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EFFECTIVENESS OF PROJECT-BASED LEARNING IN TEACHING ENGLISH LITERATURE IN KOLEHIYO NG PANTUKAN

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ABSTRACT

This research investigated the effectiveness of Project-Based Learning (PBL) in teaching English Literature to Bachelor of Secondary Education (BSED) English majors of Kolehiyo ng Pantukan. The study employed a quantitative-descriptive design. Participants included 350 BSED-English students from Kolehiyo ng Pantukan consisting of 68 males and 282 females from first to fourth year levels. The study used a researcher-made questionnaire. Data were collected using a validated survey questionnaire and analyzed using statistical tools such as Mean, T-test, and ANOVA. Findings of this study revealed that year level demonstrated a significant association with PBL effectiveness among BSED English majors at Kolehiyo ng Pantukan, suggesting that upper-year students tend to experience greater benefits from this pedagogical approach. In contrast, no significant relationship was found between student sex and PBL outcomes. Overall, the PBL showed positive impact in enhancing students' skills in areas such as cooperation and responsibility, problem-solving ability, communication ability, creative thinking, critical thinking, and self-directed learning ability, suggesting that PBL is a valuable approach for teaching English Literature at Kolehiyo ng Pantukan.

KEYWORDS: *Education, Project-Based Learning, English Literature, Quantitative-Descriptive Design, Teaching Effectiveness*

INTRODUCTION

According to Zerovnik and Serbec (2021), Project-Based Learning (PBL) is a teaching method educator implement that involves a student or group of students in sustained inquiry and explorations that enables them to design projects in an engaging, meaningful, and authentic way; ultimately making the product available to the public. Furthermore, it can also be defined as a promising and transformative approach that enables learners to acquire knowledge and skills through extended inquiry. The process involves responding to authentic problems and creating solutions, culminating in the presentation of tangible and intangible artifacts to real audiences. This approach promotes critical skills, creativity, and collaboration, leading to the personal growth of learners in higher education (Guo et al., 2020). However, project-based learning is not without its challenges and problems.

In Saudi Arabia, a study emphasizes that Project-Based Learning (PBL) can be challenging in a traditional classroom setting, especially if both teachers and students struggle to grasp the concept of meaningful learning. Challenges arise when teachers fail to facilitate group discussions and when students fail to work together with their groups and contribute solutions to problems (Ali, 2019). These highlight the lack of cooperation and problem-solving ability. In addition, demerits of PBL are also mentioned, such as students can feel disengaged when they immaturely understand the problem, lack foundation of abstract knowledge, and lack understanding of open-ended problems, accentuating the need for self-directed learning and problem-solving ability. Moreover, McCarthy (2019) identifies common PBL problems that can hinder its efficacy, such as problems in group dynamics that happen when one or some of the students do all the work and lack of student engagement, which occurs when students are not aware of the purpose of a project, stressing the lack of cooperation and responsibility among students.

In the Philippines, challenges in the implementation of Project-Based Learning (PBL) are also present. A study conducted by Babia and Candia (2021) claims that the shift from traditional to student-centered learning has also proven to be very challenging. The study finds that students' interest level in the course experience, based on skills development, indicates that PBL is helpful in developing 21st-century skills. However, despite the high overall interest in PBL, it is identified that one out of six components, with an average weighted mean of 4.49, needs development in skills such as critical thinking, creative thinking, and communication in order to succeed in the information age.

Despite the growing recognition of Project-Based Learning (PBL) as an effective instructional approach in various educational settings. Locally, there is a notable lack of studies examining its implementation in the province of Davao de Oro, Philippines. While PBL has been widely studied in other regions, particularly in urban and highly developed areas, research on its adoption and effectiveness in rural and provincial contexts remains scarce. The absence of empirical

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data on how PBL is integrated into local schools, its impact on student engagement and learning outcomes, as well as the challenges faced by educators in its implementation, highlights a significant research gap.

RESEARCH QUESTIONS

This research study aimed to investigate the effectiveness of project-based learning in teaching English literature to Bachelor of Secondary Education English majors in Kolehiyo ng Pantukan.

Specifically, this sought answers to the following:

1. What is the level of project-based learning in teaching English Literature in Kolehiyo ng Pantukan, in terms of:
   1.1 cooperation and responsibility;
   1.2 problem-solving ability;
   1.3 communication ability;
   1.4 creative thinking;
   1.5 critical thinking; and
   1.6 self-directed learning ability?
2. Is there a significant difference in the level of project-based learning in teaching English Literature in Kolehiyo ng Pantukan when analyzed according to:
   2.1 sex; and
   2.2 year level?

HYPOTHESIS

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the level of project-based learning in teaching English Literature in Kolehiyo ng Pantukan when
2. There is no significant difference in the level of project-based learning in teaching English Literature in Kolehiyo ng Pantukan when analyzed according to year level.

METHODS

This study utilized a quantitative descriptive research design, which is a methodological approach that combines elements of both quantitative and descriptive research. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2023). In contrast, descriptive research involves observing and collecting data on a given topic without attempting to infer cause-and-effect relationships. The goal of descriptive research is to provide a comprehensive and accurate picture of the population or phenomenon being studied and to describe the relationships, patterns, and trends that exist within the data (Sirisillia, 2023).

The subjects and respondents of this study are the Bachelor of Secondary Education major in English students in Kolehiyo ng Pantukan from first to fourth year levels. The Bachelor of Secondary Education major in English students from first to fourth year levels comprised the following: 22 males and 102 females from the first-year level, 20 males and 59 females from the second-year level, 16 males and 56 females from the third-year level, and 10 males and 65 females in the fourth-year level. The total population of 350 that utilized a complete enumeration method. In complete enumeration or census, information is collected from each member of the population (Abrol, 2021).

Furthermore, thematic analysis is a qualitative data analysis method that involves reviewing a data collection (such as transcripts from in-depth interviews or focus groups) and looking for patterns in meaning throughout the data to extract themes. Thematic analysis is a reflective method that depends on the researcher's personal experiences to interpret the data (Delve, 2020).

RESEARCH INSTRUMENTS

The instrument used to gather data was a researcher-made questionnaire. The instrument was submitted to the validators for further feedback, refinement, and validation. The set of questionnaires with a total of 30 items was constructed to measure the effectiveness of Project-Based Learning (PBL) in English literature with the following indicators: Cooperation and Responsibility; Problem-Solving Ability; Communication Ability; Creative Thinking; Critical Thinking; and Self-Directed Learning Ability. The researchers made a hypothetical mean range to facilitate a coherent interpretation of the study's findings.

REVIEW OF RELATED LITERATURE

Project-Based Learning

Project-Based Learning (PBL) has gained significant attention in educational research for its effectiveness in enhancing student learning outcomes. PBL is characterized by engaging students in real-world projects that require critical thinking, collaboration, and problem-solving. This instructional approach not only fosters deeper learning but also prepares students for the complexities of modern life by promoting essential skills needed in both academic and professional settings (Saavedra et al., 2021). The emphasis on student autonomy within PBL encourages learners to take ownership of their educational experiences, which can lead to increased motivation and engagement (Coleman & Wagner, 2024).

Research indicates that PBL effectively cultivates a range of competencies among students, including cooperation, responsibility, problem-solving abilities, communication skills, creative thinking, critical thinking, and self-directed learning. By working collaboratively on projects, students develop vital social skills and learn to manage their responsibilities within a group context (Evans, 2019). The structured nature of PBL allows for meaningful interactions among peers, which enhances their learning experiences and prepares them for future challenges in diverse environments (Zhang & Ma, 2023).

Project-Based Learning (PBL) has been shown to enhance cooperation and responsibility among students. According to Evans (2019), high-quality PBL fosters collaboration as students are required to work closely with their peers. This collaborative approach not only improves teamwork but also instills a sense of responsibility, as students rely on each other to achieve common goals. PBL's emphasis on group-based tasks helps students develop vital social and emotional skills, including mutual responsibility for project outcomes.

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Similarly, Almulla (2020) examines how PBL promotes cooperative learning by encouraging to divide tasks, communicate effectively, and provide support to one another. This approach, which involves collaboration on meaningful, real-world projects, helps students develop both their individual and collective responsibility. The research highlights that PBL activities are designed to require teamwork, which enhances students' cooperative efforts and fosters a strong sense of shared accountability.

Project-Based Learning (PBL) is also known to improve students' problem-solving abilities, particularly in real-world contexts. A meta-analysis by Santhosh et al. (2023) found that PBL engages students with complex, real-world problems that require them to apply theoretical knowledge in practical situations. This hands-on learning approach allows students to develop strong problem-solving skills by navigating challenges and creating viable solutions, thus preparing them for future problem-solving tasks in both academic and professional settings.

Gender-Related studies on Project-Based Learning

Recent studies highlight that gender plays a significant role in shaping the effectiveness and outcomes of Project-Based Learning (PBL). Research by Farid et al. (2025) found that female students exhibit higher engagement levels in PBL settings compared to male students, particularly due to their stronger motivation, emotional intelligence, and interest in learning.

Similarly, a 2023 study on open-topic PBL by Zhang, D. (2023) revealed that female students demonstrated higher participation rates and greater academic improvement than males, suggesting that PBL's collaborative and interactive nature aligns well with female students' learning styles. He further emphasized that female students tend to perform better in literacy-related tasks under PBL, further supporting the idea that gender influences learning outcomes in specific domains.

In contrast, some research indicates no significant gender differences in certain aspects of PBL. The study of Eze et al. (2021) found no significant influence of gender on academic achievement or retention in their study on the gender-relative effects of PBL on technical college students, suggesting that PBL can be equally effective for both sexes in certain contexts. However, other findings suggest that the long-term impacts of PBL tend to favor female students, as they report greater personal and professional growth through collaborative and context-driven learning experiences compared to males.

THEORETICAL FRAMEWORK

This study is anchored on Jean Piaget, Lev Vygotsky, and John Dewey's constructivist theory, which posits that students construct their understanding through active engagement with learning materials. Project-based learning (PBL) is defined as an instructional technique that enables students to perform meaningful tasks (Howard, 2002). This approach corresponds well with constructivism's principles in fostering collaboration and critical thinking.

This theory is supported by the results of the findings of the study of Shin (2018). In this study, students are engaged in a project-based learning project, which is a video production that requires them to work together, illustrating the collaborative nature of PBL. The study finds that PBL has a positive influence on students' motivation, self-efficacy, and collaborative skills. Furthermore, the project has enhanced and increased students' confidence in learning the English language.

Moreover, building on these insights, Baillie and Fitzgerald (2000) identify several competencies that project-based learning can improve, including cooperation and responsibility, problem-solving ability, communication ability, creative thinking, critical thinking, and self-directed learning ability. These competencies align well with the motivational and collaborative aspects of PBL, as highlighted in the study by Shin (2018). These measurable competencies will serve as indicators for evaluating the effectiveness of project-based learning in teaching English literature.

Furthermore, to support the first moderator variable of this study which is sex (female and male), the Gender Schema Theory by Sandra Bem is used. This theory proposes that one's cognitive schema of gender is based from the norms of one's culture, suggesting that people process and apply information based on whether information conforms with perceived notions of masculinity or femininity (Vinney, 2019). In the context of our study, this theory will help us understand if students' pre-existing gender schemas really do influence their ability and self-motivation to handle and succeed in tasks that are project-based.

In addition, this study grounds the second moderator variable, year level, in Jean Piaget's Cognitive Development Theory. This theory that starts from childhood and continues through adolescence and into adulthood states that individuals' intelligence undergoes changes as they grow, developing abstract knowledge, reasoning, and planning (Main, 2021). Applying Piaget's theory to this study, it is expected that students will have varying levels of cognitive readiness across different year levels with the upper-year students having more advanced cognitive skills than the lower ones.

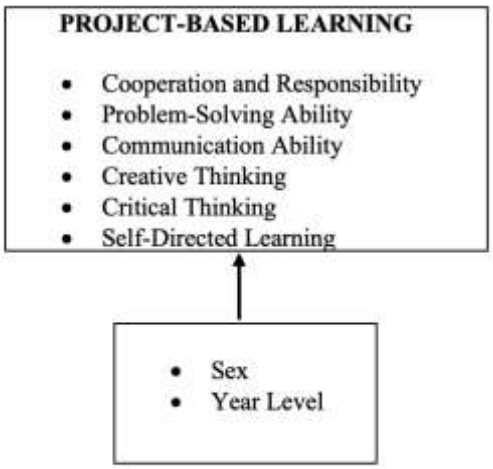


Figure 1. Conceptual Framework of the Study

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RESULTS AND DISCUSSIONS

Table 1
Summary on the level of Project-Based Learning in English Literature in Kolehiyo ng Pantukan

Indicators	Mean	Descriptive Level
Cooperation and Responsibility	4.51	High
Problem-Solving Ability	4.23	High
Communication Ability	4.37	High
Creative Thinking	4.28	High
Critical Thinking	4.25	High
Self-Directed Learning Ability	4.28	High
Overall Mean	4.32	High

Table 1 presents the summary on the level of Project-Based Learning in Teaching Literature at Kolehiyo ng Pantukan. It is shown in the table that cooperation and responsibility got the highest mean of 4.51 with the description of strongly agree. It was followed by communication ability with a mean of 4.37 and the description of moderately agree, while problem-solving ability got the lowest mean of 4.23 with the description of moderately agree.

Based on the result, the level of effectiveness of Project-Based Learning got an overall mean of 4.32 with the description of moderately agree which means that the level of effectiveness of Project-Based Learning in Teaching English Literature in Kolehiyo ng Pantukan is high.

Research indicates that PBL effectively cultivates a range of competencies among students, including cooperation, responsibility, problem-solving abilities, communication skills, creative thinking, critical thinking, and self-directed learning. By working collaboratively on projects, students develop vital social skills and learn to manage their responsibilities within a group context (Evans, 2019). The structured nature of PBL allows for meaningful interactions among peers, which enhances their learning experiences and prepares them for future challenges in diverse environments (Zhang & Ma, 2023).

This is supported by Biazus and Mahtari (2022) who highlights that PBL encourages students to engage in real-world projects, fostering creativity through active problem-solving and collaboration. The research findings of this study align with key indicators of creative thinking, including fluency, flexibility, originality, and elaboration. By allowing students to explore and express their ideas within a structured framework, Project-Based Learning not only deepens their understanding of the subject matter but also cultivates essential cognitive skills necessary for effective communication, and critical and creative thinking.

Another study by Ningsih et al. (2020) examines how Project-Based Learning (PBL) impacts high school students' creative thinking abilities in economics. The findings reveal that students who engaged in PBL showed significant improvements in their creative thinking skills compared to those taught through traditional methods. These results suggest that PBL effectively engages students and enhances their ability to think critically and innovatively, supporting its use as

Table 2
Significant Difference in the Level of Project-Based Learning in English Literature in Kolehiyo ng Pantukan when analyzed according to Sex

Variables	Mean	Standard Deviation	T-Stat	p-value	Decision on HO	Conclusion on Difference
Male	4.26	0.60	-1.02	0.31	Fail to reject	Not Significant
Female	4.34	0.40				

Table 2 presents the significant difference in the level of Project-Based Learning in Teaching English Literature in Kolehiyo ng Pantukan when analyzed according to sex. The females obtained the highest mean of 4.34, while males had a mean of 4.26. The standard deviation for males is 0.60, which indicates that their scores are a bit more varied around their mean of 4.26. Conversely, the standard deviation for females is 0.40, meaning their scores are less varied around their mean of 4.34. This suggests that there is less variability in the scores for females compared to males.

The T-statistic is negative (t= -1.02), indicating that the mean of the female group is larger than the male group and that, together with the degrees of freedom, the t-statistic is used to determine the p-value. That yielded a p-value of 0.31, which is greater than the significance level of 0.05. Therefore, the null hypothesis is not rejected. This indicates that there is no statistically significant difference in the level of project-based learning between male and female students in Kolehiyo ng Pantukan.

This is supported by the study of Eze et al. (2021) which found no significant influence of gender on academic achievement or retention in their study on the gender-relative effects of PBL on technical college students, suggesting that PBL can be equally effective for both sexes in certain contexts.

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Table 3
Significant Difference in the Level of Project-Based Learning in English Literature in Kolehiyo ng Pantukan when analyzed according to Year Level

Variables	Mean	Standard Deviation	F-value	p-value	Decision on HO	Conclusion on Difference
1st year	4.21	0.51	5.74	0.00	Reject	Significant
2nd Year	4.31	0.47				
3rd year	4.35	0.37				
4th year	4.47	0.30				

Table 3 presents the significant difference in the level of Project-Based Learning in Teaching English Literature in Kolehiyo ng Pantukan when analyzed according to year level. The fourth-year students obtained the highest mean of 4.47, followed by the third-year students with a mean of 4.35, second-year students with a mean of 4.31, and first-year students with the lowest mean of 4.21. The standard deviation for first-year students is 0.51, indicating that their scores are the most varied around their mean of 4.21. Conversely, the standard deviation for fourth-year students is 0.30, meaning their scores are the least varied around their mean of 4.47. This suggests that there is less variability in the scores for fourth-year students compared to the other year levels, with the scores of first-year students having the highest variability.

The F-statistic is 5.74. That yielded a p-value of 0.00, which is less than the significance level of 0.05. Therefore, the null hypothesis is rejected. This indicates that there is a statistically significant difference in the level of project-based learning in teaching English Literature among the different year levels of Bachelor of Secondary Education English majors in Kolehiyo ng Pantukan. Specifically, the mean scores suggest a general increase in the level of project-based learning as students' progress through their year levels.

SUMMARY CONCLUSION AND RECOMMENDATION

After the data had been analyzed and interpreted, the following are the summary of findings:

1. The level of Project-Based Learning in Teaching English Literature at Kolehiyo ng Pantukan acquired an overall mean of 4.32 with the description of moderately agree. Cooperation and responsibility got a mean of 4.51 with the description of strongly agree. Problem-solving ability got 4.23, communication ability 4.37, creative thinking 4.28, critical thinking 4.25, and self-directed learning 4.28, ¬all with the description of moderately agree.
2. There is no significant difference in the level of Project-Based Learning in Teaching English Literature at Kolehiyo ng Pantukan when analyzed according to Sex.
3. There is a significant difference in the level of Project-Based Learning in Teaching English Literature at Kolehiyo ng Pantukan when analyzed according to Year Level.
4. The level of Project-Based Learning in Teaching English Literature at Kolehiyo ng Pantukan is high.
5. There is no significant difference in the level of Project-Based Learning in Teaching English Literature at Kolehiyo ng Pantukan when analyzed according to sex.
6. There is a significant difference in the level of Project-Based Learning in Teaching English Literature at Kolehiyo ng Pantukan when analyzed according to year level.

In light of the findings, analysis, and conclusions, the followings are drawn:

1. Given the positive impact of PBL on students, Kolehiyo ng Pantukan may consider expanding the integration of PBL across all year levels of the BSED English program.
2. To enhance problem-solving skills, teachers may incorporate real-life applications of
English literature into project-based learning. This approach fosters engagement and critical thinking by providing authentic tasks that help students apply literary concepts to practical scenarios.
3. Future studies could investigate specific factors that influence the effectiveness of PBL in teaching English literature, such as the design of project tasks, the level of teacher support, and the characteristics of student groups. This could involve conducting qualitative studies to explore students' and teachers' experiences with PBL in more depth.

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