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Teachers' Peer-Assisted and Collaborative Learning Strategies and Pupils' Reading Outcomes



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Abstract

The study attempted to assess the level of teachers' peer-assisted and collaborative learning strategies and pupils' reading outcomes. Specifically, the study sought to answer the following questions; (1.) What the extent of teachers' peer-assisted and collaborative learning strategies? (2.) What is the level of pupils' reading outcomes categorized as instructional, independent, and frustration? (3.) Is there a significant relationship between the levels of pupils' reading outcomes and teachers' peer-assisted and collaborative learning? Findings indicated that teachers' peer-assisted and collaborative learning strategies were always utilized. The peer-assisted and collaborative learning strategies helped improve pupils' reading performance as indicated that majority of the pupils that is 64% were independent readers while 34% were instructional readers and only 2% were assessed and found to be in the frustration level.

It was also found out that teachers' peer-assisted and collaborative learning strategies indicate a high relationship with pupils' reading outcomes as evident on the r value of .728 which is higher than the $p = .000$ which implies the rejection of the null hypothesis.

Introduction

Pupil's reading outcomes is influenced by teacher's peer-assisted and collaborative learning strategies. This study is anchored on the tenets which states that "Every Child is a reader" (ECARP), through the issuance of DepEd Memorandum No. 402, s. 2004 and Administrative Order No. 324, which goal is to enable every Filipino child to communicate both in English and Filipino.

Reading is the process of creating meaning and a dynamic interaction between the pupil and the context of the reading situation where pupils are familiar with the words in the reading selection and the phonemic syllables for meaning and production.

This reading initiative of the national government has enthused teachers to employ strategies and identify cognitive components and linguistic processes of reading as well as provide effective interventions to address reading difficulties and struggle of learners especially in the public elementary schools in the Philippines.

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Reading difficulties according to researchers present a serious and potentially lifelong challenges especially in this time of pandemic in which schools are forced the cancellation of the traditional learning that takes place in school settings. The modalities have imposed substantial alterations in the “inputs” used to provide education. Thus, teachers need to devise strategies and approaches in teaching reading among grade-schoolers.

Campit, et al (2015) averred that teacher’s peer-assisted and collaborative learning strategies in reading contributes to pupil’s learning development in reading. It was also emphasized that pupils who are exposed to peer-assisted and collaborative learning performed and achieved better academically than those who were given the conventional teaching.

In a similar investigation, Miranda (2017) pointed out that despite of the public school’s initiative to introduce reading in the early years of primary education but 69% of the third grade nationwide cannot read at a proficient level with 36% of the fourth grade population unable to read at or above basic levels of understanding. This finding implies that in the upper elementary grades, a shift from “learning to read” to “reading to learn” typically occurs.

Further, Alfante (2015) avowed that pupils did not have good reading performance though they formally learnt reading in school. It can be caused by several factors such as reading practice which is done through teacher’s peer-assisted and collaborative approach and the parent-parent provided support at home.

Though, public school teachers especially in the primary grades utilized different teaching reading approaches responsive to the reading needs of pupils, yet learning to read is still the problem among primary school pupils.

It is based on the aforesaid accounts that the researcher is motivated to conduct this study to explore on the effect of teacher’s peer-assisted and collaborative learning strategies to the reading outcomes of third grade pupils

Methodology

The study utilized the adopted survey questionnaire from Campit, et al (2015) on teacher’s peer-assisted and collaborative learning strategies in teaching literacy and numeracy skills in elementary grades. The survey instrument was composed of two (2) major components. The first component was on the teachers’ peer-assisted and collaborative teaching strategies with ten (10) indicators while survey questionnaire was utilized to assess pupils’ reading outcomes which were categorized into three levels, namely; independent, instructional, and frustration based on the oral reading of the pupils using the Phil-IRRI assessments.

There were one hundred pupil-subject-respondents of the study and ten teacher-respondents. Mean value and standard deviation were utilized to present the extent of teachers’ peer-assisted and collaborative learning strategies; frequency counts and percentages were utilized to present the level of pupils’ reading outcomes.

Additionally, spearman rank order was utilized to ascertain significant relationship between the level of pupils’ reading outcomes and teachers’ peer-assisted and collaborative learning strategies in reading.

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Results and Discussion

Table 1. Mean Distribution of Teachers' Peer-Assisted and Collaborative Learning Strategies

| Items | Mean | SD | Verbal Description |
|---|-------------|-------------|--------------------|
| 1. The peer-assisted learning helps pupils to appreciate the need to read together with classmates. | 3.79 | .662 | Always |
| 2. The session helps me improve my ability to communicate and discuss with my peers. | 3.44 | .795 | Always |
| 3. The session provides opportunity to discuss the lesson with peers I am comfortable with. | 3.39 | .638 | Always |
| 4. The session provides opportunity to learn the lesson with peers or classmates. | 3.50 | .951 | Always |
| 5. The session provides opportunity collaborate with peers and classmates to read aloud together. | 3.71 | .693 | Always |
| 6. The session allows me to interact with peers and tutors. | 3.34 | .780 | Always |
| 7. The session was comfortable and relaxed than additional teaching. | 3.31 | .873 | Always |
| 8. The session inspires me to use multiple study resources. | 3.18 | .896 | Most of the Time |
| 9. Stimulates pupils to read and take an active part in the group reading activities. | 3.71 | .731 | Always |
| 10. The session allows me to ask questions whenever required. | 3.50 | .687 | Always |
| Overall | 3.49 | .771 | Always |

Legend: 3.25-4.00= Always/2.50-3.24=Most of the Time/1.75-2.49=Seldom/1.00-1.74 Never

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Table 1 presents the mean distribution of teachers' peer-assisted and collaborative learning strategies. Results proved that teachers persistently and regularly utilized peer-assisted and collaborative learning strategies to improve pupils' reading outcomes. These strategies include the peer-assisted and collaborative reading activities. Pupils also read aloud with their peers and in group to stimulate reading interest and engagements.

Subsequently, table 2 depicts the frequency distribution of Pupils' Reading Outcomes before the utilization of peer-assisted and collaborative learning strategies

Table 2 Frequency Distribution of Pupils' Reading Outcomes before peer-assisted and collaborative Learning Strategies

| Pupils' Reading Outcomes before the intervention | Frequency | Percentage |
|---|------------------|-------------------|
| Independent | 14 | 14% |
| Instructional | 50 | 50% |
| Frustration | 36 | 36% |
| Total | 100 | 100% |

As shown, the table shows that only 14 or 14% were independent and 50 or 50% were instructional readers while 36 or 36% were classified as frustration readers. These indicate that more pupils can read with less supervision of teachers and can read proficiently.

Consequently, table 3 showcases the level of pupils' reading outcomes after the teachers' utilization of peer-assisted and collaborative strategies. As depicted, there was increase of 50 pupils who can read proficiently without the supervision of the reading teachers.

Table 3 Frequency Distribution of pupils' reading outcomes after the peer-assisted and Collaborative learning Strategies

| Pupils' Reading Outcomes after the Intervention | Frequency | Percentage |
|--|------------------|-------------------|
| Independent | 64 | 64% |
| Instructional | 34 | 44% |
| Frustration | 2 | 2% |
| Total | 100 | 100% |

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It can be deduced based on findings that pupils' reading outcomes after the use of peer-assisted and collaborative learning strategies showed that 64% of the pupil-respondents had improved their reading performance from instructional to independent readers which means they can read without the supervision of their reading teacher. Additionally, 34% of the pupil-respondents had improved reading performance from frustration to instructional level while 2% remained in the frustration level which can be attributed to pupils' cognitive deficiency and other learning challenges.

Successively, table 4 depicts the test of relationship between the pupils' reading outcomes and teachers' peer-assisted and collaborative learning strategies. It was found out that teachers' peer-assisted and collaborative learning strategies indicates high relationship with pupils' reading outcomes as evident by the r value of .728 which is greater than the p = .000. Hence, the null hypothesis is rejected.

Table 4. Test of Relationship between the Pupils' Reading Outcomes and the Teachers' Peer-Assisted and Collaborative Learning Strategies

| Respondents' Profile on: | Levels of Pupils' Reading Outcomes | | | |
|---|------------------------------------|-----------------|-------------------------|-----------------|
| | (r) | Sig. (2 tailed) | Interpretation | Decision on Ho1 |
| Peer-Assisted and Collaborative Learning Strategies | .728 | .000 | Means High Relationship | Rejected |

***significant at $p < 0.05$ alpha level**

It can be inferred based on findings that teachers' utilization of the intervention the peer-assisted and collaborative learning strategies is effective in developing pupils' reading performance which Hasnani (2020) averred that peer-assisted teaching and learning strategies stimulate pupils to enhance reading performance and competencies.

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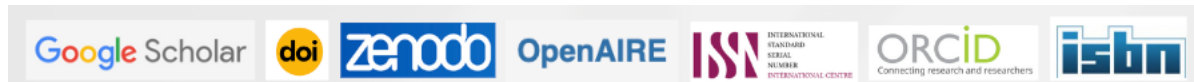
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