

# Navigating Collaborative Learning Strategies for Enhanced Performance in Music Education among Tertiary Level Students

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**Abstract:** This study navigates the collaborative learning strategies of tertiary level students for enhanced performance in music education. Despite of the many roles played by the teachers in teaching music education, many students face challenges and issues in its implementation as observed and encountered by the researcher that affected the student performance and learning outcomes. Addressing these challenges require teachers with keen insights flexible teaching students for enhanced performance in music course. By applying collaborative learning strategies, the research investigates how various strategies such as peer mediated learning strategies, pair-share strategy, round table discussion, jigsaw games, and project-based learning strategy could be utilized to the fullest. The study utilized quantitative research approach, employing a comparative, correlation research design, where it gathered data from 150 college students through stratified sampling. The questionnaires survey that gathered data which were analyzed, interpreted using statistical methods provided significant findings that could be enhanced further for greater benefits. The findings reveal very high utilization of collaborative learning supported by the teachers performance through evident use of learning domains such as student engagement, assessment techniques, teaching strategies and organized lessons. The study recommends to enhance music education program through music related activities, foster community and industry partnership, incorporating experiential and collaborative strategies to showcase social and critical thinking skills. The study provides new insights with more focused activities that will be implemented into enhancing music education in the school institutions.

**Keywords:** Music Education, Collaborative Learning Strategies, Teaching Performance.

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## 1. Introduction

Beyond the intrinsic value of music to cultures worldwide, education in music has benefits for young people that transcend the musical domain. Music education facilitates student academic achievement. Not only do students who study music develop musical abilities, they receive benefits that extend to other academic areas, leading to overall scholastic success. But to attain this, there are skills to help students achieve their full potential through the study of methodologies in general musicianship and performance techniques. The results show conclusively that music education equips students with the foundational abilities to learn, to achieve in other core academic subjects, and to develop the capacities, skills and knowledge. Previous studies show conclusively that music education equips students with the foundational abilities to learn, to achieve in other core academic subjects, and to develop the capacities, skills and knowledge.

Music education benefits student achievement in the following ways: Improves recall and retention of verbal information. Musical training develops the region of the brain responsible for verbal memory-the recall and retention of spoken words-which serves as a foundation for retaining information in all academic subjects. Music students who were tested for verbal memory showed a superior recall for words as compared to non-music students (Ho et al.,2011) The advantage that music provides increases over time. These findings hold true regardless of socio-economic status and race/ethnicity (Baker, 2011). The convenience and cost-effectiveness of mobile devices and social media are

especially valued by modern students, as these tools empower them to engage in academic partnerships and procure educational information.

With students' familiarity with digital landscapes, the integration of technology in classrooms promotes greater engagement with non-AI & AI learning content and extends the reach of the classroom beyond its physical boundaries.( Dribble com, downloaded September ,2024) Peer interaction also matters, Research indicates that students who collaborate and engage with classmates tend to be more emotionally invested in learning ( Nkhoma,2017). Many teachers find rigorous classroom discussions challenging to implement because without structure, discussions can go off course or don't produce the deep analysis and detailed answers they expect from students. There are many different formats a teacher can choose to conduct class discussion but many often take quite a bit of time to prepare and may not get every student involved. However, The Round Table Circles model is a format that pulls the best strategies from Socratic seminars, round table discussions, and classroom debates and reformulates them into small a group discussion format. The great benefit of the Round Table Circles model is that it allows everyone to participate, even those who are more reluctant to speak openly.

Groups and sub-groups are the building blocks of a robust collaborative learning environment. They are the crucibles in which the alchemy of learning takes place, transforming individual knowledge into collective wisdom through assigning specific roles to group members. For larger learning organizations, the ability to create mini-communities within the collaborative learning framework is invaluable. These

mini-communities, or cohorts, can be specifically tailored to focus on group activities that are ideal for project-based learning approaches and learning sprints. Studies suggest that features like competitive elements and interactive discussions can boost emotional involvement in digital learning ( Li Yanyan et.al. ,2021)

By dividing the larger organization into more manageable sub-groups, each cohort can engage in targeted project work, fostering a more intimate and focused learning experience that aligns with the organization's broader educational goals. Hence, this current study hoped that by navigating music education through various classroom strategies, music can become an invaluable avenue for improved learning engagement.

## 2. Statement of the Problem

This study determined the relationship between collaborative learning strategies in music and music teachers' performance with the end view of developing program that enhanced music education in the tertiary level.

Specifically, this study provided answers to the following problems:

(1)What is the profile of the respondent teachers in terms of;

- 1) sex,
- 2) age,
- 3) length of music teaching experience,
- 4) highest educational level?

(2)To what extent are the following collaborative learning strategies utilized by the respondents in music pedagogy?

- 1) peer-mediated learning strategy,
- 2) pair-share learning strategy
- 3) jigsaw /games
- 4) round table discussion,
- 5) Project based learning strategy?

(3)Is there a significant difference in the extent of collaborative learning strategies utilized by respondent-teachers in music pedagogy when their profile is taken as a test factor?

(4)What is the assessment of the respondents on their performance in terms of;

- 1) teaching strategies,
- 2) assessment techniques,
- 3) organization of lesson, and,
- 4) student engagement?

(5) Is there a significant difference in the assessment of their performance when their profile is taken as test factor?

(6) Is there a significant relationship between the respondents' assessment of music pedagogy through collaborative learning strategies and their performance?

(7) Based on the findings of the study, what proposed program may be developed to enhance music education in the institutions.

## 3. Hypothesis:

This investigation tested the following hypotheses at .05 level of significance.

Ho1: There is no significant difference in the extent of assessment in utilizing the collaborative learning strategies when personal profile is taken as a test factor.

Ho2: There is no significant difference in the assessment of the teachers' performance when their profile is taken as test factor.

Ho3: There is no significant relationship between the respondents' assessment of music pedagogy through collaborative learning strategies and their performance.

## 4. Research Design

This study employed a quantitative research approach . It is descriptive in nature. It utilized the descriptive-comparative and correlational design which is a research endeavor to describe systematically, functionally and accurately and objectively a situation, problem or phenomena (Almeida, Gaerlan,&Manly,2016). It is quantitative because data are analyzed as a basis for the description of a situation. The data to be gathered from the questionnaire were analyzed by quantitative survey tools , ensuring the study to explore the correlation of research variables. The researcher looked at the crucial link between cooperative learning strategies that determined the enhance the performance of college students in music .All the findings served as inputs to the proposed enhance music program that will improve students' performance academically .

## 5. Results and Discussions

### 5.1. Demographic Profile of the Respondents

After having completed the data gathering process for the study using questionnaire which is attached in the appendices, the results present information garnered from 150 respondents.

**Table 1.** Demographic Profile of the Respondents

| Demographic Profile          | Categories           | Frequency | Percentage |
|------------------------------|----------------------|-----------|------------|
| Sex                          | Male                 | 49        | 32.7       |
|                              | Female               | 101       | 67.3       |
|                              | Total                | 150       | 100.00     |
| Age                          | Below 25 years old   | 7         | 4.7        |
|                              | 26-35 years old      | 53        | 35.3       |
|                              | 36 years old or over | 90        | 60.0       |
|                              | Total                | 150       | 100.00     |
| Years of teaching Experience | Less than 3 years    | 20        | 13.3       |
|                              | 4-6 years            | 30        | 20.0       |
|                              | 7-10 years           | 24        | 15.0       |
|                              | More than 10 years   | 76        | 50.7       |
|                              | Total                | 150       | 100.00     |
| Education Level              | Bachelor degree      | 23        | 15.3       |
|                              | Master degree        | 107       | 17.3       |
|                              | Doctorate degree     | 20        | 13.3       |
|                              | Total                | 150       | 100.00     |

Table 1 provides a comprehensive demographic profile of the respondents, categorized by sex, age, major, and year of teaching experience, education level .The sex distribution of respondents in this study is unevenly distributed , with females greatly dominating male respondent-teachers , comprising 101 or 67.3% of the sample, while male teachers account for 49 respondents or 32.7% . This uneven distribution suggests a diverse representation of according to sex , which is crucial for ensuring that the findings are not biased towards one gender and can be generalized across both male and female college students in the research locale having been taken for resources. The sample allows for the better

perspective of any gender-specific differences or similarities in providing insights that can be analyzed for customized music teaching strategies. Such a balanced representation underscores the importance of inclusivity in music educational research and the need to design appropriate learning programs for collaboration. Moreover, this distribution enhanced the reliability and validity of the research findings, suggesting that the results and recommendations are likely applicable to a broader population of college students in the region. This balanced distribution also paves the way for further research into the nuances of gender influences on learning interests, thereby contributing to the optimization of music education for diverse student groups.

In terms of age, the respondent- teachers unevenly distributed across three categories. Those aged below 25 years of age make up 4.7% of the sample, with a frequency of 7 individuals. Respondents aged 26-35 years represent 35.3% with a frequency of 53 comprising 35.30%, while 60 % make up 90 teacher-respondents. This distribution indicates a predominance of older respondents within the surveyed group, providing a comprehensive age representation that enhances the robustness of the study's findings. This diversity in age groups allows for a more nuanced analysis of age-related differences in utilizing mature teachers, ensuring that the study's conclusions are relevant to a broad range of targeted respondents (Zhang, 2022). The diverse age groups is essential for identifying preferences and patterns across different age brackets, contributing to the development of age-appropriate and effective collaborative music teaching strategies.

Examining the length of teaching experience of respondents, an almost equal distribution of respondents, highlights comparison based on the assessment of respondents based on experiences, a minority of 13.3 % or 20 teachers comprised those of individuals who served for less than 3 years. 30 % or 30 percent represents those whose

experience ranged from 4-6 years .There are teachers with years of experience withing the range of 7-10 years that account for 24 teachers or 16.0 %. And finally, teachers whose length of teaching experience rendered more than 10 years accounts for 76 or 50.7 %. This distribution suggests that the survey primarily reflects the perspectives and experiences of teachers, which may influence the findings. However. Music teachers may have a higher intrinsic motivation to remain rooted with their vocations. They might also perceive greater benefits from participating, Furthermore, music teachers at the tertiary level might have actively encouraged collaborative strategies a part of their commitment for better learning outcomes.

With regards to educational level, the level distribution among the teacher respondents, ensuring diverse representation across different academic stages. Specifically, Bachelor degree constitutes 23 or 15.3 % of the samples. Those whole Master' degree level constitutes 71.3 % or 107 teachers of the respondent-samples and Doctorate accounts for 13.3% or 20 music teacher respondents . This distribution provides comprehensive representation, enabling the identification of trends and patterns that may vary across profile variables. It enriching the overall analysis and offered a fuller picture of the students' response to various types of collaborative music learning strategies in classrooms and regular competition in music activities.

Overall, the demographic profile of the respondents in the study has diverse perspectives and a solid foundation for the study's findings.

## 5.2. Assessment on the Extent of Utilization of Collaborative Learning Strategies

Presented in Tables 2-6, are the respondents' assessment of collaborative learning strategies. The Mean and standard deviation and ranking are utilized for statistical treatment.

### 5.2.1. In Terms of Peer-mediated Learning

**Table 2.** Assessment of the Teacher -Respondents on the extent of utilization of collaborative learning strategies in terms of peer -mediated learning

| Peer-Mediated Learning During collaborative meeting...   | Mean | Standard Deviation | Descriptor     | Interpretation  | Rank |
|--|------|--------------------|----------------|-----------------|------|
| 1.together, the group can achieve more,  | 3.58 | .55                | Strongly Agree | Highly Utilized | 4    |
| group members demonstrate support thereby fostering confidence and trust in eventually gaining music appreciation even among non-music major | 3.45 | .67                | Agree          | Utilized        | 5    |
| 3.learning music education goals are align with standards  | 3.42 | .67                | Agree          | Utilized        | 6    |
| 4.fosters positive student attitudes towards learning where leadership in action is cultivated,  | 3.62 | .58                | Strongly Agree | Highly Utilized | 3    |
| 5.builds deeper understanding of each other importance.  | 3.78 | .46                | Strongly Agree | Highly Utilized | 1    |
| 6.respect of each other music skill is recognized.   | 3.74 | .48                | Strongly Agree | Highly Utilized | 2    |
| Composite Mean   | 3.60 | .25                | Strongly Agree | Highly Utilized |      |

Legend: 3.51-4.00= Strongly Agree/Highly Utilized; 2.51-3.50= Agree/Utilized; 1.51-2.50;Disagree/ Less Utilized ; 1.00-1.51 Strongly Disagree/ Not Utilized

Table 2 presents an assessment of the extent of utilization of collaborative learning strategies in terms of extent of utilization of collaborative learning strategies in terms of peer mediated learning. The composite mean value of 3.60 with a

corresponding standard deviation of .25 indicates a homogenous assessment among the respondents teachers . It showed that the learning strategy on peer mediated learning is "Strongly Agree /Highly Utilized". The findings showed that to improve the learning of the that students in music can

be cultivating teaching methods that could be mediated by the use of intervention through team work . ( Li,2023 ) . This means that teamwork was found to improve the learning effect in music.

A perusal of the indicators of this variable with highest mean value obtained is the item, “builds deeper understanding of each other importance.” With mean value of 3.78 and corresponding standard deviation of .48 , interpreted “ Strongly Agree/Highly Utilized”. The low SD indicates strong homogenous assessment among the respondents. This indicates a strong understanding and familiarity with this strategy among the respondents. Rank I assessment is highly

**Table 3.** Assessment of the Teacher -Respondents on the extent of utilization of collaborative learning strategies in term of peer -mediated learning

| Pair -share Strategy<br>During collaborative meeting...                               | Mean | Standard<br>Deviation | Descriptor        | Interpretation     | Rank |
|---|------|-----------------------|-------------------|--------------------|------|
| 1.strengths and weaknesses are identified   | 3.54 | .51                   | Strongly<br>Agree | Highly<br>Utilized | 3    |
| 2.“Buddy system “ is developed as learner who lack skill is given undivided attention | 3.57 | .59                   | Strongly<br>Agree | Highly<br>Utilized | 2    |
| 3.trust is recognized as linking pin to bond in order to sustain sharing of support   | 3.67 | .47                   | Strongly<br>Agree | Highly<br>Utilized | 1    |
| 4.coaching is found most effective in developing potential musical talent             | 3.54 | .60                   | Agree             | Utilized           | 4.5  |
| 5.expertise of one of the pair is identified and highly regarded for role modelling.  | 3.54 | .60                   | Strongly<br>Agree | Highly<br>Utilized | 4.5  |
| 6.encourage to share insightful musical talents and skills as they progress           | 3.54 | .65                   | Strongly<br>Agree | Highly<br>Utilized | 6    |
| Composite Mean  | 3.72 | .45                   | Strongly<br>Agree | Highly<br>Utilized |      |

Legend: 3.51-4.00= Strongly Agree/Highly Utilized; 2.51-3.50= Agree/Utilized; 1.51-2.50;Disagree/ Less Utilized ; 1.00-1.51 Strongly Disagree/ Not Utilized

Table 3 shows the respondents’ assessment of collaborative learning strategies in the use of peer mediated learning strategy .The composite mean of 3.72 and standard deviation of 0.45 , is interpreted as “Strongly Agree/Highly Utilized “. This indicates homogenous assessment of the variable that allows for more effective means to learn the skills in learning music through group learning .

The highest mean score or rank 1 was evident by the “Trust is recognized as linking pin to bond in order to sustain sharing of support is interpreted as “Strongly Agree/Highly Utilized “. The lowest mean score was apparent by”

**Table 4.** Assessment of the Teacher -Respondents on the extent of utilization of collaborative learning strategies in term of games or jigsaw

| Games/ Jigsaw<br>During collaborative meeting...   | Mean | Standard<br>Deviation | Descriptor        | Interpretation  | Rank |
|--|------|-----------------------|-------------------|-----------------|------|
| 1.fun motivates attainment of group goals  | 3.68 | .47                   | Strongly<br>Agree | Highly Utilized | 1    |
| 2.creative games trigger musical skills to surface spontaneously                                 | 3.56 | .52                   | Strongly<br>Agree | Highly Utilized | 3    |
| 3.new skills are mastered for short period of time   | 3.18 | .78                   | Agree             | Utilized        | 6    |
| 4.encourage unified action to eliminate “group thinking”   | 3.43 | .62                   | Agree             | Utilized        | 5    |
| 5.creative musical games promote harmony among learners  | 3.54 | .52                   | Agree             | Utilized        | 4    |
| 6. open social interaction equipped introverted students as they receive support from colleagues | 3.63 | .52                   | Strongly<br>Agree | Highly Utilized | 2    |
| Composite Mean   | 3.50 | .28                   | Agree             | Utilized        |      |

Legend: 3.51-4.00= Strongly Agree/Highly Utilized; 2.51-3.50= Agree/Utilized; 1.51-2.50;Disagree/ Less Utilized ; 1.00-1.51 Strongly Disagree/ Not Utilized

Table 4 shows the respondents’ assessment extent of utilization of collaborative learning strategies in term of

justified as it get results in the outcomes. The students learn better when it involved group participation in the study of music. On the other hand, the item with the lowest mean value is” .learning music education goals are align with standards” with mean value of 3.42 and a corresponding standard deviation of .67, interpreted “ Agree/Utilized”. With high utilization of the peer mediated variables indicate its preferential consideration among the students of this pedagogical and collaborative strategy, further indicating its relevance to music education value.

### 5.2.2. In Terms of Pair-Share Strategies

encourage to share insightful musical talents and skills as they progress at this stage which receives lower mean score of 3.54 with a standard deviation of .65 ,ranking sixth, still with “Strongly Agree/Highly Utilized “. The respondents are in highest agreement that being part of the learning curricular requirements, they will provided an avenue for better music educational background and professional setting to ensure greater change of adaptability for music appreciation.

### 5.2.3. In Terms of games Or Jigsaw

games or jigsaw . The obtained composite mean of 3.50 and standard deviation of 0.28 , is interpreted as “Agree/Utilized

“ This indicates homogenous assessment of the variable that allows for more effective to retain music education learning . This means that the use of games strategies give even among older students a fun, creative, and memorable experience in the classroom. This transform the music classroom a dynamic learning environment as well. ( www. pathway2 success.com)

Further in the table, the highest mean score of was evident by a ranked 1 item , “ Fun motivates attainment of group goals” with mean value of 3.68 and sd.47 is interpreted as “Strongly Agree /Highly utilized, “ The result is taken to mean that the use of games /jigsaw puzzles enliven group while into

**Table 5.** Assessment of the Teacher -Respondents on the extent of utilization of collaborative learning strategies in term of Round table discussion

| Round-table discussion<br><i>During collaborative meeting .....</i>   | Mean        | Standard Deviation | Descriptors           | Interpretation         | Rank |
|---|-------------|--------------------|-----------------------|------------------------|------|
| 1.social interaction eliminate unequal participation of the members   | 3.26        | .66                | Agree                 | Utilized               | 6    |
| 2.higher order thinking among members are given opportunity to unfold | 3.51        | .50                | Strongly Agree        | Highly Utilized        | 4    |
| 3.Every perspective of each member is considered                      | 3.54        | .57                | Strongly Agree        | Highly Utilized        | 5    |
| 4.Improve problem solving skills based on group interaction           | 3.60        | .49                | Strongly Agree        | Highly Utilized        | 2    |
| 5.Listening skills are developed                                      | 3.59        | .50                | Strongly Agree        | Highly Utilized        | 3    |
| 6.Deadline and quality performance in musical projects are met        | 3.63        | .52                | Strongly Agree        | Highly Utilized        | 1    |
| <b>Composite Mean</b>   | <b>3.52</b> | <b>.23</b>         | <b>Strongly Agree</b> | <b>Highly Utilized</b> |      |

Legend: 3.51-4.00= Strongly Agree/Highly Utilized; 2.51-3.50= Agree/Utilized; 1.51-2.50;Disagree/ Less Utilized ; 1.00-1.51 Strongly Disagree/ Not Utilized

Table 5 shows the assessment on collaborative strategy in terms of round table discussion. , The teachers’ assessment yielded a composite mean score of 3.52 with a corresponding .23 standard deviation. The assessment is interpreted as “Strongly Agree/ Strongly utilized.” This means that the assessment among the respondent teachers is homogenous as indicated by low standard deviation value and appropriate among their level. This implied that teachers may have observed that during music education class students tend become challenged in discussions that allow everyone to participate even those who are more reluctant to speak openly( Model Teaching ,downloaded,2019).

Noted is the highest rank , item “ Deadline and quality performance in music project are met”, with a mean value of 3.63 sd at .52 interpreted “Strongly Agree/Highly utilized”. While the lowest mean value 3.26 with standard deviation

unintentional learning. On the other hand , the lowest mean score of 3.18 with sd .78 was apparent in the item, “ New skills are mastered for short period of time” receives rank 6 . The respondents agree on the utilization of the collaborative learning strategy that provided fun while learning , this establishes fun classroom activities to keep students engaged in your music are designed to spark creativity and foster a love for learning.

#### 5.2.4. In Terms of Round Table Discussion

at .66 of that ranked 6th is the item, “ Social interaction eliminate unequal participation of the members” .The finding implies the use of round table discussion is favored by students allowing them equal opportunity for participation.

#### 5.2.5. In Terms of Project - Based Learning

Table 6 presents the respondents’ assessment on the extent of utilization collaborative strategy in terms of terms of project-based learning , that yielded a composite mean score of 3.60 with a 0.21 . The resulting data indicates a “ Strongly Agree/ Highly Utilized” assessment. This shows the teachers’ utilization of strategies is heavily favored by the students. It allows students to learn about a subject by working for an extended period of time to investigate.( Wikipedia,downloaded 2025). In this strategy progress is quantified by active learning.

**Table 6.** Assessment of the Teacher -Respondents on the extent of utilization of collaborative learning strategies in term of project- based learning

| Project-based learning<br><i>During collaborative meeting.....</i>               | Mean        | Standard Deviation | Descriptor            | Interpretation         | Rank |
|--|-------------|--------------------|-----------------------|------------------------|------|
| 1.There is a time to brainstorm among the group/team                             | 3.56        | .51                | Strongly Agree        | Highly Utilized        | 5    |
| 2.Develop sense of academic service learning                                     | 3.65        | .50                | Strongly Agree        | Highly Utilized        | 2    |
| 3. Create additional innovative path towards the conduct of research             | 3.60        | .49                | Strongly Agree        | Highly Utilized        | 4    |
| 4.There exist an assign role to perform  | 3.64        | .48                | Strongly Agree        | Highly Utilized        | 3    |
| 5.Music learners are held accountable for their participation in the activities. | 3.69        | .46                | Strongly Agree        | Highly Utilized        | 1    |
| 6.Monitoring progress was made easy  | 3.47        | .62                | Strongly Agree        | Utilized               | 6    |
| <b>Composite Mean</b>  | <b>3.60</b> | <b>.21</b>         | <b>Strongly Agree</b> | <b>Highly Utilized</b> |      |

Legend: 3.51-4.00= Strongly Agree/Highly Utilized; 2.51-3.50= Agree/Utilized; 1.51-2.50;Disagree/ Less Utilized ; 1.00-1.51 Strongly Disagree/ Not Utilized

Particularly, the teachers highest mean assessment on the item, rank 1 .” Music learners are held accountable for their participation in the activities”, ( mean=3.69 , sd .46). On the other hand, the lowest rank item, “ monitoring progress was made easy”, has obtained a mean value of 3.47 with sd .62 interpreted “Utilized”.

In conclusion, the overall assessments of teachers divulged closely to be considered of different opinions suggesting that utilization of project based learning strategy provide certain

amount of freedom to music learners allowing their students to engage in a meaningful projects in order to learn content and skills in various aspects of music education. When students are allowed to assume particular action in expressing their preferences it is allowing self-discovery for certain skills that they can be developed real time

### 5.2.6. Summary Table

**Table 7.** Summary Assessment of the Teacher -Respondents on the extent of utilization of collaborative learning strategies .

| Collaborative Learning Strategy | Mean | Standard Deviation | Descriptor     | Interpretation  | Rank |
|---------------------------------|------|--------------------|----------------|-----------------|------|
| Peer -mediated strategy         | 3.60 | .25                | Strongly Agree | Highly Utilized | 2.5  |
| Pair-shared strategy            | 3.72 | .45                | Strongly Agree | Highly Utilized | 1    |
| Games/Jigsaw                    | 3.50 | .28                | Agree          | Utilized        | 5    |
| Round table discussion          | 3.52 | .23                | Strongly Agree | Highly Utilized | 4    |
| Project-based learning strategy | 3.60 | .21                | Strongly Agree | Highly Utilized | 2.5  |
| Composite Mean                  | 3.58 | .34                | Strongly Agree | Highly Utilized |      |

Legend: 3.51-4.00= Strongly Agree/Highly Utilized; 2.51-3.50= Agree/Utilized; 1.51-2.50;Disagree/ Less Utilized ; 1.00-1.51 Strongly Disagree/ Not Utilized

Table 7 shows the summary assessment of the respondents as regards the extent of utilization of collaborative learning strategy in teaching Music education. The summary assessment is marked by an overall mean value of 3.58 with SD .34, indicating “Strongly Agree/Highly Utilized” . The result has indicated a high reliability of the teacher assessment suggesting that the use of collaborative learning strategies allow for learners of music courses to improve their critical thinking skill and their social skills as well.

A perusal of the summary table has indicated ranking of the strategies . Ranked 1 , is “ Paired-share strategy” which obtained 3.72 mean value and a corresponding standard deviation of .45, this means that teacher-respondents commonly agree on the utilization of pair-share to have more responsibility over their own and peer learning which improves their social skills . Second rank( 2.5) is tied with the dimensions of ”project- based” and “peer mediated” learning strategies which are highly utilized based on the mean values at 3.60 sd at 21. Fourth ranked assessment is “Round table discussion” with mean value of 3.52 with a corresponding sd at .23. This means that the assessment is common to all teacher-respondent assessment indicating that encouragement to utilize this strategy is effective offered opportunity for participation circulating around small group in class, thereby developing critical thinking among participants. Finally , rank 5th is the “ Games/Jigsaw” with mean obtained value of 3.50 with sd 28, interpreted as “Agree/ Utilization”. The underlying assessment is understandable since the intended in the current study are at the tertiary level, who could lacked expected attribute of fun-filled learning activity to appreciate music education.

## 6. Conclusion

Based on the findings, the study concludes that the extent of utilization of collaborative learning strategies significantly contributes to the quality teaching performance of the music teachers., highlighting its meaningful and transformative effect in music appreciation among the tertiary level students.

(1) The teacher -respondents who are predominantly female , and 37 years old or over, have rendered their service

for more than 10 years and having been aware of the importance of professional growth have obtained Masters’ level.

(2) That said teacher respondents generally have uniformly and consistently rated high utilization of the collaborative learning strategies. It implied that high utilization of collaborative strategies resonates the positive outcome in the students perspectives that indeed there is confirmed improvement in their critical thinking skill as well as in their social skills..

(3) Having realized the relevance of music education that foster the use collaborative learning strategies, it can be inferred that strong awareness among teachers transform their inherent desire in emphasizing the importance to instill the importance of music appreciation among students regardless of their profile.

(4) Generally, the manifested teaching performance that was found significantly evident across the domains of teaching performance in such areas of student engagement , assessment techniques, teaching strategies and organization of lesson have consistent assessment among the students.

(5) Notably, it can be inferred that the nonvariation in the assessment among student regardless of their profile variables underscores the importance of strong commitment by teachers. Thus, the stronger its effect on learning , the deeper the learning of music courses be appreciated and sustained..

(6) A positive relationship identified between collaborative learning strategies and domains of teaching performance demonstrate meeting the music teachers’ goal for music education. It reinforces the role in fostering wholesome growth that integrates the educational framework of music learning theory in preparing the students in strengthening social and critical thinking skills.

## 7. Recommendation

Based on the findings and conclusion of the study, the following recommendations are hereby forwarded:

(1) College students may not take seriously music courses in favor of their specialization as a preparation for their future, hence organize school activities that showcase talents in music among non-music majors. By encouraging

participation, teachers can foster students' holistic development and prepare for leadership roles that will involve social skills and critical thinking skills derived from collaborative learning strategies.

(2) Music program activities must incorporate experiential collaborative learning activities such as group activities, participation in community performances or inter school competition that highlights teamwork. These experiences replicates the classroom activities for cooperative learning to develop wholesome social demeanor.

(3) Develop collaboration with industries, cultural organizations that can provide students exposure for practical and meaningful experience. This will bridge the gap of connecting music education and societal expectation as mature professional serving the country.

(4) Recommend to the educational institutions the adoption of the current study's output for enhanced music education program .

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