

ONLINE COLLABORATIVE LEARNING TO THE LEARNERS' PERFORMANCE AND ATTITUDE

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Abstract

This study was conducted to investigate the effects of online collaborative learning on the learners' performance and the relationship of the online collaborative learning to the attitude of HUMSS grade 11 students in Social Science at Laguna State Polytechnic University.

Specifically, it sought answers to the following; the level of online collaborative learning in terms of activities, instruction; students' interaction; and teamwork. The level of the learners' performance in terms of performance task, PT 1 (Show and Tell Activity); and PT 2 (Once Upon A Time Activity) The status of the learners' attitude in the use of online collaborative learning. Whether the online collaborative learning affect the learners' performance. And lastly, is online collaborative learning has a significant relationship to the learners' attitude.

Descriptive design was utilized to analyze the data systematically. A survey questionnaire and an interview were used as the main instrument in obtaining the pertinent information. A rubrics and rating scale in the form of a 4-point Likert scale were used. The data were treated using statistical treatments: Mean, Standard Deviation, Frequency, Percentage, Regression Analysis, and Pearson's R

The result of the study revealed that online collaborative was very high. While the learners' performance which is anchored through the data shows that the respondents perform with excellent output, and learners' attitude, which is anchored through the data, shows that the respondents strongly agree with all the statements provided that illustrate impact to them, as individuals and as learners.

The researcher, therefore, concludes that online collaborative learning with regard to activities, student's interaction and teamwork has no significant effect while in terms of instructions shows significant effect on the learners' performance task 1. While the online collaborative learning in terms of activities, instructions, student's interaction, and teamwork have no significant effect on the learner's performance task 2; therefore, the null hypothesis is that there is no significant relationship has been partially accepted.

On the other hand, online collaborative learning have significant relationship on the learners' attitude of HUMSS Grade 11 students of LSPU-SCC; therefore, the null hypothesis is that there is no significant relationship has been rejected.

This recommends the teacher or facilitator may use other online collaborative learning in DISS (Disciplines and Ideas in the Social Science), including managing collaboration expectations, discussing the team process, facilitating self-government, and utilizing existing knowledge communication tools.

Keywords: Online Collaborative Learning, Performance, Attitude, . Activities, Instruction, Students' Interaction, and Teamwork

1. Main Text

Introduction

Education is being reshaped worldwide due to technology and our current conditions. We require technology to continue the academic year while considering everyone's demands and circumstances. As an outcome, online education has become a standard feature of many institutions worldwide. Numerous innovative programs have been proposed by the different learning sectors in the Philippines. This means that there are learning programs and strategies, methods and approaches made

and modified based on the capacity of the students, schools, or the community. That is why there has been a change in the pace of learning and, therefore, a movement in the focus of teaching and learning.

Collaborative learning is one of the strategies teachers can implement. Collaborative learning in an online classroom that can take the form of discussion among the whole class or team activities within smaller groups. (Macdonald, 2003). Based on the constructivist perspective of learning, interaction is considered fundamental to learning experiences (Vygotsky, 1962). Making this a success, this approach or strategy may assist us, as educators, in effectively teaching our students and guaranteeing that they learn and perform as expected.

Disciplines and Ideas in the Social Sciences (DISS) is one of the subjects in the HUMSS strand that is introducing students to basic concepts, subjects, and methods of inquiry in the disciplines that comprise the Social Sciences. It also discusses influential thinkers and ideas in these disciplines. Some of the activities that are applicable in this subject are group activities. Applying the collaborative strategy, however, there are crucial factors to consider such as technology availability, the learning and teaching process, students' needs, the behavior and attitudes, the environment, culture, and so forth.

In this study, the researcher examined the relationship and the effect of online collaborative learning in the performance and attitude of grade 11 HUMSS in DISS (Disciplines and Ideas in the Social Science).

Background of the Study

The convergence of constructivist learning approaches and the development of the Internet has resulted in the development of a specific form of constructivist teaching, known initially as computer-mediated communication (CMC) or networked learning, but which has evolved into what Harasim (2012) now refers to as online collaborative learning theory (OCL). OCL theory provides a learning model in which students are encouraged and supported to collaborate to create knowledge: to invent, to explore ways to innovate, and, in doing so, to seek the conceptual knowledge required to solve problems rather than recite what they believe is the correct answer.

Furthermore, the teacher acts as a liaison to the knowledge community, or state of the art in that discipline, rather than just a fellow learner. Learning is defined as conceptual change and is extremely important for constructing knowledge. The learning activity should be informed and guided by discipline norms and, therefore a discourse process that emphasizes conceptual learning and knowledge construction.

The advancement of technology and the internet provide a path to our lives in various ways, improving the quality of life and communication. It can also be used by teachers and students to improve educational quality. Furthermore, it became more important as a result of the pandemic. However, the Philippine Department of Education (DepEd) issues DepEd Order No. 12, s. As a result, the new normal was promoted in 2020, dated June 19, 2020, titled "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency." This new transition resulted in numerous changes and adjustments to the system and process and students, teachers, and parents. These changes will cause issues, one of which is the approach and strategy that can aid in online learning. Teachers are all aware that teaching approaches and strategies are essential and contribute to a teacher's effectiveness.

While many of the practices that are used in face-to-face contact modes can be adapted and utilized in the online context, there are things that need to be considered such as the different concerns in the classroom. One of these is academic concerns that can negatively impact a student's performance in the classroom. According to Chazen (2020) additional factors influencing student performance include the student's environment, family status, and new teaching methods. Many students who have previously excelled in academic settings may struggle in new hybrid and online learning environments. Students thrive when they are given opportunities to collaborate and converse with their peers. They develop academically and socially due to classroom discussions and social interactions with classmates. They are now denied the opportunity to do so in person. This is not to say that virtual discussions cannot be held; however, these effectiveness depends heavily on the teacher or facilitator. Teachers are tasked with finding ways to encourage social interaction and engagement among their remote students. Student attitude toward online learning is critical in the learning environment supported by online learning tools. People's attitudes relate to what they think and feel about and how they behave toward an attitude object (Triandis, 1971). Strong attitudes can guide behavior and positive attitudes towards learning and can contribute to the effective employment of learning strategies (Maio & Haddock, 2009).

Addressing the above situation was the basis of this research. In this study, the researcher examined the effects of online collaborative learning on the learners' performance and the relationship of online collaborative learning to learners' attitudes toward grade 11 HUMSS in Disciplines and Ideas in the Social Science (DISS).

Theoretical Framework

Collaborative Learning Theory

Collaborative learning theory is based on Lev Vygotsky's Zone of Proximal Development concept. Learners in this environment rely on one another to complete tasks that they would be unable to complete alone. Collaborative learning is

critical for the development of critical thinking skills, with studies showing that when students work in groups, individuals retain more information. Peer-to-peer learning is an aspect of collaborative learning theory that encourages deeper thinking in the classroom. According to collaborative learning theory, group learning aims to assist students in developing higher-level thinking, oral communication, self-management, and leadership skills. Students will also be able to hone their leadership and organizational skills.

This approach actively engages learners to process and synthesize information and concepts rather than using rote memorization of facts and figures. Learners work with each other on projects, where they must collaborate as a group to understand the concepts being presented to them. Through defending their positions, reframing ideas, listening to other viewpoints, and articulating their points, learners gain a more complete understanding as a group than they could as individuals.

This theory is related to the present study since it is collaborative learning that engages two or more students to work on an assigned activity that enhances the student's abilities. In contrast, their social activity since they gain knowledge from each other.

Social Learning Theory

Albert Bandura's social learning theory emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. The social learning approach takes into consideration how environmental and cognitive factors interact to influence human learning and behavior.

Bandura's social learning theory emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. According to Bandura, "learning would be exceedingly laborious, not to mention dangerous, if people had to rely solely on the effects of their actions to inform them what to do." Fortunately, most human behavior is learned through observation and modeling: by observing others, one develops an idea of how new behaviors are performed, and on subsequent occasions, this coded information serves as a guide for action." . The social learning theory of human behavior describes human behavior as a continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Social learning theory spans both cognitive and behavioral frameworks because it includes attention, memory, and motivation. Bandura's theory improves on Miller and Dollard's strictly behavioral interpretation of modeling. Bandura's work is related to Vygotsky's and Lave's theories, which emphasize the importance of social learning and are both relevant to the study. It focuses on social learning, which is the primary role of collaborative learning. Students can learn and imitate their peers' interactions and observations, which will affect their learning attitudes and behavior.

Community of Inquiry Model

Garrison, Anderson, and Archer developed the "community of inquiry" model for online learning environments, which is based on the concept of three distinct "presences": cognitive, social, and teaching. While acknowledging the overlap and relationship between the three components, Anderson et al. (2001) recommend additional research. Their model encourages the design of online and blended courses as active learning environments or communities in which instructors and students share ideas, information, and opinions. It is worth noting that "presence" is a social phenomenon that manifests itself through interactions between students and instructors.

An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding.

Online Collaborative Learning Theory

Online Collaborative Learning (OCL) is a theory proposed by Linda Harasim that focuses on the Internet's facilities to provide learning environments that foster collaboration and knowledge building. According to Harasim, OCL is a new learning theory that focuses on collaborative learning, knowledge building, and Internet use to reshape formal, non-formal, and informal education for the Knowledge Age.

OCL is also influenced by social constructivism, as students are encouraged to solve problems collaboratively through discourse, and the teacher serves as both a facilitator and a member of the learning community. This is a major aspect of OCL and other constructivist theories. The teacher is not necessarily separate and apart from knowledge building, but rather an active facilitator.

Harasim emphasizes the importance of three key phases of knowledge construction through discourse: (1) idea-generating: this is brainstorming to collect the divergent thinking within a group; (2) idea organizing: this is where learners compare, analyze and categorize the different ideas previously generated, again through discussion and argument;

(3) intellectual convergence: the aim here is to reach a level of intellectual synthesis, understanding, and consensus (including agreeing to disagree), usually through the joint construction of some artifact or work, such as an essay or assignment.

This theory is related to the current study because it is the primary theory employed in this study.

Statement of the Problem

This research aims to know the effects and the relationship of online collaborative learning on learners' performance and attitude.

Distinctively, it sought to answer the subsequent questions:

1. What is the level of online collaborative learning in terms of:
 - 1.1. Activities,
 - 1.2. Instruction,
 - 1.3. Students' Interaction, and
 - 1.4. Teamwork?
2. What is the level of the learners' performance in terms of performance tasks:
 - 2.1 PT 1 (Show and Tell Activity)
 - 2.2 PT 2 (Once Upon A Time Activity)
3. What is the status of the learners' attitude in the use of online collaborative learning?
4. Is online collaborative learning affects the learners' performance?
5. Is online collaborative learning significant to the learners' attitude?

Research Methodology

This research explores the online collaborative learning towards learners' performance and attitude. However, specifically, it addressed the relationship of the online collaborative learning towards learners' attitude and the effect of online collaborative learning towards learners' performance.

Research Design

The descriptive research method is used in this study because the study involves evaluating the online collaborative learning to the performance and attitude of grade 11 HUMSS students in Disciplines and Ideas in the Social Science. Calmorin (2007) defines descriptive research as "present facts or current conditions concerning the nature or persons, several subjects or class of events, classification of events, classification or measurement." Descriptive research can be defined as fact-finding with appropriate interpretation.

Descriptive research design can serve as the first step to identify important factors, laying a foundation for more rigorous research. In this study, the descriptive research design is a crucial method to determine the relationship between online collaborative learning towards learners' performance and learners' attitude of Grade 11 HUMSS students of Disciplines and Ideas of the Social Sciences.

Population and Sampling Technique

This study will focus on gathering information and data from the grade 11 HUMSS students in DISS (Disciplines and Ideas in the Social Science) as one of the specialized subjects of HUMSS students. The study's respondents will be the eighty (80) male and female Grade 11 HUMSS Senior High School students at Laguna State Polytechnic University- Santa Cruz Main Campus. The researcher used a set of questionnaires to assess the effects of online collaborative learning on the learners' performance and the relationship of online collaborative learning to the learners' attitude toward grade 11 HUMSS in DISS (Disciplines and Ideas in the Social Science).

Research Procedure

The research begins in the first semester of 2021-2022. The pre-oral defense was held to approve the title, paradigm, and problem statement. The procedure for conducting the research was to prepare the necessary requirements.

The research adviser checked the rubrics for grading the performance task. The self-made questionnaire was checked and validated by Mrs. Madelar, Master Teacher I in Silangan Elementary school, and a panelist with a letter of request for validation and approval of the questionnaire. A written request for permission to conduct this study was signed and noted by the research adviser and the Dean of the College of Teacher Education.

The proponent created a self-made questionnaire via Google Forms. Before distributing the validated questionnaire, students have been informed that they will participate in the study as research respondents. The researcher discussed the study with the respondents and requested their participation prior to validating the questionnaire. After the validation, the researcher asked permission from the Dean of the College of Teacher Education and Senior High School Chairperson to conduct her research through a google form. Respondents were given enough time to answer the questionnaire. The student's performance were evaluated through planned collaborative activities using checked rubrics. Finally, the researcher interpreted the data collected to determine the effects of online collaborative learning on the performance and the relationship of online collaborative learning to the learners' attitudes.

Research Instrument

This study utilized the self-made questionnaire and criteria in grading the respondents' activities.

According to Nemoto & Belgar (2014), a Likert scale is a psychometric scale with multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue. This study's Likert type of

questionnaires was categorized from one to five (4-1) strongly agree to disagree strongly. The researcher also utilized the Likert Scale for the questionnaires as follows:

Scale	Range	Description	Verbal Interpretation
4	3.25-4.00	Strongly Agree	Very High
3	2.50-3.24	Agree	High
2	1.75-2.49	Disagree	Low
1	1.00-1.74	Strongly Disagree	Very Low

Statistical Treatment of Data

Statistical treatment of data of the present study is shown in the table below.

Statement of the Problem	Statistical Tool
To determine the level of online collaborative learning	Mean and Standard Deviation
To determine the level of learners' performance and learners' attitude.	Frequency, Percentage, and Mean
To identify whether there is a significant effect between online collaborative learning and the learners' performance.	Regression Analysis
To ascertain whether there is a significant relationship between online collaborative learning and the learners' attitude.	Pearson's R

Results and Discussion

Level of Online Collaborative Learning

Online collaborative learning is the shift of participatory learning from face-to-face to online in which the teacher plays a vital role not only as a facilitator but also as a source of knowledge.

In this study, the online collaborative learning was described in activities, instruction, student interaction, and teamwork and was determined by the weighted mean and standard deviation.

Table 1. Level of Online Collaborative Learning in Terms of Activities

STATEMENT	Mean	SD	Remarks
1. It is an intellectually stimulating activity.	3.23	0.42	Agree
2. As a result of this activity, I learned new things.	3.39	0.49	Strongly Agree
3. I improved my electronic communication skills due to interaction in the activities.	3.31	0.49	Strongly Agree
4. The activity helps me develop my ability to work within a group.	3.36	0.51	Strongly Agree
5. The activity promotes collaborative learning.	3.43	0.52	Strongly Agree
Grand Mean	3.34		Strongly Agree
Interpretation			Very High

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The above data reveal that online collaborative learning in activities is very high, denoted by the grand mean of (M=3.34). This further implies that respondents strongly agree that the activities enable them to work collaboratively even in an online set-up.

The respondents strongly agree that the activity promotes collaborative learning, which gained the highest mean of (M=3.43, SD=0.52). However, they agree that it is an intellectually stimulating activity as it bears the least mean of (M=3.23, SD=0.42). This insinuates that the activities promote collaborative learning and stimulate students' cognitive thinking.

The findings of this study, supported by Poht (2018), explain that to create the best opportunities for students to collaborate, teachers need to consider designing a more collaborative and interactive learning environment.

Table 2. Level of Online Collaborative Learning in Terms of Instruction

STATEMENT	Mean	SD	Remarks
1. The group activity instructions were easy to understand.	3.31	0.56	Strongly Agree
2. I understand the given instructions clearly.	3.30	0.51	Strongly Agree
3. It provided hints as to how the activity would be completed collaboratively.	3.30	0.49	Strongly Agree
4. The instructions of the activity stimulate learning cooperatively.	3.29	0.48	Strongly Agree
5. The activity's instructions encourage active participation.	3.45	0.55	Strongly Agree
Grand Mean	3.33		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

Table 2 reveals that online collaborative learning in terms of instructions is very high, denoted by the grand mean of (M=3.33). This data also imply that respondents strongly agree that the instructions are clear and concise, allowing them to collaborate even in an online setting.

The respondents strongly agree that the activity's instructions encourage active participation, which gained the highest mean of (M=3.45, SD=0.55). However, they strongly agree that the activity instructions stimulate learning cooperatively as it bears the least mean of (M=3.29, SD=0.48). These results imply that the activity's instructions encourage collaborative learning and are easy to follow.

The study's findings are supported by Sowell (2017) stating that instructions directly impact learning; when students do not understand what they are supposed to do, a lesson or activity becomes chaotic and fails.

Table 3. Level of Online Collaborative Learning in Terms of Students' Interaction

STATEMENT	Mean	SD	Remarks
1. I interacted with other students in the subject because of the group activity.	3.50	0.60	Strongly Agree
2. The group work helped alleviate the sense of isolation that I occasionally felt like a distance learner.	3.34	0.55	Strongly Agree
3. Interacting with my team members increased my motivation to learn.	3.43	0.59	Strongly Agree
4. Communicating with the team members helps me understand what is supposed to do in the group activity.	3.49	0.50	Strongly Agree
5. I enjoyed the experience of working in a collaborative group with my team members.	3.34	0.50	Strongly Agree
Grand Mean	3.42		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The above data reveal that online collaborative learning in students' interaction is very high denoted by the grand mean of (M=3.42). This implies that respondents strongly agree that the students' interaction is evident and that the activities encourage them to interact with one another.

The respondents strongly agree that they could interact with other students in the subject because of the group activity, which gain the highest mean of (M=3.50, SD=0.60). Both the statements that they enjoyed the experience of working in a collaborative group with team members, and the group work helped to alleviate the sense of isolation occasionally felt like a distance learner were both verbally interpreted as strongly agree with the same mean (M=3.34) but got the least different SD

(0.55 and 0.50). These results indicate that the students' interaction occur during the activity and that they interact with their team in order to complete their tasks.

Mutalib, Halim, & Yahaya support the findings of this study (2016). According to them, students learn more effectively when they can interact with teachers, other students, and subject matter, whether in a traditional classroom setting or an online learning environment. As technology has advanced in recent years, the interaction between students and technology has been highlighted on many platforms, particularly in online learning. Furthermore, by working together to solve group assignment problems, students in higher education can improve their communication skills. This will be an invaluable experience for them to further their education (Vuopala et al., 2016). To achieve successful collaborative learning, however, all participants must understand the role of effective interaction in the learning process and how to apply it.

Table 4. Level of Online Collaborative Learning in Terms of Teamwork

STATEMENT	Mean	SD	Remarks
1. Members of our group work together.	3.30	0.56	Strongly Agree
2. The group members associate with each other because of the assigned task.	3.46	0.53	Strongly Agree
3. Working together help to participate actively in the teaching/learning process.	3.51	0.57	Strongly Agree
4. All group members contributed equally when working in the group activity.	3.19	0.70	Agree
5. Teamwork improves our performance.	3.61	0.49	Strongly Agree
Grand Mean	3.42		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The above data reveal that online collaborative learning in teamwork is *very high*, denoted by the grand mean of (M=3.42). This implies that respondents strongly agree that teamwork plays a vital role in their performance tasks as a group.

The respondents *strongly agree* that *teamwork improves their performance*, which gained the highest mean of (M=3.61, SD=0.49). However, they *agree* that all group members contributed equally *when working in the group activity* as it bears the least mean of (M=3.19, SD=0.70). These results indicate that teamwork improve their performance, yet teamwork may also have an adverse effect on performance if members fail to complete their assignment.

The findings of this study are supported by McQuerry (2018) stating that in order to be effective, good communication and teamwork between adults are required to ensure that students receive the time, attention, and levels of instruction required. Typically, each adult in the classroom is assigned specific duties and responsibilities collaboratively.

Level of Learners' Performance

Performance tasks produce a product and/or performance that can be used to demonstrate learning. Further, students can be engaged in meaningful learning by using performance tasks.

In this study, the learners' performance tasks include the show and tell activity and the once upon a time activity.

Table 5. Level of Learners' Performance In Terms of Performance Task 1 (Show and Tell Activity)

Criteria	Mean	SD	Descriptor
Content	3.50	0.50	Excellent
Organization of Ideas	4.00	0.00	Excellent
Presentation	4.00	0.00	Excellent
Voice/Delivery	4.00	0.00	Excellent
Teamwork/Collaboration	4.00	0.00	Excellent
Grand Mean	3.90		Excellent

Legend:

Scale	Range	Descriptor
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4	3.25 – 4.00	Excellent
3	2.50 – 3.24	Good
2	1.75 – 2.49	Fair
1	1.00 – 1.74	Needs Improvement

Table 5 presents the level of learner's performance in the Show and Tell activity. The grand mean of (M=3.90) means an *excellent* performance in the task. This means further that the learners exhibit exceptionally good performance in the said activity.

It can be manifested that in terms of Show and Tell activity, the students surpass all the given criteria with *excellence*. Students obtain an average score in the four criteria, namely organization of ideas, presentation, voice/delivery, and teamwork/collaboration with a mean of (M=4.00, SD=0.00). At the same time, they gained the lowest average yet *excellent* mean score of (M=3.50, SD=0.50) on the content criteria. These results further mean that the students demonstrate the desired performance in accomplishing the given task.

This findings of the study supported by Brookhart (2016) state that performance tasks must be carefully designed so that student responses genuinely reflect the knowledge and skills being assessed.

Table 6. In Terms of Performance Task 2 (Once Upon a Time Activity)

Criteria	Mean	SD	Descriptor
Content	3.63	0.49	Excellent
Organization of Ideas	4.00	0.00	Excellent
Presentation	4.00	0.00	Excellent
Voice/Delivery	4.00	0.00	Excellent
Teamwork/Collaboration	4.00	0.00	Excellent
Grand Mean	3.93		Excellent

Legend:

Scale	Range	Descriptor
4	3.25 – 4.00	Excellent
3	2.50 – 3.24	Good
2	1.75 – 2.49	Fair
1	1.00 – 1.74	Needs Improvement

It can be manifested that in terms of Once Upon a Time, the students surpass all the given criteria with *excellence*. Students obtained an average score in the four criteria, namely organization of ideas, presentation, voice/delivery, and teamwork/collaboration with a mean of (M=4.00, SD=0.00). At the same time, they gained the lowest average yet *excellent* mean score of (M=3.63, SD=0.49) on the content criteria. These results imply that the students can achieve the desired standard of performance in completing the assigned task.

This findings of the study supported by Brookhart (2016) show that an effective performance task allows students to apply knowledge to solve a problem or demonstrate a skill.

Status of the Learners' Attitude in the Use of Online Collaborative Learning

Students' attitudes toward learning significantly impact their levels of goal setting, skills, learning beliefs, motivations in the learning, and overall performance. In this study, the students' attitudes are described as their perceptions of learning and online collaborative activities.

Table 7. Status of the Learners' Attitude in the Use of Online Collaborative Learning

STATEMENT	Mean	SD	Remarks
1. I enjoyed the group activities and participating in the discussions about our task.	3.44	0.50	Strongly Agree
2. I'm always excited about our group tasks.	3.00	0.57	Agree
3. I believe that the activities and performance tasks enhance my knowledge.	3.53	0.53	Strongly Agree
4. I believe those activities and performance tasks enhance my learning experience.	3.48	0.53	Agree
5. I am always motivated during our tasks.	3.21	0.47	Strongly Agree

Grand Mean	3.33	Strongly Agree
Interpretation	Very High	

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The above data reveal that the level of learners' attitude in terms of teamwork is *very high*, denoted by the grand mean of (M=3.33). This indicates that the respondents strongly agree that their attitude greatly impacts the outcome of their task.

The respondents *strongly agree* that they *believe that the activities and performance tasks enhance their knowledge*, which gained the highest mean of (M=3.53, SD=0.53). However, they *agree* that *they were always excited about the group task* as it bears the least mean of (M=3.00, SD=0.57). These results suggest that students' attitudes influence their performance and behavior in class, particularly during group activities.

The findings of this study are supported by Hedman, L., and T. M. Winber (2017) pointing out that students' learning outcomes are influenced by their attitudes toward learning. There is, however, a lack of understanding about how the interaction between attitudes toward learning, the learning situation, and students' prior knowledge influence affective reactions and conceptual change.

Table 8. Significant Effect of Online Collaborative Learning on the Learners' Performance

Variables		t-value	p-value	Analysis
Activities	PT 1 (Show and Tell Activity)	1.44	0.154	Not Significant
Instruction		-2.45	0.016	Significant
Student's Interaction		-0.72	0.475	Not Significant
Teamwork		-0.18	0.860	Not Significant
Activities	PT 1 (Once Upon a Time Activity)	-0.45	0.657	Not Significant
Instruction		-0.62	0.535	Not Significant
Student's Interaction		0.34	0.737	Not Significant
Teamwork		-0.46	0.647	Not Significant

*significant at a .05 level of significance

Collaborative learning *significantly* affects students' performance (Show and Tell activity) in instruction with the gain p-value of 0.016, which is lower than the 0.05 level of significance.

Then collaborative learning shows no *significant* effect on students' performance (Show and Tell activity) in activities with a corresponding p-value of 0.154, student interaction with a corresponding p-value of 0.475, and teamwork with a corresponding p-value of 0.860 and on students' performance (Once Upon a Time Activity) in terms of activities with a corresponding p-value of 0.657, instruction with the corresponding p-value of 0.535, student's interaction with a corresponding p-value of 0.737, and teamwork with a corresponding p-value of 0.647 which are all higher than 0.05 level of significance. These results further mean that facilitating online collaborative learning does not affect the learners' performance.

The findings of this study are supported by Altun and Keleciolu (2018), in their study stating that performance tasks should measure higher-order thinking and be related to real-life situations. According to the study's findings, performance tasks do not exhibit these characteristics. On the other hand, they are expected to complete a performance task on a subject they mostly do not understand or are unfamiliar with. This could be why the performance task fails to meet its objectives

Significant Relationship between Online Collaborative Learning and the Learners' Attitude

Minitab 14 was used to compute the data gathered and treat them statistically using Pearson's R Correlation Coefficient. The computed p-values were compared to the significance level at 0.05 to determine the significant relationship between online collaborative learning and the learners' attitude.

Table 9. Significant Relationship between Online Collaborative Learning and the Learners' Attitude

Variable	r-value	Degree of Correlation	p-value	Analysis
Activities	Attitude	0.732	0.000	Significant
Instruction		0.600	0.000	Significant
Student's Interaction		0.709	0.000	Significant
Teamwork		0.681	0.000	Significant

*significant at a .05 level of significance

Range	Degree of Correlation
±0.81 – ±1.00	Very Strong
±0.61 – ±0.80	Strong
±0.41 – ±0.60	Moderate
±0.21 – ±0.40	Weak
±0.00 – ±0.20	Negligible

Table 9 reveals the relationship between online collaborative learning in activities, instruction, student interaction, teamwork, and the learners' attitude.

It is manifested that online collaborative learning has a *significant* relationship to learners' attitudes supported by the obtained r-value (0.732) in terms of activities, (0.600) in terms of instruction, (0.709) in terms of student interaction, and (0.681) in terms of teamwork which convey *strong* correlation and p-values that are all equal to (0.000) which were lower than the 0.05 level of significance. These findings further mean that facilitating online collaborative learning corresponds to the learners' attitude towards utilizing collaborative learning activities. A well-facilitated online collaborative learning leads to acquiring a desirable attitude in learning.

Summary of Findings

This chapter includes the presentation of a summary, findings, conclusion based on the hypothesis, and the corresponding recommendations.

Summary

This study investigated the effects of online collaborative learning on the learners' performance and the relationship of the online collaborative learning to the attitude of HUMSS grade 11 students of Disciplines and Ideas in Social Science at Laguna State Polytechnic University.

Specifically, it sought answers to the following questions (1) What is the level of online collaborative learning in terms of (1.1) Activities; (1.2) Instruction; (1.3) Students' Interaction; and (1.4) Teamwork? (2) What is the level of the learners' performance in terms of performance task: (2.1) PT 1 (Show and Tell Activity); and (2.2) PT 2 (Once Upon A Time Activity)? (3) What is the status of the learners' attitude in the use of online collaborative learning? (4) Is online collaborative learning affect the learners' performance? (5) Is online collaborative learning has a significant relationship to the learners' attitude?

Descriptive design was utilized to analyze the data systematically. A survey and research-made questionnaire on a 4-point Likert scale were used. The adapted rubrics and criteria are also used to grade the respondents' performance tasks. Mean, standard deviation, frequency, and percentage were used for the descriptive questions, while regression analysis and Pearson r were used for the inferential questions.

The salient points of the study found that the level of online collaborative learning in terms of activities, instructions, students' interaction and teamwork were very high. This further implies that respondents strongly agree that the activities enable them to work collaboratively even in an online set-up.

The level of performance task 1 means excellent performance. On the other hand, the performance task 2 means excellent performance. These findings mean that the students perform exceptionally well in the activity.

The respondents strongly agree that they believe that the activities and performance tasks enhance knowledge. However, they agree that they are always excited in group tasks. The data reveal that learners' attitude is very high. These results indicate that their attitude significantly impacts the outcome of their tasks.

Collaborative learning significantly affects students' performance (Show and Tell Activity) in terms of instruction. Then collaborative learning shows no significant effect on students' performance (Show and Tell Activity) in terms of activities, student interaction, teamwork, and students' performance. As well as (Once Upon a Time Activity) shows no significant effect on students' performance in terms of activities; instruction, student's interaction, and teamwork. These findings further mean that facilitating online collaborative learning does not affect the learners' performance.

The results manifest that online collaborative learning has a significant relationship to learners' attitudes in terms of activities, instruction, student interaction, and teamwork which conveys strong correlation. These findings further mean that facilitating online collaborative learning corresponds to the learners' attitude towards utilizing collaborative learning activities. A well-facilitated online collaborative learning in DISS (Disciplines and Ideas in the Social Sciences) leads to acquiring a desirable attitude in learning.

Conclusion

In accordance with the findings, the conclusions were made:

The researcher, therefore, concludes that online collaborative learning with regard to activities, student's interaction and teamwork has no significant effect while in terms of instructions shows significant effect on the learners' performance task

1. While the online collaborative learning in terms of activities, instructions, student's interaction, and teamwork have no significant effect on the learner's performance task 2 of HUMSS Grade 11 students of LSPU-SCC; therefore, the null hypothesis is that there is no significant relationship has been partially accepted.

On the other hand, online collaborative learning have significant relationship on the learners' attitude of HUMSS Grade 11 students of LSPU-SCC; therefore, the null hypothesis is that there is no significant relationship has been rejected.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are hereby endorsed.

1. The teacher or facilitator may use other online collaborative learning in DISS (Disciplines and Ideas in the Social Science) that include managing collaboration expectations, providing space for discussion about the team process, facilitating self-government, and utilizing existing communication tools.

2. The teachers may improve their collaborative learning strategies through seminars and training that could be more applicable and in line with educational trends and students' abilities and needs.

3. The teacher may be aware of the students' attitude towards the learning process and school activities.

4. Teachers and schools may continue to improve performance tasks in an online environment that shows students what it is like to do real work in a discipline.

5. The teacher may consider the students' attitude and behavior in utilizing collaborative learning and may use motivations to change the students' way of thinking, feeling, and behaving.

6. This research may also be used to modify the curriculum for curriculum planners, teachers, and school administrators.

7. The future researcher may conduct a study with other indicators to get more data about the relationship between online collaborative learning and learners' performance and attitude.

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