoretical foundations, emphasizing constructivism, social interaction, and structured processes like positive interdependence and individual accountability (Slavin, 2019; Hämäläinen & Vähäsantanen, 2018). Local studies provide empirical evidence, demonstrating practical outcomes such as improved confidence, communication, and leadership behaviors among Filipino learners (Bernardo, 2017; Manuel & Ocampo, 2016).

Instructional strategies including PBL, collaborative concept mapping, and group-based activities are identified in both contexts as effective for leadership development. Foreign studies highlight structured processes that foster self-regulation, critical thinking, and role distribution (Savery, 2018; Novak & Cañas, 2019), whereas local studies emphasize observable improvements in participation, academic performance, and leadership behaviors (Santos & Bay, 2018; Mendoza, 2018). Collaborative learning also enhances core skills such as communication, teamwork, and problem-solving, which are universally essential for leadership (Salas et al., 2019; Gonçalves et al., 2020; Dela Cruz, 2019; Reyes, 2018).

Overall, the integration of foreign and local perspectives underscores that collaborative learning strategies not only improve academic learning but also cultivate essential leadership skills. This alignment justifies further investigation into the relationship between teachers' collaborative practices and students' leadership development in selected public secondary schools.

## RESEARCH METHODOLOGY AND PROCEDURES

This chapter presents the research methods the researcher used in the study, including the chosen research design, study population, development and validation of the research instrument, data collection procedures, and statistical techniques for analyzing the data.

### Research Design

This study used a correlational research design to examine the relationship between teachers' collaborative learning strategies (independent variable) and junior high school students' leadership skills (dependent variable). This design was chosen because it allows the researchers to explore how one variable may relate to or affect another without manipulating either variable. Correlational research is commonly used in educational studies to identify patterns and relationships, providing useful insights into teaching and learning processes (Creswell, 2018).

### Respondents Of The Study

The participants of this study were 38 Social Studies teachers from selected public secondary schools in Tanauan during the 2024–2025 school year. Random sampling was employed to ensure that every teacher in the population had an equal chance of being included. Table 1 shows the distribution of respondents across the selected schools:

OVER-ALL TOTAL SELECTED PUBLIC HIGH SCHOOL	M	F	TOTAL
Tinurik National High School	2	4	6

Pantay Integrated High School	0	2	2
Tanauan City Integrated High School	5	7	12
Bernardo Lirio National High School	2	9	11
Tanauan School of Fisheries	3	4	7
<b>TOTAL:</b>	<b>12</b>	<b>26</b>	<b>38</b>

### Locale Of The Study

The study was conducted in selected public secondary schools in Tanauan City, Batangas, chosen for their relevance to the research objectives and accessibility for data collection.



### Sampling Technique

A probability sampling method, specifically systematic random sampling using Cochran’s formula, was applied to determine the appropriate sample size from the total population of Social Studies teachers. This method ensured that each teacher had an equal opportunity to participate in the study.

### Research Instrument

Data were collected using a survey questionnaire and checklist, designed specifically for this study. The instrument included 58 items divided into three parts:

1. Part One – Checklist items on collaborative learning strategies implemented by teachers.
2. Part Two – Items measuring teachers’ collaborative learning practices, including Problem-Based Learning (PBL), Collaborative Concept Mapping, and Group Timeline Projects. Responses were rated on a Likert scale from 1 to 4 (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree).

3. Part Three – Items assessing students’ leadership skills, including communication, teamwork, problem-solving, confidence, and decision-making. Both Likert-scale and checklist items were included for a comprehensive evaluation.

The questionnaire was administered to teachers to gather information on how collaborative learning strategies influence student leadership skills.

### Validity Of The Questionnaire

The questionnaire underwent multiple stages of validation. First, a draft was prepared and reviewed by the adviser to ensure alignment with the study’s objectives. It was then evaluated by three experts—Ma’am Jolina Ramos, Ma’am Madelle Masongsong, and Ma’am Nicca Angela Piamonte—who assessed the content, clarity, and relevance of the items. Adjustments were made in accordance with their recommendations.

After validation, school principals distributed the questionnaire. Respondents were given sufficient time to complete it, and the researchers personally collected the completed forms to ensure accuracy.

Table 1. Level of Internal Consistency of the Survey Questionnaire

Subscales	No. of Items	Cronbach's Alpha	Internal Consistency
<b>COLLABORATIVE LEARNING</b>			
Problem-Based Learning	7	.902	Excellent
Collaborative Concept Mapping	7	.804	Good
Group Timeline Projects	7	.809	Good
<b>LEADERSHIP SKILLS</b>			
Communication Skills	7	.795	Accepted
Teamwork	7	.811	Good
Problem-Solving	7	.902	Excellent
Decision Making	7	.810	Good
Confidence	7	.807	Good

### Statistical Treatment Of The Data

The collected data were analyzed using the following statistical methods:

1. Mean – To determine the average responses of participants.
2. Standard Deviation – To assess the variability of responses around the mean.
3. Percentage – To express the proportion of responses in different categories.
4. Pearson’s Correlation Coefficient (r) – To determine the strength and direction of the relationship between teachers’ collaborative learning strategies and students’ leadership skills. The formula used was:

$$r = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \sum(y_i - \bar{y})^2}}$$

Where:

- $r$ = correlation coefficient
- $x_i$ = values of the independent variable (teachers’ collaborative learning strategies)
- $\bar{x}$ = mean of the independent variable
- $y_i$ = values of the dependent variable (students’ leadership skills)
- $\bar{y}$ = mean of the dependent variable

All analyses were conducted using statistical software, and results were interpreted according to standard correlation guidelines.

### Presentation, Analysis, And Interpretation Of Data

This chapter showcases the study's findings through graphical and tabular presentations and their corresponding interpretations.

#### Part I. Perception of Collaborative Learning Strategies

1. How do the collaborative learning strategies be described in terms of;
  - 1.1 Problem-Based Learning
  - 1.2 Collaborative Concept Mapping
  - 1.3 Group Timeline Projects

Table 2. Level of Collaborative Learning Strategy in Problem-Based Learning

Indicators	Mean	SD	Interpretation
As a teacher...			
1. I use problem-based learning to help my students take the lead in their education, keeping them curious and motivated.	3.55	0.50	Strongly Agree
2. I help my students improve their critical thinking and creativity by tackling real-world problems.	3.50	0.60	Strongly Agree
3. I create a welcoming environment in problem-based learning so my students feel comfortable.	3.53	0.65	Strongly Agree
4. My students learn from the content and each other while solving complex problems.	3.37	0.67	Strongly Agree
5. I use real challenges in PBL to boost my students' motivation and make learning relevant.	3.53	0.60	Strongly Agree
6. I assess my students' progress through problem-based learning.	3.37	0.49	Strongly Agree
7. I provide timely feedback during problem-based activities to help my students refine their ideas.	3.58	0.50	Strongly Agree
Overall	3.49	0.57	Strongly Agree

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level); 3.26-4.00- (Strongly Agree/Very High Level)

Table 8 shows the results that the teacher has a high commitment to PBL since the overall mean rating of 3.49 and standard deviation of 0.57 represent consistent agreement with the statements. The highest-ranked aspect is the delivery of timely feedback during problems (M=3.58, SD=0.50), which shows that the teacher takes extra precautions in guiding students appropriately. Similarly, creating a welcoming environment (M=3.53, SD=0.65) and using real challenges to boost motivation (M=3.53, SD=0.60) are efforts to create a supportive and engaging learning experience. All statements received high ratings, but areas such as assessing progress (M=3.37, SD=0.49) and peer learning during complex problem-solving (M=3.37, SD=0.67) may offer further scope for improvement. Overall, the data underlines a strong alignment with the principles of PBL in promoting active learning and critical thinking.

PBL fosters collaborative skills by engaging students in solving real-world problems, managing tasks, and assuming roles within teams. This approach enhances their ability to reflect critically and take responsibility for their learning, which is crucial for leadership skill development. (Rafla et al., 2018; Muhammad, 2019)

Table 4. Level of Collaborative Learning Strategy in Collaborative Concept Mapping

Indicators	Mean	SD	Interpretation
As a teacher...			
1. I see my students share ideas while collaborating on concept maps, leading to a deeper understanding.	3.45	0.69	Strongly Agree
2. I let my students work on concept maps as a team to see how different concepts connect and boost critical thinking.	3.53	0.65	Strongly Agree
3. I let my students create concept maps together to build teamwork and develop collaboration skills for future projects.	3.42	0.68	Strongly Agree
4. My students are more engaged when they can discuss and create concept maps as a group.	3.47	0.69	Strongly Agree
5. I give clear instructions for the concept mapping activity to keep my students focused and improve their collaboration.	3.53	0.65	Strongly Agree
6. I see my students take more ownership of their learning during collaborative concept-mapping activities.	3.58	0.60	Agree
7. I believe working together on concept maps meets the needs of different learners.	3.63	0.54	Strongly Agree
Overall	3.52	0.64	Strongly Agree

*Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00-(Strongly Agree/Very High Level)*

The data reveals that the teacher observes strong engagement and collaboration by students during concept mapping activities, where all items are rated as "Strongly Agree" or "Agree." The high mean score of 3.52 shows that the teacher perceives concept mapping as an effective strategy for fostering critical thinking, teamwork, and a deeper understanding of concepts. The lower the values of the standard deviation - for example, 0.54 concerning inclusive training for various learners - signify conformity and homogeneity in the responses given by the teacher. Student ownership of learning is also promoted through collaborative concept mapping, with a mean of 3.58, showing its potential to stimulate active participation. The teacher's views are in unison on the great advantages of applying concept maps to obtain engagement and the development of skills across varying learning environments.

Integrating concept mapping within a meaningful learning environment facilitated active participation, enhanced collaboration, and promoted a deeper understanding of the material. (Cañas et al., 2018)

Table 5. Level of Collaborative Learning Strategy in Group Timeline Projects

Indicators	Mean	SD	Interpretation
As a teacher...			
1. My students are more motivated to complete timeline projects when they collaborate in groups.	3.50	0.65	Strongly Agree
2. The creativity of my students is expressed through group timeline projects.	3.32	0.62	Strongly Agree
3. I let my students learn from each other's perspectives through group timeline projects.	3.50	0.65	Strongly Agree
4. I encourage my students to take ownership of their learning through these projects.	3.50	0.56	Strongly Agree
5. My students often collaborate effectively on group timeline projects.	3.47	0.60	Strongly Agree
6. My students create timelines as a group to develop planning skills.	3.37	0.67	Strongly Agree
7. My students are more engaged when working together on timeline projects	3.53	0.56	Strongly Agree
Overall	3.45	0.62	Strongly Agree

*Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00-(Strongly Agree/Very High Level)*

Table 5 shows an agreement of strong consensus among responses that group timeline projects significantly improve the engagement, motivation, and cooperation of students. The highest mean score, which is 3.53, emphasizes the level of engagement students develop when they work in groups. A very similar score, at 3.50 in several items, demonstrates that the teacher made continuous efforts to facilitate ownership, sharing of perspective, and motivation of students through group work. This relatively lower but still high agreement on creativity skills (3.32) and planning skills (3.37) suggests that although these areas are positively perceived, they could benefit from further improvement. Overall, the results support the idea of a productive and interactive learning environment for a group of students working on timeline projects.

Group timeline projects, as part of collaborative learning, significantly enhance leadership and academic skills by fostering teamwork, communication, and problem-solving. These projects involve students working together towards a shared goal, which not only improves their academic performance but also strengthens their leadership abilities. (Creately, 2020; Education Endowment Foundation, 2019)

Table 6. Summary of Respondents' Level in Collaborative Learning Strategies

Indicators	Mean	SD	Interpretation
Problem-Based Learning	3.49	0.57	Very High Level
Collaborative Concept Mapping	3.52	0.64	Very High Level
Group Timeline Projects	3.45	0.62	Very High Level
Overall	3.49	0.61	Very High Level

*Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level);3.26-4.00-(Strongly Agree/Very High Level)*

The data presented in Table 6 show that Students show very high levels of engagement using all the assessed collaborative learning strategies. Among those, collaborative concept mapping showed a mean score of 3.52 with a standard deviation of 0.64, indicating highly consistent effectiveness for teamwork and critical thinking.

Problem-based learning and group timeline projects were closely behind with mean scores of 3.49 and 3.45, respectively, both indicating very high engagement and performance levels. The collective mean score with a standard deviation of 0.61 indicates how these strategies could impact the learners' active nature. These findings point out how diverse collaborative approaches can be effective in increasing learner interaction and the construction of knowledge.

The concept mapping approach was utilized to foster productive discussions and shared understanding among partners in a collaborative learning environment. Offering a visual comparison of individual maps facilitated dialogue and helped students address discrepancies, which ultimately improved group collaboration and problem-solving skills (Wunnasri et al., 2018; Hirashima et al., 2011).

### Part III. Perception of Leadership Skills

2. How do the leadership skills of Junior High School students be described in terms of;

2.1 Communication Skills

2.2 Teamwork

2.3 Problem-Solving

2.4 Decision-Making

2.5 Confidence

Table 7. Level of Leadership Skills in Communication Skills

Indicators	Mean	SD	Interpretation
As a teacher...			
1. I see my students using communication skills to work well with each other.	3.58	0.50	Strongly Agree
2. I see how I motivate my students by making eye contact and using positive body language.	3.61	0.50	Strongly Agree
3. I see that asking questions helps my students understand better and express themselves clearly.	3.71	0.48	Strongly Agree
4. I see how I adjust my communication to meet my students' needs in different situations.	3.74	0.48	Strongly Agree
5. I see that staying calm during tough discussions helps my students stay focused.	3.68	0.48	Strongly Agree
6. I see how giving respectful feedback encourages my students to improve.	3.66	0.49	Strongly Agree
7. I see that creating an open and supportive environment helps my students feel comfortable sharing their ideas	3.82	0.41	Strongly Agree
Overall	3.68	0.48	Strongly Agree

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level); 3.26-4.00-(Strongly Agree/Very High Level)

Table 7 shows a high level of agreement among the respondents on their use of effective communication skills as teachers. The highest mean score was 3.82, which indicated that an open and supportive environment created comfort for students to share ideas. Adjusting communication to meet the needs of students in different situations (3.74) and the use of questioning to enhance understanding and expression (3.71) were also highly valued. Teachers also value the need to remain composed in difficult conversations (3.68) and to give constructive feedback (3.66) to promote improvement. Overall, the results highlight the positive effects of communication strategies on promoting student engagement and collaboration.

Communication, including both verbal and non-verbal skills, significantly contributes to leadership effectiveness, helping students build emotional intelligence and influence their peers positively. (Binkley et al., 2020).

Table 8. Level of Leadership Skills in Team Work

Indicators	Mean	SD	Interpretation
As a teacher...			
1. I observe my students effectively collaborate with their peers during group activities.	3.66	0.49	Strongly Agree
2. I see my students actively sharing responsibilities within their teams.	3.61	0.50	Strongly Agree
3. I notice my students communicating openly to achieve common goals.	3.50	0.51	Strongly Agree
4. I feel that my students demonstrate respect for each other's ideas and contributions in group work.	3.63	0.50	Strongly Agree
5. I recognize my students resolving conflicts constructively while working together.	3.55	0.50	Strongly Agree
6. I see my students sharing their ideas to help with group discussions.	3.66	0.48	Strongly Agree
7. I notice my students giving helpful feedback and support to each other.	3.55	0.50	Strongly Agree
Overall	3.59	0.50	Strongly Agree

*Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level); 3.26-4.00-(Strongly Agree/Very High Level)*

Table 8 indicates that the teacher always observes excellent collaborative skills from the students when working in groups. The overall mean score was 3.59, with a standard deviation of 0.50, indicating strong agreement. Students were seen to be actively sharing responsibilities (M=3.61, SD=0.50) and communicating openly to achieve common goals (M=3.50, SD=0.51). Moreover, the teacher perceived that the student respected peers' ideas (M=3.63, SD=0.50) and resolved conflicts constructively (M=3.55, SD=0.50). The highest mean score is 3.66, suggesting that students have a high competency in ineffective collaboration and idea-sharing during group discussions. Overall, the data supports the positive group dynamics and constructive behaviors observed by the teacher.

Teamwork fosters self-confidence by allowing students to contribute ideas, receive feedback, and work toward shared success, ultimately preparing them for future leadership opportunities. (Gurung & Anthwal, 2020; Johnson & Johnson, 2021).

Table 9. Level of Leadership Skills in Problem-Solving

Indicators	Mean	SD	Interpretation
As a teacher...			
1. I see my students looking for solutions when facing challenges in group work.	3.34	0.71	Strongly Agree
2. I see my students discussing ideas with peers to solve problems together.	3.55	0.68	Strongly Agree
3. I see my students figuring out the cause of a problem when working with others.	3.53	0.63	Strongly Agree
4. I see my students using critical thinking to solve problems in group tasks.	3.42	0.67	Strongly Agree
5. I see my students suggesting solutions and encouraging others to try new ideas.	3.55	0.50	Strongly Agree
6. I see my students sticking with a problem and working through it as a team.	3.63	0.49	Strongly Agree
7. I see my students asking questions to understand problems better and solve them together.	3.39	0.72	Strongly Agree
Overall	3.49	0.63	Strongly Agree

*Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level); 3.26-4.00-(Strongly Agree/Very High Level)*

Table 9 shows that most participants strongly agree on the capacity of students for collaborative problem-solving when working in groups. The most emphasized behavior is students persevering with problems and working together to solve them as a team (M=3.63, SD=0.49). Students are also good at discussing ideas among peers (M=3.55, SD=0.68) and urging new solutions, M=3.55, SD=0.50. However, ratings are a bit lower yet still strong when students ask questions to better understand problems (M=3.39, SD=0.72). Overall, the data shows a consistent observation of students actively engaging in critical thinking and teamwork during group tasks with minimal variability across responses (SD=0.63).

Problem-solving tasks in a team context helped students improve communication, decision-making, and conflict-resolution skills, all of which are essential for effective leadership. (Cohen et al., 2019)

Table 10. Level of Leadership Skills in Decision-Making

Indicators	Mean	SD	Interpretation
As a teacher...			
1. I see my students discussing different options in group activities.	3.55	0.57	Strongly Agree
2. I see my students working together and discussing ideas before deciding.	3.61	0.56	Strongly Agree
3. I see my students understanding the consequences of their decisions in real-life situations.	3.74	0.70	Strongly Agree
4. I see my students making choices in their learning activities.	3.63	0.62	Strongly Agree

5. I see my students reflecting on their decisions to make better choices in the future.	3.34	0.55	Strongly Agree
6. I see my students exploring different solutions before deciding.	3.29	0.61	Strongly Agree
7. I see my students making informed decisions with guidance.	3.37	0.56	Strongly Agree
Overall	3.50	0.60	Strongly Agree

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level); 3.26-4.00-(Strongly Agree/Very High Level)

Table 10 shows that the teacher has a very strong agreement with the positive behaviors shown by the students regarding the aspects of their learning activities. The students discuss matters concerning several options and ideas before deciding on them since items 1 and 2 scored very high averages, which are 3.55 and 3.61, respectively. In addition, the students demonstrate a good understanding of the consequences of their decisions in real-life contexts, which is a reflection of their critical thinking skills (3.74). Reflection on decisions and exploring various solutions also emerge as an essential part of the student's learning process, with averages of 3.34 and 3.29, respectively. Generally speaking, the teacher scored an average of 3.50, signifying a very positive and strong affirmation of the decision-making and reflection practices of students in their activities.

Decision-making is a vital component in cultivating leadership skills among junior high school students as it enhances their ability to collaborate effectively, communicate clearly, and adapt to various situations. Leadership education and training provide students with opportunities to engage in decision-making processes within both structured and unstructured contexts. This fosters critical skills such as active listening, empathy, strategic planning, and conflict resolution, which are essential for leadership development (Gregory et al., 2018).

Table 11. Level of Leadership Skills in Confidence

Indicators	Mean	SD	Interpretation
As a teacher...			
1. I see my students confidently sharing their ideas and opinions in front of others.	3.13	0.57	Agree
2. I see my students give positive feedback to build self-assurance and to take risks in their learning.	3.29	0.58	Strongly Agree
3. I see my students actively participating in conversations with their classmates, showing self-assurance.	3.37	0.61	Strongly Agree
4. I see my students confidently resolving disagreements or conflicts during collaborative work.	3.34	0.76	Strongly Agree
5. I see my students speaking clearly and assertively when expressing their thoughts in a group setting.	3.42	0.67	Strongly Agree
6. I see my students showing trust in their peers' ideas, and contributing confidently to collective decision-making.	3.39	0.56	Strongly Agree
7. I see my students supporting and encouraging each other with confidence during collaborative tasks.	3.45	0.56	Strongly Agree
Overall	3.34	0.62	Strongly Agree

Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level); 3.26-4.00-(Strongly Agree/Very High Level)

This table implies that students feel confident in collaboration and communication settings. The highest mean was 3.45, with a standard deviation of 0.56, which showed that students felt most confident about helping and encouraging their peers in collaboration tasks. The item related to students being clear and forceful in their group discussions had a mean of 3.42 and a standard deviation of 0.67, indicating a general sense of students being forceful in group discussions. The mean score of 3.34 with a standard deviation of 0.62 generally indicates an agreement that the students are sure of themselves and work well as a team. This brings to light how positive peer support and constructive feedback may have effects on developing confidence in a learning environment. Confident leadership not only enhances performance but also shapes organizational culture. Confident leaders create environments where team members feel empowered to share their ideas and tackle challenges without fear of failure. (Hoch et al., 2018)

Table 12. Summary of Respondents' Level in Leadership Skills

Indicators	Mean	SD	Interpretation
Communication Skills	3.68	0.48	Very High Level
Teamwork	3.59	0.50	Very High Level
Problem-Solving	3.49	0.63	Very High Level
Decision-Making	3.50	0.60	Very High Level
Confidence	3.34	0.62	Very High Level
Overall	3.52	0.57	Very High Level

*Legend: 1.0-1.75-(Strongly Disagree/Poor Level); 1.76-2.50-(Disagree/Low Level); 2.51-3.25-(Agree/High Level); 3.26-4.00-(Strongly Agree/Very High Level)*

The data presented in Table 12 clearly shows that participants have a strong competency level for all the key skills considered in this research, which fall within the "Very High Level" category. The communication skills score the highest mean value of 3.68 with a relatively low standard deviation of 0.48, indicating that participants are very proficient in conveying ideas, interacting with others, and expressing themselves. Immediately succeeding is teamwork, where the mean stands at 3.59 with a standard deviation of 0.50, implying that the team works well, collaborates effectively, and effectively contributes to team tasks. Skills in problem-solving and decision-making are slightly below the means with 3.49 and 3.50, respectively, but both fall within the "Very High Level" range. These scores indicate that participants are very proficient in solving challenges, choosing between alternatives, and making prudent decisions depending on the situation. Self-confidence, though still relatively high, stands at 3.34 with a standard deviation of 0.62. This implies that participants possess a high degree of self-confidence but might vary when they think of themselves in other situations. Finally, the overall average score of 3.52 indicates consistent and robust performance across all skills tested. It further indicates that the group shows balanced proficiency in communication, teamwork, problem-solving, decision-making, and confidence, with little variation, supporting the notion that they have a good foundation in these areas crucial to success.

Effective communication is essential for leadership success, as it allows leaders to inspire, motivate, and guide their teams. Leaders who possess strong communication skills can articulate goals clearly, offer constructive feedback, and engage in transparent decision-making. (Babson Thought & Action, 2023)

3. Is there a significant relationship between collaborative learning strategies employed by the teachers and leadership skills of the Junior High School students?

Table 13. Correlation Between Collaborative Learning Strategies Employed By The Teachers And Leadership Skills

Collaborative Learning Strategies	Leadership Skills				
	Communication Skills	Teamwork	Problem-Solving	Decision Making	Confidence
Problem-Based Learning	-0.180	-0.248	-0.032	0.135	0.267
	0.279	0.133	0.849	0.418	0.105
Collaborative Concept Mapping	-0.110	-0.154	0.039	-0.42	0.049
	0.510	0.354	0.815	0.801	0.771
Group Timeline Projects	0.376*	-0.153	-0.084	-0.193	-0.107
	0.020	0.360	0.615	0.245	0.522

Legend: \*\*correlation is significant at the 0.05 level )2-tailed

Table 13 shows the Pearson Product Moment Correlation between Collaborative Learning Strategies and Leadership Skills among junior high school teachers.

Problem-based learning (PBL) shows a weak negative correlation with communication skills ( $r=-0.180$ ,  $p>0.05$ ) and problem-solving ( $r=0.248$ ,  $p>0.05$ ), meaning it doesn't strongly improve these areas. However, it has a moderate positive correlation with decision-making ( $r=0.418$ ,  $p>0.05$ ), suggesting PBL helps students make better decisions by solving complex problems. Most importantly, PBL has a strong positive correlation with confidence ( $r=0.849$ ,  $p>0.05$ ), indicating that it significantly boosts students' self-assurance. This strong link to confidence suggests that PBL encourages students to feel more capable and independent in their learning. Overall, while PBL may not greatly improve communication or problem-solving, it appears to enhance decision-making and confidence.

As Puspitasari (2019), in their study, problem-based learning (PBL) reveals a complex relationship between skills development. Studies indicate that communication skills may have a negative correlation with problem-solving abilities, suggesting that an increase in communication skills could sometimes coincide with a decrease in problem-solving performance. However, Kompasiana (2019), said PBL tends to positively influence decision-making and confidence. Engaging in PBL activities enhances students' ability to make decisions and increases their self-confidence. This may stem from the nature of PBL, which emphasizes independent thinking, collaboration, and tackling real-world challenges, all of which contribute to the development of these particular skills.

Collaborative Concept Mapping shows a strong positive correlation between teamwork ( $r=0.510$ ,  $p>0.05$ ) and decision-making ( $r=0.801$ ,  $p>0.05$ ), suggesting that this method is particularly effective at enhancing students' ability to work together and make informed decisions. By creating visual representations of concepts in groups, students actively engage in discussions and share ideas, which strengthens their collaboration skills. Additionally, it shows a moderate correlation with confidence ( $r=0.815$ ,  $p>0.05$ ), indicating that students gain more self-assurance as they work through the mapping process and contribute to the group's success. However, the method shows weaker correlations with communication ( $r=-0.110$ ,  $p>0.05$ ) and problem-solving ( $r=-0.154$ ,  $p>0.05$ ), implying that it may not significantly improve these skills compared to other learning strategies. Overall, Collaborative Concept Mapping appears to be highly effective in fostering teamwork, decision-making, and confidence but less so in directly enhancing communication or problem-solving abilities.

Collaborative concept mapping positively influences teamwork and decision-making by fostering cooperation and the sharing of knowledge, which improves group dynamics and decision-making (Junus, 2018; Sadita et al.,

2018). However, its impact on individual confidence is moderate, as it facilitates idea exchange but may not significantly enhance self-assurance in all contexts (Sadita et al., 2018). Additionally, the relationship between collaborative concept mapping and communication tends to be negative, possibly due to the challenges in organizing and expressing ideas visually, which can hinder verbal communication (Junus, 2018).

Group Timeline Projects have a notable positive correlation with communication ( $r=0.376$ ,  $p<0.05$ ) and teamwork ( $r=0.615$ ,  $p>0.05$ ), showing that working on these projects helps students develop these key skills. As students collaborate to create a timeline, they communicate effectively to share ideas, organize information, and divide tasks, which strengthens their teamwork abilities. However, the project shows weaker or no significant correlations with problem-solving ( $r=-0.153$ ,  $p>0.05$ ), decision-making ( $r=0.245$ ,  $p>0.05$ ), and confidence ( $r=0.522$ ,  $p>0.05$ ), suggesting that it may not directly enhance these areas as much. While the group timeline is useful for improving communication and collaboration, it doesn't seem to have a strong impact on students' problem-solving abilities, decision-making skills, or overall confidence. Overall, Group Timeline Projects are particularly effective in fostering communication and teamwork but may require additional strategies to improve other skills like problem-solving and decision-making.

In the study of Rodríguez-Gómez et al. (2018) group timeline projects, teamwork, and communication are positively linked, with both being essential for success. Effective communication allows team members to share ideas, clarify tasks, and align efforts, while teamwork promotes collaboration and mutual support. However, according to Bell & Marentette (2018), these group dynamics can have negative effects on individual aspects such as confidence, decision-making, and problem-solving. The dependence on others in group settings can reduce individual confidence, especially when members defer to one another or feel overshadowed, which may hinder their personal development in these areas.

In summary, a strong use of collaborative learning strategies by teachers can greatly improve students' leadership skills by encouraging active participation and teamwork. However, in some cases, certain students may dominate discussions, while others may struggle to contribute, hindering a balanced learning experience. To ensure fairness and equal opportunity, teachers can assign rotating leadership roles, allowing each student to experience leading the group and developing their leadership abilities. Additionally, challenges such as unequal contributions or conflicts within groups may arise, potentially affecting group dynamics. Teachers can address these issues by setting clear expectations, fostering open communication, and mediating disputes, ensuring that all students are engaged and have the chance to contribute to the group's success.

Teachers can manage these by setting clear expectations and offering strategies for resolving conflicts, ensuring that all students stay engaged and accountable.

Research by Eyler (2018) and Loes (2022) suggests that collaborative learning environments enhance student outcomes, including the development of leadership skills. This is achieved by promoting openness to diverse perspectives and fostering collaborative decision-making. Theories from Piaget and Vygotsky also reinforce the idea that students build leadership abilities through collaboration. Piaget's cognitive conflict theory indicates that engaging in debates and solving problems collectively helps students develop critical thinking, while Vygotsky's socio-cultural theory highlights how social interactions contribute to the development of leadership by exposing students to varied viewpoints.

## **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter provides a summary of the findings, conclusions, and relevant recommendations based on the study's results.

### **Summary**

This research examined the Relationship between Teachers' Collaborative Learning Strategies and the Leadership Skills of Junior High School Students in the Tanauan City District. The study included 38 teacher respondents from five junior high schools in the Tanauan City area.

A quantitative correlational design was employed, utilizing a structured instrument designed to explore the connection between the Teachers' Collaborative Learning Strategies and the students' Leadership Skills. Statistical tools such as Mean, Standard Deviation, Percentage, and Pearson's Correlation Coefficient were applied to analyze the data collected.

### Summary of Findings

The salient findings of the study are summarized as follows:

1. The data collected revealed that the teacher respondents associated collaborative learning strategies with methods such as problem-based learning, collaborative concept mapping, and group timeline projects. Additionally, students identified leadership skills as being linked to communication, teamwork, problem-solving, decision-making, and confidence, recognizing these as dependent and independent variables.
2. There is a highly significant relationship between the teachers' Collaborative Learning Strategies and the Leadership Skills of Junior High School students as evidenced by Communication Skills, Teamwork, Problem-solving, Decision-Making, and Confidence.

### Conclusion

1. The results obtained in the study led to the conclusion that the hypothesis being tested indicates a significant relationship between collaborative learning strategies and leadership skills among junior high school teachers. As a result, the null hypothesis proposed in the study is not supported.
2. Research confirms that students participating in collaborative learning environments tend to show enhanced leadership abilities, including stronger problem-solving and interpersonal communication skills.
3. There is a clear connection between the collaborative strategies used by teachers and the leadership skills of students, as such approaches promote active engagement and effective decision-making in group contexts.
4. The use of collaborative learning methods proves to be an impactful approach in nurturing leadership traits among students, highlighting the importance of teamwork and collective accountability in attaining group objectives.

### Recommendations

Based on the study's findings and conclusion, the following recommendations are provided:

1. **Promoting Leadership Roles:** Teachers who implement collaborative learning strategies allow students to take on specific leadership roles, such as group leaders or project managers, and foster their ability to lead and organize tasks within the classroom setting.
2. **Developing Key Leadership Skills:** In doing so, these strategies allow the students to develop crucial leadership skills that include problem-solving, conflict resolution, and facilitation of group discussions directly transferable to positions of leadership in future academic or professional environments.
3. **Building Confidence in Leadership:** Cooperative activities allow students to take the initiative and lead their peers to achieve group goals, thereby increasing their self-confidence in leadership and ability to handle responsibilities in and out of the classroom.
4. **Preparing the Future Leaders:** By creating a class culture of cooperation, teachers enable students to be equipped with the experience and the skills needed to be effective in leadership, making them ready for leading in contexts outside their careers in education.



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## Recommendation

This research entitled A Study of the Relationship of Teacher's Collaborative Learning Strategies to the Leadership Skills of the Junior High School in Selected Public Secondary Schools in Tanauan prepared and submitted by the researchers Minnie N. Capuso, Jovan Lloyd V. Gonzales, and Rose Marie A. Villariez as part of the requirements for the Bachelor of Secondary Education Major in Social Studies is recommended to be accepted for approval by the board.

NELIA P. MANANGUIT, Ed. D

Dean of Studies

ATTY. ANNA CONSUELO V. COLLANTES

Chief Operating Officer

Critic Evaluator

## APPROVAL SHEET

This research paper entitled "**A Study of the Relationship of Teacher's Collaborative Learning Strategies to the Leadership Skills of the Junior High School in Selected Public Secondary Schools in Tanauan**", prepared and submitted by Minnie N. Capuso, Jovan Lloyd V. Gonzales, and Rose Marie A. Villariez. Partly fulfilling the requirements of the Bachelor of Secondary Education degree is hereby recommended for approval and acceptance.

**Bel Patrice Tisuela**

Adviser

Approved in partial fulfillment of the requirements for the degree **Bachelor of Secondary Education** by the Oral Examination Committee with a grade of \_\_\_\_\_%

PANEL OF EXAMINERS

**NELIA MANANGUIT**

Chairman

Mr. Michael Bautista

Mr. Sid Enriquez

Member

Member

**Date of Oral Examination:** December 16, 2024

Approved in partial fulfillment of the degree Bachelor of Secondary Education Major in Social Studies requirements.

**Nelia Mananguit**

Dean, College of Teacher Education

## ACKNOWLEDGEMENT

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## Dedication

The researchers, in awe of His endless blessings, unwavering strength, and guiding light, dedicate this hard work to the Almighty God. Your grace has empowered them to achieve milestones beyond their imagination. With hearts full of thankfulness, they dedicate their accomplishments to Your divine guidance. They would also like to affectionately dedicate this study to their **parents, brothers, sisters, mentors, and acquaintances** for their prayers, support, and encouragement.

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**TANAUAN INSTITUTE, INC.**  
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Tanauan City Batangas  
COLLEGE DEPARTMENT

September 26, 2024

**Ms. Nicca Angela Piamonte**  
Teacher, LPT  
Tanauan Institute Inc.

Dear Madam/Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education Major in Social Studies conducting a study entitled "A Study of Relationship Between Collaborative Learning Strategies of the Teachers and Leadership Skills of the Junior High School Students in the District of Talisay." as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the statement of the problem to be used in the study. Attached herewith is the copy of the statement of the problem for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

I am hoping for your favorable response and wholehearted consideration on this matter. Thank you very much and God Bless!

Sincerely yours,

**Capuso, Minnie N.**  
**Gonzales, Jovan Lloyd V.**  
**Marcelo, Aileen A.**  
Researchers

Noted:  
**BEL PATRICE T. TISUELA**  
Research Adviser

Approved:  
**Ms. Nicca Angela Piamonte**  
Teacher, T.I



**TANAUAN INSTITUTE, INC.**  
J. Gonzales St. Brgy. 4, Tanauan City  
Tanauan City Batangas  
COLLEGE DEPARTMENT

September 17, 2024

**Ms. Madelle Masongsong**  
Teacher, LPT  
Tanauan Institute Inc.

Dear Madam/Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Humanities and Social Sciences conducting a study entitled "A Study of Relationship Between Collaborative Learning Strategies of the Teachers and Leadership Skills of the Junior High School Students in the District of Talisay." as part of our requirements in Research in Social Studies.

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Researchers

Noted:  
**BEL PATRICE T. TISUELA**  
Research Adviser

Approved:  
**Ms. Madelle Masongsong**  
Teacher, T.I



**TANAUAN INSTITUTE, INC.**  
J. Gonzales St. Brgy. 4, Tanauan City  
Tanauan City Batangas  
COLLEGE DEPARTMENT

September 26, 2024

**Ms. Jolina Ramos**  
College Faculty, LPT  
Tanauan Institute Inc.

Dear Madam/Sir,

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**Capuso, Minnie N.**  
**Gonzales, Jovan Lloyd V.**  
**Marcelo, Aileen A.**  
Researcher

Noted:  
**BEL PATRICE T. TISUELA**  
Research Adviser

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**TANAUAN INSTITUTE, INC.**  
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Tanauan City Batangas  
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November 14, 2024

**Ms. Jolina Ramos**  
Teacher, LPT  
Tanauan Institute Inc.

Dear Madam/Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up a Bachelor of Secondary Education major in Social Studies conducting a study entitled "A STUDY OF RELATIONSHIP OF COLLABORATIVE LEARNING STRATEGIES OF THE TEACHERS AND LEADERSHIP SKILLS OF THE JUNIOR HIGH SCHOOL STUDENTS IN THE DISTRICT OF TALISAY" as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the research instrument to be used in measuring the variables needed in the study. Attached herewith is the copy of the questionnaire to be administered for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

I am hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

**Minnie N. Capuso**  
**Jovan Lloyd V. Gonzales**  
**Rose Marie A. Villariez**  
Researchers

Noted:  
**BEL PATRICE T. TISUELA**  
Research Adviser

Approved:  
**Ms. Jolina Ramos**  
Teacher, LPT



December 4, 2024

**MINNIE N. CAPUSO et. al**  
 Researchers  
 Tanauan Institute Inc.  
 J. Gonzales St., Brgy. 4  
 Tanauan City, Batangas

Dear Ms. Capuso:


Greetings of health and safety!

This is in connection with your letter dated November 29, 2024, regarding your request to administer a survey questionnaire among junior high school teachers.

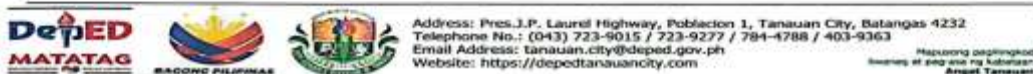
Relative to this, permission is granted provided that DepEd Order No. 9 s. 2005, Instituting Measures on Time - On - Task and Data Privacy Act of 2012 will be strictly observed. It is also suggested that you directly coordinate with the school heads of the schools where your study will be undertaken.

Lastly, to fulfill our vision of continuous improvement for better service delivery, we request that you provide this office an e-copy of your findings and recommendations.

Yours truly,

  
**JOHN CARLO A. PAITA, CESE**  
 Officer-In-Charge  
 Office of the Schools Division Superintendent

3195/ 5000-P & R LMF



## A Study Of The Relationship Of Collaborative Learning Strategies Of The Teachers And Leadership Skills Of The Junior HIGH SCHOOL STUDENTS IN SELECTED PUBLIC SECONDARY SCHOOLS IN TANAUAN

### Questionnaire Proper

**Instructions:** Evaluate each statement below using the provided scale, marking your response in the appropriate box. Please answer each question based on your experiences, and ensure no items are left unanswered.

**Range:** 4 - Strongly Agree    3 – Agree    2 – Disagree    1 – Strongly Disagree

### I. COLLABORATIVE LEARNING STRATEGIES

A. Problem-Based Learning	4	3	2	1
Is a student-focused method where learners solve real-world problems through research and discussion, building leadership and teamwork skills.				
<i>As a teacher...</i>				
1. I use problem-based learning to help my students take the lead in their education, keeping them curious and motivated.				
2. I help my students improve their critical thinking and creativity by tackling real-world problems.				
3. I create a welcoming environment in problem-based learning so my students feel comfortable.				



4. My students learn from the content and each other while solving complex problems.				
5. I use real challenges in PBL to boost my students' motivation and make learning relevant.				
6. I assess my students' progress through problem-based learning.				
7. I provide timely feedback during problem-based activities to help my students refine their ideas.				

<b>B. Collaborative Concept Mapping</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is a visual learning method where students work together to organize information on a topic, promoting shared learning.				
<i>As a teacher...</i>				
1. I see my students share ideas while collaborating on concept maps, leading to a deeper understanding.				
2. I let my students work on concept maps as a team to see how different concepts connect and boost critical thinking.				
3. I let my students create concept maps together to build teamwork and develop collaboration skills for future projects.				
4. My students are more engaged when they can discuss and create concept maps as a group.				
5. I give clear instructions for the concept mapping activity to keep my students focused and improve their collaboration.				
6. I see my students take more ownership of their learning during collaborative concept-mapping activities.				
7. I believe working together on concept maps meets the needs of different learners.				

<b>C. Group Timeline Projects</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is a group activity where students create timelines of key events, building their organizational and teamwork skills.				
<i>As a teacher...</i>				
1. My students are more motivated to complete timeline projects when they collaborate in groups.				
2. The creativity of my students is expressed through group timeline projects.				
3. I let my students learn from each other's perspectives through group timeline projects.				
4. I encourage my students to take ownership of their learning through these projects.				
5. My students often collaborate effectively on group timeline projects.				
6. My students create timelines as a group to develop planning skills.				
7. My students are more engaged when working together on timeline projects.				

## Leadership Skills

**Instructions:** This section aims to help you evaluate how you perceive the leadership skills of your students. Leadership in the classroom includes taking initiative, working well with others, problem-solving, and showing responsibility. Please rate how often you observe these behaviors in your students.

<b>A. Communication Skills</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is the ability of students to share ideas clearly in writing and speaking is essential for effective leadership.				
<i>As a teacher...</i>				
1. I see my students using communication skills to work well with each other.				
2. I see how I motivate my students by making eye contact and using positive body language.				
3. I see that asking questions helps my students understand better and express themselves clearly.				
4. I see how I adjust my communication to meet my students' needs in different situations.				
5. I see that staying calm during tough discussions helps my students stay focused.				
6. I see how giving respectful feedback encourages my students to improve.				
7. I see that creating an open and supportive environment helps my students feel comfortable sharing their ideas.				

<b>B. Team Work</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is the ability of students to work together towards common goals, showing collaboration, respect, and responsibility.				
<i>As a teacher...</i>				
1. I observe my students effectively collaborate with their peers during group activities.				
2. I see my students actively sharing responsibilities within their teams.				
3. I notice my students communicating openly to achieve common goals.				
4. I feel that my students demonstrate respect for each other's ideas and contributions in group work.				
5. I recognize my students resolving conflicts constructively while working together.				
6. I see my students sharing their ideas to help with group discussions.				
7. I notice my students giving helpful feedback and support to each other.				

<b>C. Problem-Solving</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is the ability to assess challenges and create effective solutions through logical thinking.				

<i>As a teacher...</i>				
1. I see my students looking for solutions when facing challenges in group work.				
2. I see my students discussing ideas with peers to solve problems together.				
3. I see my students figuring out the cause of a problem when working with others.				
4. I see my students using critical thinking to solve problems in group tasks.				
5. I see my students suggesting solutions and encouraging others to try new ideas.				
6. I see my students sticking with a problem and working through it as a team.				
7. I see my students asking questions to understand problems better and solve them together.				

<b>D. Decision Making</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is the ability to make informed and sound choices is a critical aspect of leadership.				
<i>As a teacher...</i>				
1. I see my students discussing different options in group activities.				
2. I see my students working together and discussing ideas before deciding.				
3. I see my students understanding the consequences of their decisions in real-life situations.				
4. I see my students making choices in their learning activities.				
5. I see my students reflecting on their decisions to make better choices in the future.				
6. I see my students exploring different solutions before deciding.				
7. I see my students making informed decisions with guidance.				

<b>E. Confidence</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is the self-assurance students demonstrate in leading, communicating, and making decisions, is essential for effective leadership.				
<i>As a teacher...</i>				
1. I see my students confidently sharing their ideas and opinions in front of others.				
2. I see my students give positive feedback to build self-assurance and to take risks in their learning.				
3. I see my students actively participating in conversations with their classmates, showing self-assurance.				
4. I see my students confidently resolving disagreements or conflicts during collaborative work.				

5. I see my students speaking clearly and assertively when expressing their thoughts in a group setting.				
6. I see my students showing trust in their peers' ideas, and contributing confidently to collective decision-making.				
7. I see my students supporting and encouraging each other with confidence during collaborative tasks.				

**CURRICULUM VITAE**



**Minnie N, Capuso**

*Zone 2 Talisay, Batangas*

*Contact No. 09632255635*

[capusominnie1@gmail.com](mailto:capusominnie1@gmail.com)

**EDUCATIONAL ATTAINMENT**

**PRIMARY LEVEL**

*Venancio Trinidad Sr. Memorial School 2006-2013 Zone 3 Talisay, Batangas*

**SECONDARY LEVEL**

*Talisay Polytechnic Institute 2014-2017 Banga, Talisay, Batangas*

**SENIOR HIGH SCHOOL**

*Our Lady of Assumption College 2018 – 2020 Zone 2, Tanauan City, Batangas*

**PERSONAL DATA**

*Age : 23*

*Sex : Female*

*Birth Date : April 22, 2001*

*Birth Place : Talisay, Batangas*

*Citizen : Filipino*

*Religion : Roman Catholic*

**Civil Status** : **Single**

**Height** : **5'0**

**Weight** : **49**

**CHARACTER REFERENCE**

**Mr. Rogelio D. Capuso**

**09051630079**

**Zone 2 Talisay, Batangas**

**Mrs. Marisa N. Capuso**

**09957462655**

**Zone 2 Talisay, Batangas**

***I hereby certify that the above information is true and correct to the best of my knowledge and belief. Any false statements or misinterpretations shall be grounded for the denial of this application.***

**MINNIE N. CAPUSO**

**Signature Over Printed Name**



**Jovan Lloyd V. Gonzales**

**Darasa Tanauan City Batangas**

**Contact no. 09486264181**

**[shinitchigonzales16@gmail.com](mailto:shinitchigonzales16@gmail.com)**

**EDUCATIONAL ATTAINMENT**

**PRIMARY LEVEL**

**Tanauan South Central School 2006-2013 Zone 1 Tanauan City, Batangas**

**SECONDARY LEVEL**

**Bernardo Lirio Memorial National High School 2014-2017 Darasa Tanauan City, Batangas**

**SENIOR HIGH SCHOOL**

---

**St. John Academy of Visual And Performing Arts 2018 – 2020 Zone 2, Tanauan City, Batangas****PERSONAL DATA**

**Age** : 23  
**Sex** : Male  
**Birth Date** : September 16, 2001  
**Birth Place** : San Pablo, Laguna  
**Citizen** : Filipino  
**Religion** : Roman Catholic  
**Civil Status** : Single  
**Height** : 5'9  
**Weight** : 56

**CHARACTER REFERENCE**

**Mr. Joven L. Gonzales**

09632359309

*Darasa Tanauan City, Batangas*

**Mrs. Evangeline V. Gonzales**

09564552783

*Darasa Tanauan City, Batangas*

*I hereby certify that the above information is true and correct to the best of my knowledge and belief. Any false statements or misinterpretations shall be grounded for the denial of this application.*

**JOVAN LLOYD V. GONZALES**

*Signature Over Printed Name*



**Rose Marie A. Villariez**

*Sampaloc Talisay, Batangas*



Contact No. 09611451849

[r3624933@gmail.com](mailto:r3624933@gmail.com)

**EDUCATIONAL ATTAINMENT**

**PRIMARY LEVEL**

*Jorge B. Vargas Memorial Elementary School 2015-2016 Sampaloc, Talisay, Batangas*

**SECONDARY LEVEL**

*Balas Buco Sta. Maria National High School 2019-2020 Balas, Talisay, Batangas*

**SENIOR HIGH SCHOOL**

*Talisay High School 2021-2022 Zone 4, Talisay Batangas*

**PERSONAL DATA**

*Age : 20*

*Sex : Female*

*Birth Date : June 21, 2004*

*Birth Place : Leviste, Laurel, Batangas*

*Citizen : Filipino*

*Religion : Roman Catholic*

*Civil Status : Single*

*Height : 5'1*

*Weight : 60*

**CHARACTER REFERENCE**

*Mr. Jhun Pearnel Villariez*

*0951 818 3460*

*Sampaloc, Talisay, Batangas*

*Mrs. Minda Villariez*

*0921 328 1745*

*Sampaloc, Talisay, Batangas*

*I hereby certify that the above information is true and correct to the best of my knowledge and belief. Any false statements or misinterpretations shall be grounded for the denial of this application.*

**ROSE MARIE A. VILLARIEZ**

**Signature Over Printed Name**

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