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UTILIZATION OF GROUP DYNAMICS IN THE PERFORMANCE TASK AND SOCIAL AWARENESS OF GRADE SIX LEARNERS

Jenelyn T. Angub[1]
[1]*Student, Graduate School, Rizal Memorial Colleges, Inc.*

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ABSTRACT

This study examines the impact of group dynamics on the performance tasks and social awareness of Grade Six learners. It examines how collaborative learning environments, facilitated through group dynamics, influence students' academic achievement and their ability to interact effectively within a group setting. Using a mixed-methods approach, the study investigates how collaborative activities in varied groups improve academic achievement and build social skills in children. The study will analyze the relationship between group dynamics, performance task scores, and social awareness indicators, contributing to a deeper understanding of how group work can be optimized to foster both academic success and social competence in young learners. The findings show that good group dynamics not only increase students' academic achievement but also foster more social awareness and empathy among peers. This study emphasizes the value of structured group interactions in educational contexts, implying that intentional group creation and dynamic management can result in considerable increases in both learning results and social development.

KEYWORDS: *Collaboration, Communication, Learning are a Continuous Process*

INTRODUCTION

The educational landscape has undergone a significant transformation in recent years, with a greater emphasis on developing cognitive and social skills among students. Group dynamics in the classroom have been recognized as a means of improving learning outcomes. This research study, entitled "Utilization of Group Dynamics in the Performance Task and Social Awareness of Grade Six Learners," aims to find out how collaborative learning strategies would influence the academic and social development of sixth-grade learners. This study investigates how learners' interactions in the performance tasks would impact their ability to work together cooperatively, communicate appropriately, and be socially aware.

Furthermore, group activities stimulate creativity and out-of-the-box thinking. Fast learners often possess the ability to generate unique ideas and see connections that others may not. By working in groups, students can harness their creativity to solve plant propagation problems creatively. Whether designing an innovative watering system or experimenting with alternative methods, group activities encourage students to think beyond traditional approaches. The synergy of ideas within a group setting can lead to breakthroughs and new perspectives (Gross Davis, B., 2023).

Utilizing group activity in the performance task of grade six learners in plant propagation is a practical approach to foster learning and enhance their understanding of the subject matter. Group activities allow students to actively participate in hands-on experiences, collaborative discussions, and problem-solving (Hager, 2022).

In the Division of Davao Del Sur, particularly in Sta. Cruz Central Elementary School, a problem with social awareness among sixth-grade learners who belong to the general section is observable. The researcher, being a teacher in this section, uses varied strategies during classroom instruction that motivate learners to collaborate and present the performance task assigned to them. However, it is noticeable. Hence, this study.

LITERATURE REVIEW

Group dynamics in education refers to the way individuals interact in a group to achieve a common goal or task. It involves communication, cooperation, conflict resolution, and leadership roles. The theory of group dynamics emphasizes the significance of interaction among group members to enhance learning and personal growth (Forsyth, 2010). In educational settings, these interactions are often structured through cooperative learning, which encourages students to collaborate, share ideas, and solve problems together.

According to Johnson & Johnson (2009), cooperative learning based on the theory of group dynamics results in improved academic performance, social skills, and cooperation among peers. Interdependence emphasizes the fact that the task requires students to be on each other's strengths to complete tasks for collective goals. This brings feelings of responsibility, empathy, and collective problem-solving necessary to develop social awareness.

It is defined as the force arising from the interaction between an individual and the social group to which they feel a sense of belonging. We should use that force in education to achieve teaching/learning outcomes. School

stakeholders who collaborate are more likely to achieve organizational goals. Where there are people, there is interaction, and this study focused on group dynamics originating from that interaction. Collective success precedes individual success due to cut-throat global competition and social, political, and cultural changes. Therefore, we should explore and analyze group structure and dynamics (Dereli & Cengiz, 2011).

Group dynamics refers to the interactional and psychological behaviors within a group. It examines the fundamental processes that produce norms, roles, relations, objectives, and ideologies in social groups, shaping how members interact and operate (Matusitz, 2020).
Group dynamics represents the study of the relationships people create within a group. Group dynamics affect behavior, decisions, and problem-solving. The paper discusses how the concept is utilized to promote collaboration and nurture potential library staff. (Palkevich, 2022).

Group dynamics define the influential actions, processes, and changes that transpire within and between the interactants in a group. They highly influence how individuals behave, think, and feel. Therefore, understanding these dynamics is relevant for effective social mediation with robots. (Javed & Jamali, 2023).

The behavioral and psychological patterns among individuals within a group of people. It is about studying the fundamental processes by which social groups establish norms, roles, relations, goals, and ideologies, which have consequences for the behavior and relationships among the group members. (Mawson & Bion, 2021).

Group dynamics, therefore, refers to the interactions, behaviors, and psychological processes among the individuals that take place while forming a group, or it is applied to influence how the group develops, communicates, and reaches its goals. Effective group dynamics foster cooperation, creativity, and problem-solving, while poor dynamics may lead to conflict and dysfunction. According to Wheeler and McClure (2018), managing group processes requires an understanding of group dynamics because it identifies factors that contribute to the success of a group, such as leadership, trust, and decision-making strategies (Wheeler et. al., 2018).

Group dynamics is defined as the interaction and relationships between members in a group that, in turn, shape the group's overall functioning and success. It is concerned with aspects such as communication, leadership, role development, and conflict resolution, all of which have impacts on the group's behavior and decision-making processes. As noted by Sargent and Hannum (2020), understanding group dynamics is very important for the improvement of team performance and resolving conflicts, since it helps in identifying the underlying social and psychological processes that affect group cohesion and productivity (Sargent et. al., 2020).

Statement of the Problem
This study aimed to determine the level of Utilization of Group Dynamics and the level of Performance Task and Social Awareness of Grade Six Learners. Specifically, it answers the following sub-problems:

1. What is the extent of Utilization of Group Dynamics in terms of:
1.1 Classroom Atmosphere,
1.2 Group Participation and
1.3 Group Values?
2. What is the level of Social Awareness of Grade Six Learners in terms of:
21. Empathy,
2.2 Compassion,
2.3 Showing Concern for Others' Feelings and
2.4 Identifying Diverse Cultures
3. Is there a significant relationship between the Utilization of Group Dynamics in the Performance Task and Social Awareness of Grade Six Learners?

METHODOLOGY

Research Design
This study made use of a quantitative non-experimental design utilizing a predictive-correlation approach. Employing this research design in the study would examine the relationship between Utilization of Group Dynamics in the Performance Task and Social Awareness of Grade Six Learners, which would help in identifying potential correlations and predictive factors between teacher engagement and student interest.

Quantitative non-experimental research utilizing a predictive-correlation approach was a type of research design that seeks to examine the relationship between variables without manipulating them. In this approach, researchers observe and measure variables as they naturally occur, aiming to predict the outcome of one variable based on the presence or absence of another. The predictive-correlation approach focuses on identifying correlations or associations between variables, but it does not establish causal relationships. According to Creswell (2014), this method was often used to determine how variables were related and to predict future outcomes based on these relationships. It is commonly employed in educational and social sciences research to understand patterns and trends without intervening in the natural settings of the participants.

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Research Respondents

This study was conducted in Davao del Sur, particularly in Sta. Cruz Central Elementary School, Division of Davao del Sur. The number of respondents was determined using Slovin's Formula. $n = \frac{N}{1+N}e^2$.

The respondents in this study were the 150 grade six learners of Sta Cruz Central Elementary School enrolled in SY 2024-2025. A simple random sampling technique will be utilized in choosing the respondents to give every learner an equal opportunity to be selected.

Distribution of Respondents

The respondents of this study were as follows: A total of 150 grade six learners participated, Grade Six Aquino had 38 learners, Grade Six Rizal had 36 learners, Grade Six Mabini had 39 learners, and Grade Six Bonifacio had 37 learners. The numbers were relatively evenly distributed across the different sections, with Grade Six Mabini having the highest number of learners (39), and Grade Six Rizal had the fewest number of learners (36). This distribution indicated a balanced representation of learners from each section in the study, contributing to the overall total of 150 respondents.

Research Instrument

Two sets of adapted questionnaires will be used in this study. One is on the use of group dynamics. This is a short, 15-item, multidimensional scale of Utilization of Group Dynamics with three factors: Classroom Atmosphere, Group Participation, and Group Values. The second questionnaire set, which was mainly about the indicators of social awareness: empathy, compassion, expressing concern for others' feelings, and recognizing different cultures. Both questionnaires will be pilot tested to assess their validity and reliability.

Data Analysis

The following statistical tools will be used:

Mean will be used to determine the level of utilization of group dynamics in the performance task and the level of social awareness of the grade 6 learners. The Mean serves as a measure of central tendency, providing an average score for key variables such as students' performance on tasks and their level of social awareness. By calculating the mean for these variables, you can determine the overall effectiveness of group dynamics in achieving successful outcomes. For example, the mean performance score can reveal how well students are completing tasks when working together. The mean social awareness score can show the general level of awareness the learners exhibit regarding social issues, helping you understand the typical performance and awareness of your sample group.

Pearson's r will be used to determine the significant relationship between the utilization of group dynamics in the performance task and the social awareness of grade six learners. Pearson's r, on the other hand, measures the strength and direction of the relationship between two variables, such as group dynamics and performance task outcomes, or group dynamics and social awareness. A positive Pearson's r would suggest that as group dynamics improve, so do students' performance or social awareness, while a negative value would imply the opposite. By calculating Pearson's r, you can assess whether better collaboration and communication within groups lead to better academic performance and greater social awareness, providing insights into how group dynamics influence these factors. This correlation helps identify the potential impact of group work on both educational and social outcomes.

RESULTS AND DISCUSSION

Conclusion

Based on the collective findings of this study, the following conclusions are drawn:

The level of utilization of group dynamics in terms of classroom atmosphere, the level of utilization of group dynamics in terms of group participation, the level of utilization of group dynamics in terms of group values, the level of social awareness of grade 6 learners in terms of empathy, the level of social awareness of grade 6 learners in terms of compassion, the level of social awareness of grade 6 learners in terms of concern for others feelings, the level of social awareness of grade 6 learners in terms of identifying diverse culture, there is a significant relationship between the level of utilization of group dynamics in performance task and social awareness of grade 6 learners.

These findings complement Social Interdependence Theory. This theory emphasizes that when individuals work together in cooperative settings, they develop a sense of interdependence, boosting performance and social awareness. In the classroom, students who engage in group tasks experience positive interdependence, where their success is linked to their peers' success. This encourages collaboration, active listening, and problem-solving while fostering empathy and a deeper understanding of diverse perspectives.

Another theory that supports the findings of this study is the Constructivist Learning Theory. Rooted in the idea that learners construct knowledge through interaction, this theory suggests that group activities enhance both cognitive development and social skills. When students engage in discussions, debates, and shared problem-solving tasks, they refine their understanding of concepts while also learning how to communicate effectively, negotiate differences, and respect diverse viewpoints. This process strengthens their social awareness and prepares them for real-world teamwork.

Recommendations

Considering the findings drawn out by the researcher in this study, the following recommendations are offered:

The Department of Education (DepEd) should emphasize the importance of group dynamics in enhancing learners' performance tasks and social awareness. Collaborative learning fosters teamwork, communication, and problem-solving skills, which are essential for academic success and personal development. DepEd encourages educators to design performance tasks that require students to work in groups, ensuring that each member contributes meaningfully to the activity. By engaging in structured group work, learners develop a sense of responsibility, cooperation, and respect for diverse perspectives, which strengthens their social awareness and prepares them for real-world interactions.

Furthermore, DepEd should recommend that teachers implement strategies to maximize the benefits of group dynamics in the classroom. This includes setting clear objectives, defining roles within the group, and using assessment tools such as rubrics to evaluate individual and collective contributions. Educators should also foster an inclusive environment where students feel comfortable expressing their ideas and collaborating effectively. By integrating group dynamics into performance tasks, DepEd aims to cultivate a learning culture that not only enhances academic achievement but also nurtures essential social skills that students will carry into their future endeavors.

The school heads should encourage teachers to design activities that promote collaboration, ensuring that students engage in meaningful interactions that develop teamwork, communication, and problem-solving skills. By integrating structured group work into the curriculum, school heads can help learners build confidence in expressing their ideas, respecting diverse perspectives, and working effectively with others. Additionally, they should provide professional development opportunities for educators to refine their strategies in facilitating group-based learning, ensuring that students maximize the benefits of cooperative engagement.

Furthermore, school heads should implement policies that support inclusive and well-managed group dynamics in classrooms. This includes setting clear guidelines for group activities, establishing fair assessment methods, and promoting a culture of mutual respect among students. By fostering an environment where learners feel valued and empowered within their groups, school heads contribute to the holistic development of students, preparing them for future academic and professional endeavors. Encouraging collaboration not only enhances academic performance but also nurtures essential social skills that students will carry into their communities and workplaces.

The teachers should design activities encouraging collaboration, ensuring each students actively engage with their peers to develop critical thinking, communication, and teamwork skills. By structuring group tasks effectively, teachers can create an environment where students learn to appreciate diverse perspectives, resolve conflicts constructively, and contribute meaningfully to collective goals. Additionally, educators should facilitate discussions that promote self-reflection and empathy, helping students recognize the importance of social awareness in academic and real-world settings.

Moreover, teachers should implement strategies that maximize the benefits of group dynamics, such as assigning clear roles, setting expectations, and using fair assessment methods to evaluate individual and group contributions. Encouraging cooperative learning fosters a sense of responsibility and accountability among students, ensuring that each member actively participates in the task. By integrating group-based activities into the curriculum, teachers not only enhance academic performance but also nurture essential social skills that prepare students for future professional and interpersonal interactions. A well-managed group dynamic cultivates a supportive learning atmosphere where students feel empowered to express their ideas and collaborate effectively.

Future researchers should explore innovative approaches to integrating group dynamics into learners' performance tasks to enhance both academic achievement and social awareness. Investigating the impact of diverse group structures, leadership roles, and collaborative strategies can provide valuable insights into optimizing student engagement and teamwork. Additionally, future studies should examine how digital tools and virtual collaboration influence group dynamics in modern learning environments. By focusing on these areas, researchers can contribute to developing effective educational practices that foster cooperation, critical thinking, and interpersonal skills among students, preparing them for real-world challenges

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