

Collaborative learning and teaching performance of the Professional Schools of Mechanical and Electrical Engineering at the National Technological University of Lima Sur, 2023

[Aprendizaje colaborativo y desempeño docente de las Escuelas Profesionales de Ingeniería Mecánica y Eléctrica de la Universidad Nacional Tecnológica de Lima Sur, 2023]

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Resumen

El estudio tuvo como objetivo determinar si existe correlaci6n significativa entre aprendizajes colaborativo y el desempe6o docente. Por este motivo, se realiz6 la investigaci6n sobre aprendizajes colaborativo para mejorar el desempe6o docente en la educaci6n superior. El tipo de investigaci6n es aplicada, siendo el nivel de investigaci6n descriptiva y correlacional. La investigaci6n fue transversal; puesto que se realiz6 una sola vez la encuesta mediante la t6cnica del cuestionario y notas. La muestra es aleatoria simple 54 estudiantes matriculados, que constituyen el estudio de Escuelas Profesionales de Ingenier6a Mec6nica y El6ctrica de la Universidad Nacional Tecnol6gica de Lima Sur. Se demuestra que del total de los encuestados (predomina el nivel alto), es decir, representada por el 61,11 % (33) percibe el aprendizaje colaborativo ocupa, el 38,89% (21) en el nivel medio. El promedio de los encuestados en la aplicaci6n aprendizajes colaborativo es favorable. Siendo el valor que m6s se repite 3 (favorable). M6s del 50% de los encuestados est6n por encima de 3,0370, es decir, tienen una actitud favorable. En promedio los sujetos se ubican en 3,0000 (favorable). Asimismo, se desv6an con respecto al promedio 1,14863 unidades de la escala. Por 6ltimo, se concluye que s6 existe una adecuada relaci6n significativa entre las variables, debido a una correlaci6n moderada de 00,548, es decir es favorable.

Palabras clave: Aprendizajes colaborativo, desempeño docente, Interdependencia, responsabilidad.

Abstract

The objective of the study was to determine if there is a significant correlation between collaborative learning and teaching performance. For this reason, research on collaborative learning was carried out to improve teaching performance in higher education. The type of research is applied, with the level of research being descriptive and correlational. The research was transversal; since the survey was carried out only once using the questionnaire and notes technique. The sample is simple random, 54 enrolled students, who constitute the study of Professional Schools of Mechanical and Electrical Engineering at the National Technological University of Lima Sur. It is shown that of the total number of respondents (the high level predominates), that is, represented by 61.11% (33) perceive collaborative learning, 38.89% (21) at the medium level. The average of those surveyed in the collaborative learning application is favorable. The most repeated value being 3 (favorable). More than 50% of the respondents are above 3.0370, that is, they have a favorable attitude. On average, the subjects are located at 3.0000 (favorable). Likewise, 1.14863 scale units deviate from the average. Finally, it is concluded that there is an adequate significant relationship between the variables, due to a moderate correlation of 00.548, that is, it is favorable.

Keywords: Collaborative learning, teacher performance, Interdependence, responsibility.

I. Introduction

The present study was carried out considering the importance of responding to the possible deficiencies that may occur in the teaching performance of the Professional Schools of Mechanical and Electrical Engineering of the National Technological University of Lima Sur, in terms of collaborative learning, since it has been observed that a high percentage of students fail to achieve the expected skills and abilities, obtaining unsatisfactory results, presenting cases of disapproval, loss of interest, abandonment of the course, which has had an impact on learning problems; presenting difficulties of stress, anxiety to understand, analyze and interpret the classes.

Although there remain more questions and concerns than answers and findings, we would like to focus in the next version of the course on the use of collaborative learning as a means for a responsible exercise of the freedom, which this strategy provides both students and teachers to learn, fall. in the account of gaps, limitations, and embark on the path to correct them. We are aware that, as teachers, we assume a risk due to the unusual trust granted to students, since at least 30% of the grade is obtained through self-assessment and shared evaluation. However, if this trust cannot be exercised, the pedagogical act and the individual action of learning ethics loses relevance. (González and Díaz 2005.p.23). It should be noted that, taking into account the future projection of the study, we consider the possibility of completing the activity with some test that allows the acquired skills to be tangibly assessed. Even training students in the design and management of their own virtual communities, which can function as a repository and channel for exchanging information in multiple areas of knowledge: education, law, business or science, among many others. Furthermore, we point out the limitations posed by the development of this experience. On the one hand, certain technological resources are required, such as electronic devices (mobile phone, tablet or computer) and an Internet connection. On the other hand, it is advisable to provide prior training for students and teachers involved in processes related to the management of collaborative environments, such as creating profiles on web platforms, sharing content or interaction between users (Micaletto and Martín, 2023.p.15).

In that sense, working collaboratively promotes inclusion in classes and is the essence of quality teaching, since inclusive education must challenge seeking and promoting actions that are carried out in the classroom with students, so that build their individual and collaborative learning. In short, for teaching to be inclusive and of quality, it must focus on providing each student with the possibility of having an expectant future, which allows them to share and rejoice in a full and timely existence. (Romero Parra, R. et al., 2023, p.151). This study contributes with relevant information for the educational sector, where the leaders of these institutions can take alternatives that allow them to maximize work performance, this being a new way to contribute to educational quality and keep students satisfied in a classroom context. Online (Flores et al., 2023, p.11).

We have pointed out that teachers have positive attitudes towards collaborative work methods that can favor a change in the teaching model; and it has been proven that they are aware of the great potential that ICTs have to promote these innovation processes. And yet we have reasons to think that today they still lack the necessary training for these perceptions to materialize in changes in their daily educational practices. For this reason, we consider it a priority to propose adequate training processes that train teachers, not only in technical knowledge, but, above all, in pedagogical knowledge about what these types of methods represent. Only in this way do we believe that changes can begin to be seen in their educational practices (Hernández and De Arriba, 2017, p.22).

On the other hand, the university teacher must be a trained professional who helps his students in their learning process, in addition to preparing them in transversal skills that equip them in their professional future. This study should be the beginning of an in-depth study on innovative strategies and the virtues of cooperative learning in higher institutions. We will achieve this objective by expanding the experience to other areas of knowledge and to other universities. Furthermore, if we increase the sample under study, together with the development of a good evaluation instrument (questionnaires and interviews), they will allow us to carry out a complex statistical analysis (Guerra et al., 2019, p11).

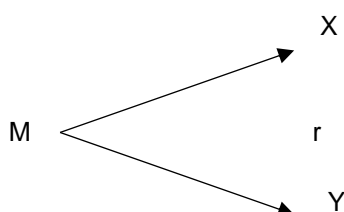
For this reason, research on collaborative learning was carried out to improve teaching performance in higher education. The objective was to determine if there is a correlation between collaborative learning and teaching performance. It is also necessary to mention the purpose of this research is to promote collaborative learning in classes to improve teaching performance at the university.

II. Materials and Methods

Type of research

The type of research is applied (since existing theoretical approaches have been applied), with the level of research being descriptive and correlational (since the behavior of the analyzed variables has been described and then correlated). The research was transversal; since it was carried out only once and applied the mixed method for interpretation and analysis.

It responds to the following scheme:



Where:

M: sample

X: Collaborative learning

Y: Teaching performance

r: Correlation

Population

In the study Hernández et al. (2014) indicated about this section “that it refers to the group of cases consistent with a row of clarifications, and that are accommodated in relation to their contents, place, characteristics and time” (p.174). It consists of 350 students enrolled in the 2023-1 semester, who constitute the study population of the Professional Schools of Mechanical and Electrical Engineering of the National Technological University of Lima Sur.

Sample

To determine the sample that reflects a high degree of reliability and a low percentage of error, the following statistical formula was used:

$$n = \frac{\left[\frac{z - \alpha/2}{d} \right]^2 \cdot p (1 - p)}{1 + 1/N \cdot \left[\frac{z - \alpha/2}{d} \right]^2 \cdot p (1 - p) - 1/N}$$

Where:

n = sample size

N = population size, total number of students = 350 (enrolled, 2023)

z = value corresponding to the Gaussian distribution = 1.96 for $\alpha = 0.05$

p = expected prevalence of the parameter to be evaluated. As in this case it is unknown, applying the most unfavorable option ($p = 0.5$), which makes the sample size larger.

q = 1-p ($p = 50\%$, $q = 50\%$)

d = precision error (in this case we want 14.5%)

α = significance level of 0.05

$$n = \frac{\left[\frac{1.96 - 0.05/2}{0.145} \right]^2 \cdot 0.5 (1 - 0.5)}{1 + 1/350 \cdot \left[\frac{1.96 - 0.05/2}{0.145} \right]^2 \cdot 0.5 (1 - 0.5) - 1/350}$$

The number of students is:

$$n = 63.9339014 / 1.17981115 = 54.1899452; \quad n = 54$$

Data Collection Techniques

For data collection, survey techniques were applied, a questionnaire and student notes for collaborative learning and the teaching performance of students in higher education.

Statistical analysis

For the analysis of the data, descriptive and inferential statistics were used to test the hypotheses, the Pearson's Correlation. Then, they were prosecuted. Subsequently, frequencies and percentages were tabulated and found and presented in corresponding tables and graphs. The statistical analyzes were carried out with the SPSS (Statistical Package for Social Sciences) computer program version 24; which is an instrument developed by the University of Chicago, which is the most widely disseminated and used among researchers in Latin America. For this, the Excel program was used, which allowed the results to be presented in a clear and objective manner.

Procedures

The evaluations were carried out as follows:

- 54 students were selected as a representative sample of the Professional Schools of Mechanical and Electrical Engineering of the National Technological University of Lima Sur.
- A questionnaire of 30 questions with five distractors was developed (see Annex 1).
- The investigation was carried out on days 01 to 06-30-2023-1, where the survey was applied and the notes of the taught course were considered for comparison.
- 18 women and 36 men participated, with an average age of 20 to 22 years, corresponding to the first cycles.
- Once the data were obtained through the survey and notes, they were processed using basic and inferential statistics and tables were prepared for interpretation and analysis.
- Finally, the Pearson Correlation hypothesis test was carried out to measure the relationship between both study variables.

III. Results

The frequency analysis of the scores achieved after applying the instruments in students was tabulated and then a scale was obtained to be able to interpret the charts and graphs as shown in Table 1.

Table 1. Age and sex of respondents

General table					
Age	Sex				Total
	Male		Female		
	Frequency	Percentage	Frequency	Percentage	
20	9	16,67%	4	7,41%	13
21	15	27,78%	8	14,81%	23
22 to more	12	22,22%	6	11,11%	18
Total	36	66,67%	18	33,33%	54/100%

Interpretation

Table 1 shows that of the total number of respondents (54 students), the male sex predominates 66.67% (36), where it is observed that they are 21 years old, 27.78% (15) are older and they are 20 years 16.67% (9); while in the female sex 33.33% (18), where 21 years is predominated, 14.81% (8) is older and they are 20 years 7.41% (4).

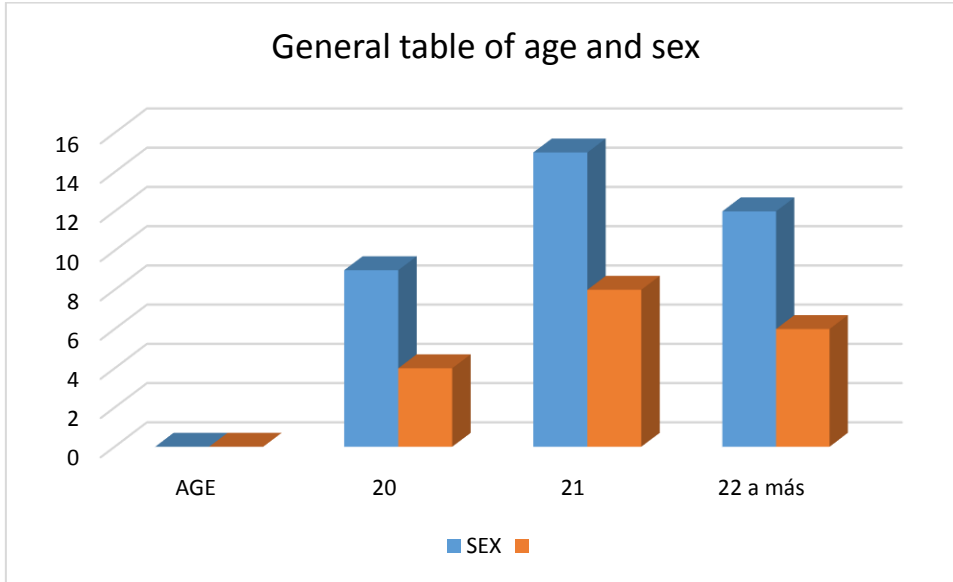


Figure 1. Age and sex of respondents

Table 2. Levels of collaborative learning application

			Frequency	Percentage	Valid percentage	Accumulate percentage
Valid	Low	<= 16	0	0,0	0,0	0,0
	Half	17 -34	21	38,89	38,89	38,89
	High	35 - 50	33	61,11	61,11	100,0
	Total		54	100,0	100,0	

Interpretation

In table 2, it is observed that of the respondents (54 students), the high level predominates, that is, represented by 61.11% (33) perceive collaborative learning occupies, 38.89% (21) at the level half. It is evident that there is a direct and significant relationship between the ability to communicate and collaborative learning of the students of a university in a province of Lima. Likewise, at the level of the Spearman coefficient, the high level of positive correlation was reached. The students under study mostly have a high level of communication skills and a high or achieved level of collaborative learning. If a student has a high level of communication skill, their collaborative learning will be at an achieved level (Jacinto 2023, p.52).

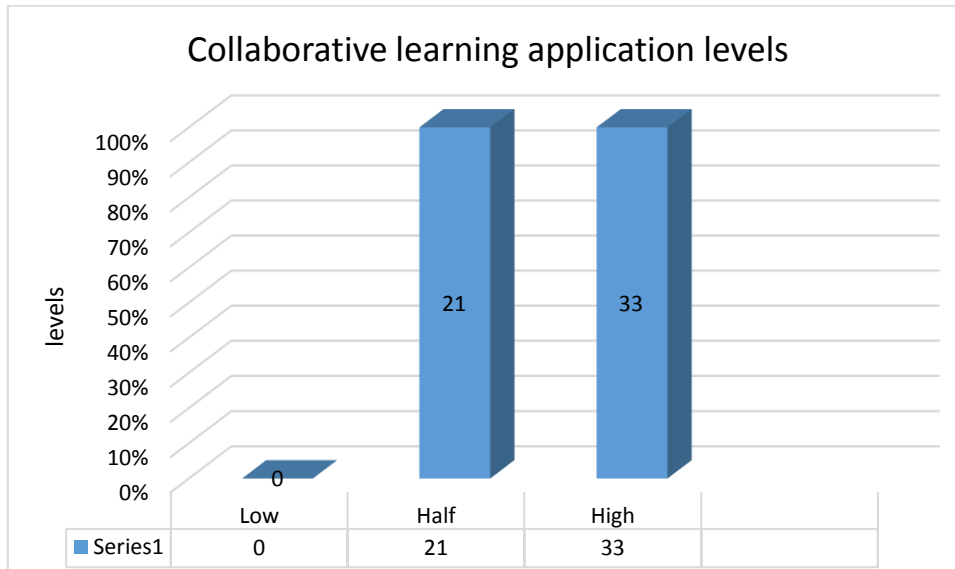


Figure.2. Levels of collaborative learning application

Measures of central tendency of the application in collaborative learning collaborative learning and teaching performance according to the students

Table 3. Levels of the teamwork application

N°	Valid	41
Mean		3,0370
Median		3,0000
Mode		3,00 ^a
Std. Deviation		1,14863
Minimum		1
Maximum		5

Interpretation

In Table 3, the attitude of the respondents towards the application of collaborative learning is favorable. The most repeated value being 3 (favorable). More than 50% of the respondents are above 3.0370, that is, they have a favorable attitude. On average, the subjects are located at 3.0000 (favorable). Likewise, 1.14863 scale units deviate from the average. A minimum score of 1 and a maximum of 5 was observed. According to the data obtained in the measures of central tendency, there is a favorable attitude regarding the application of collaborative learning according to the students surveyed. The collaborative learning strategy as a methodology is not only more complex, but also demanding compared to the common one of simple 'group work'. Additionally, its characteristics in terms of peer recognition, renegotiation of authority and as a space for deliberation on non-foundational issues, support its relevance in the university environment to address ethical and responsibility issues. The use of these strategies requires very precise attention to the evaluation instruments, their proper application, their combination or

complementarity with conventional instruments (individual tests) and their use as a pedagogical tool. (González and Díaz 2005, p.23). There is also a direct and significant relationship between responsibility in the performance of job duties and organizational climate at the Universidad Nacional del Centro del Perú, Satipo Branch, with a Pearson r correlation statistic of 0.856 (Adauto 2023, p.60).

Analysis of the independent and dependent variables

Table 4. Level of collaborative learning and teaching performance

	Interval	collaborative learning		teaching performance	
		fi	fi%	fi	fi%
Deficient	00 - 05	0	0.00	0	0.00
Regular	06 - 10	5	9,3	6	11,1
Well	11 - 12	13	24,0	11	20,4
Very good	13 - 16	22	40,7	24	44,4
Outstanding	17 - 20	14	26,0	13	24,1
Total		54	100,0	54	100,0

Interpretation

Based on Table 4, on the level of the collaborative learning and teaching performance variables there is the following data: 40.7% (22) collaborative learning; 44.4% (24) for teaching performance, students have obtained grades between 13 and 16 points (both), this indicates that they are within the Very good rating; 26.0% (14) for collaborative learning; 24.1%(13) for teaching performance, the students have obtained grades between 17 and 20 points (both), this indicates that they are within the Outstanding rating; 9.3% (5) for collaborative learning; 11.1%(6) for teaching performance, students have obtained grades between 06 and 10 points (both), this indicates that they are within the regular assessment; The evaluation of the effects of the implementation of the training program based on collaborative learning through the perception of teachers improves the levels of inclusion of university students in B-Learning environments by establishing active participation, significant relationships and contribution between them. Likewise, they state that it is necessary to provide feedback on the development of the program and improve the education of university students, generating a space for future research in which the necessary adjustments are considered based on the contributions of the teachers, as well as the perception of the students (Romero et al., 2023, p.151).

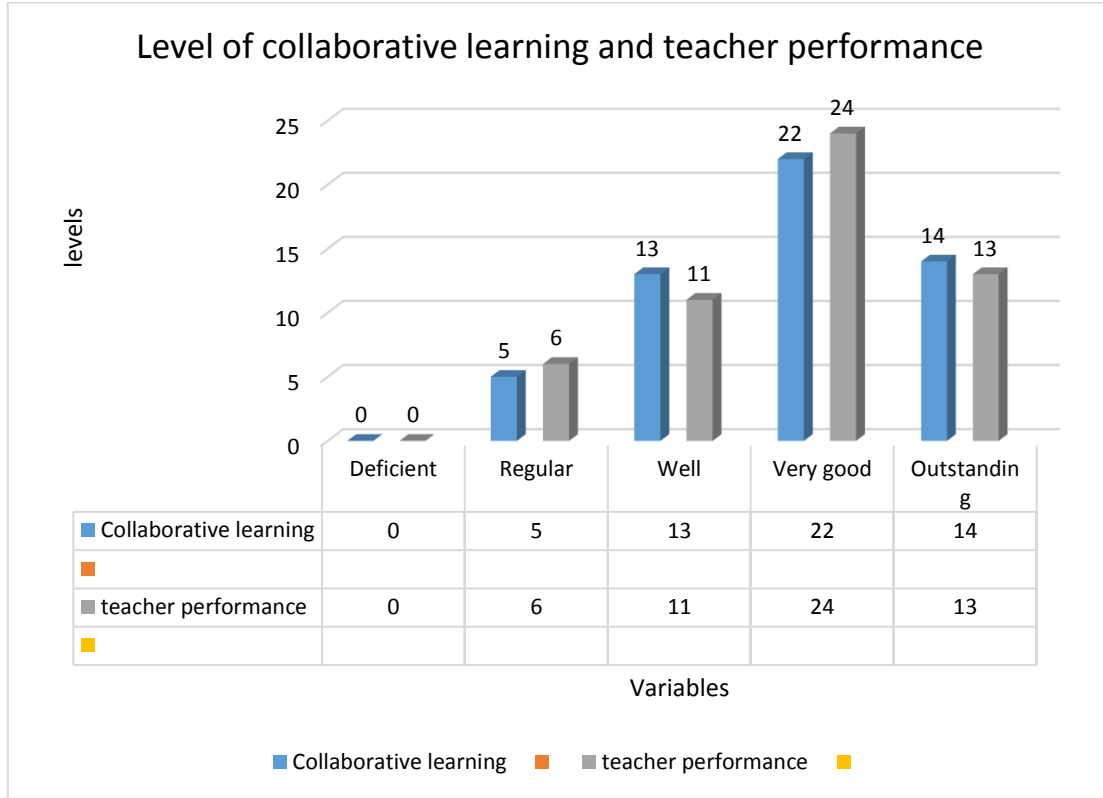


Figure.3. Level of collaborative learning and teaching performance

Table 5. Dimensions of collaborative learning

Dimensions	Arithmetic average
Positive interdependence	3.0351
Internal team evaluation	3.2702
Individual and team responsibility	3.3356
stimulating interaction	2.8145
Internal team management	3.3055
General average of the variable	3.15218

Interpretation

The results obtained from the average values of collaborative learning in the students according to the applied instrument are shown in Table 5, where it is seen that the three dimensions analyzed are above the general average, which indicates that the students have more developed in individual and team responsibility, internal team management and internal team evaluation. In the three most developed dimensions of collaborative learning, one is highly developed in individual and team responsibility, according to the established scale; In that sense, the remaining dimension is in the medium range accompanied by others that reached means above 3. Stimulating Interaction is present at a low level of 2.8145.

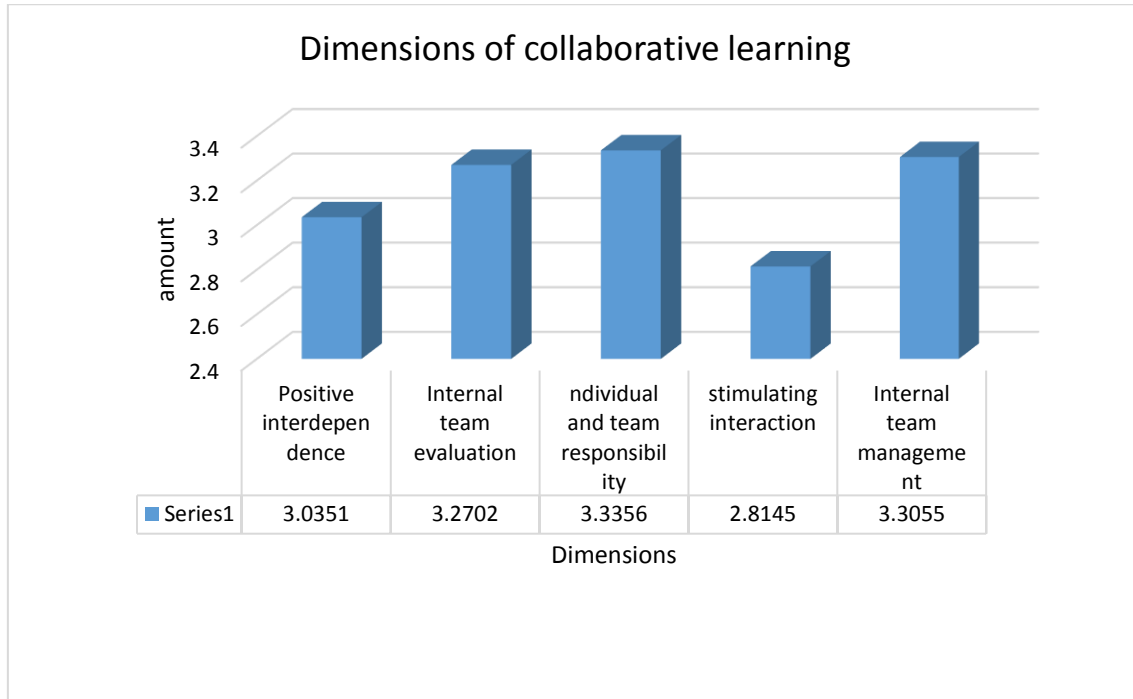


Figure 4. Dimensions of collaborative learning

Normality Test

Before carrying out the respective hypothesis test, we will first determine if there is a normal distribution of the data (parametric statistics) or not, that is, a free distribution (non-parametric statistics). For this purpose, we will use the Kolmogorov Smirnov normality test (n>50).

Table 4. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
collaborative learning	,210	54	,000	,910	54	,000
teaching performance	,227	54	,000	,885	54	,000

a. Lilliefors Significance Correction

Interpretation

The normality test shows that both variables are not distributed according to a normal law, since the sig. asymptot of both variables is 0.000, that is, for the collaborative learning group, it is below the preset alpha significance level (0.05); Therefore, for the teaching performance variable it is 0.000, it is below the preset alpha significance level (0.05). Which means that, to analyze the relationship between these two variables, non-parametric tests were chosen. Therefore, the data do not come from normal populations, since they present a percentage of less than 5%.

General hypothesis

a) Statement of the hypothesis

There is a significant relationship between collaborative learning and teaching performance of the Professional Schools of Mechanical and Electrical Engineering of the National Technological University of Lima Sur.

Statistical hypothesis

H1: Yes, there is a significant relationship between collaborative learning and the teaching performance of the Professional Schools of Mechanical and Electrical Engineering of the National Technological University of Lima Sur.

Ho: There is no significant relationship between collaborative learning and the teaching performance of the Professional Schools of Mechanical and Electrical Engineering of the National Technological University of Lima Sur.

b) Establishes the confidence level
95% confidence level

c) Establishes the level of significance
5% (p-value < 0.05).

d) Choice of statistic

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} * \sqrt{n\sum y^2 - (\sum y)^2}}$$

Using the SPSS v 25.0 software, the calculation was made, obtaining:
value_ Sig. (2-tailed)

Table 7. Pearson correlation hypothesis test

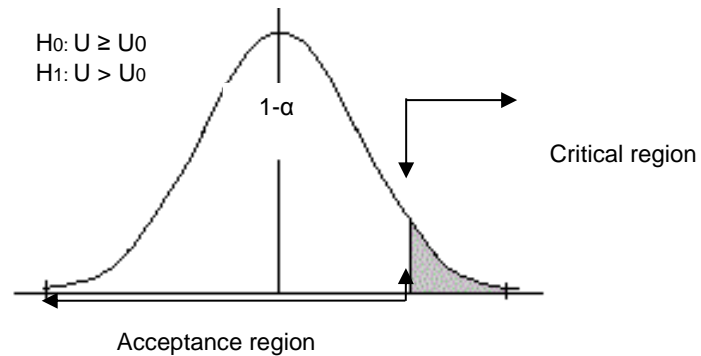
Correlations		collaborative learning	teaching performance
collaborative learning	Pearson Correlation	1	,548**
	Sig. (2-tailed)		,000
	N	54	54
teaching performance	Pearson Correlation	,548**	1
	Sig. (2-tailed)	,000	
	N	54	54

** . La correlación es significativa en el nivel 0,01 (bilateral).

Interpretation:

A moderate correlation of 0.548 is observed.

e) Graphic representation



f) Decision

Since the p-value (sig. =0.000) is less than the significance level (0.05), then we make the decision to reject the null hypothesis and accept the general hypothesis.

g) Conclusions

It is concluded that there is an adequate significant relationship between collaborative learning and teaching performance, as demonstrated with the results of the contrast of the hypothesis test. It is shown that there is a direct and significant relationship between problem-solving ability and collaborative learning in students at a university in Lima provinces. The Spearman coefficient indicates a high positive correlation between the third dimension and the second variable, which is why it is stated that there is a direct relationship between them. It should be noted that numerically this rho coefficient is the largest compared to those calculated in the correlation of the other dimensions with the second variable. If a university student has problem-solving skills at a high level, their collaborative learning will be at an achieved level. On the other hand, the ability to solve problems is present at a high level in 9 out of 10 students in this research. (Jacinto, 2023, p.53). Collaborative task and individual team responsibility of the students of a private university in Trujillo have a positive relationship, which means that the bilateral result was less than 0.05, with a Rho coefficient of 0.299 (Villanueva, 2022, p.48). The general hypothesis has been tested, establishing that there is a significant relationship between digital skills and the performance of teachers at a university in Lima, 2022. According to the value of Spearman's Rho of 0.669, which mentions that the correlation factor It was highly strong taking into account the two variables, thus mentioning that the general hypothesis is accepted (Mel, 2022, p.35)

IV. Conclusions

- It was shown that the application of collaborative learning in teaching performance occupies 61.11% (33) at the most representative high level. Therefore, collaborative learning improves teaching performance; However, it is necessary for teachers to apply this type of learning in their classes, since it is demonstrated in the results.
- It was determined that more than 50% of the respondents are above 3.0370, that is, they have a favorable attitude. On average, the subjects are located at 3.0000 (favorable). Likewise, 1.14863 scale units deviate from the average. A minimum score achieved of 1 and the maximum of 5 was observed. Therefore, the use of collaborative learning benefits the student.
- Finally, it is concluded that the hypothesis test does exist an adequate significant relationship between collaborative learning and teaching performance, due to a moderate correlation of 0.548.

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Annex 1. Questionnaire**INSTRUMENT TO MEASURE COLLABORATIVE LEARNING**

The instrument has been taken from Villanueva Castro, Ruth Elizabeth. Dear students, the purpose of this questionnaire is to obtain relevant information about collaborative learning in university students. This instrument is completely private and anonymous, the information obtained from it is totally reserved and valid only for this research and academic purposes; Therefore, by developing this questionnaire you are providing your informed consent. In developing this questionnaire we ask you to be extremely objective and sincere in your answers. Thank you in advance for your valuable participation.

INSTRUCTIONS: We ask you to read carefully and mark only one alternative in response to each statement.

Mark an (x) in the box your answer according to the following scale of values:

Never	1
Hardly ever	2
Sometimes	3
Almost always	4
Always	5

N°	Dimensions/items	Scale				
		1	2	3	4	5
Positive interdependence						
1	When you work as a team, all members must contribute ideas to achieve the desired goal.					
2	When you work as a team, each member strives to help each other and thus achieve good results.					
3	To complete the task they help each other by sharing information between members of the work team.					
4	The qualification that the team obtains depends on the mutual support between the team members.					
5	You contribute for the benefit of the team, supporting your colleagues in order to suggest improvements.					
6	When you work in a team, you assume the role of a partner, if you present some problem and cannot perform the assigned task.					
Internal team evaluation						
7	The group evaluation motivates you to achieve the goals of the work team.					
8	You do a good job and fulfill the role assigned to you by your team.					

9	The effort of your team members is essential to do a good job.						
10	The personal skills that each member of your team has contribute to achieving the set goal.						
11	Self-evaluation within your work team allows all members to better assume their responsibilities.						
12	You reflect individually and evaluate the performance of your work team.						
Individual and team responsibility							
13	Your team members assume the roles assigned to them.						
14	You usually use phrases or slogans in the team that encourage being responsible with the development of work.						
15	You trust in the responsibility assumed by each of the team members.						
16	In the team you value the performance of each of the members and motivate them to carry out their tasks.						
17	Among all the members of your group, identify deficiencies in the work and correct them.						
18	When they indicate a certain time to meet as a team, you put aside personal activities and prioritize this meeting.						
stimulating interaction							
19	You maintain respectful communication with your teammates.						
20	If discrepancies of opinion arise among group members, you seek to reactivate team harmony.						
21	You promote interaction between your team members.						
22	You respect the opinion of your colleagues, and if they are wrong you correct them by clarifying the issue.						
23	You provide information to other team members, in order to contribute to a better result.						
24	You provide personal resources (laptop, printouts, etc.) all with the purpose of achieving the goal set as a team.						
Internal team management							
25	Communication is promoted in your work team in order to define the objectives to be achieved collaboratively.						
26	You continuously report the progress you make to your work team.						
27	You make decisions in a friendly manner among all team members.						

28	In the group you develop social skills so that everyone integrates into the work team.						
29	You accept the teacher's guidelines and suggestions to resolve conflicts that may arise in the work team.						
30	You plan with your work team, the activities that you will carry out individually and in groups.						

¡Thank you for your collaboration!