

Team-Based Learning as a Strategy in Understanding Culture, Society and Politics Among Grade 11 Students in Alangilan SHS, Batangas City

Divina R. De Torres ¹, Reymund M. Ferry ¹

1 – Alangilan Senior High School

divinadetorres15@gmail.com/0009-0006-2691-0397

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Abstract

This study aimed to determine the effectiveness of team-based learning in teaching Understanding Culture, Society, and Politics (UCSP) among Grade 11 HUMSS students at Alangilan Senior High School, particularly in improving motivation, learning engagement, and academic performance, as well as identifying challenges encountered during its implementation.

The study utilized a descriptive research design. Data were collected from Grade 11 HUMSS students using a teacher-made questionnaire administered through face-to-face distribution. Statistical tools such as frequency, percentage, rank, weighted mean, and composite mean were used to analyze and interpret the data.

This study revealed that using team-based learning activities as teaching strategy increased students' level of understanding of concepts in Understanding Culture, Society and Politics particularly in motivation, learning engagement and assessment. The post-test results indicated a significant improvement in academic performance among students exposed to team-based learning activities. However, moderate challenges such as lack of preparation, time constraints, and language and cultural barriers were identified. Despite this, students showed adaptability and collaboration throughout the process.

Based on these results, the study proposed several team-based learning activities (role-play, debates, and concept analysis) to sustain engagement and deepen understanding of the concept in USCP. Overall, the study concludes that team-based learning is an effective instructional approach for teaching strategy, as it fosters active participation, critical thinking, and meaningful learning experiences

Keywords: *Team-Based Learning, Student Engagement, Academic Performance, Collaborative Learning*

Introduction

Teaching is one of the essential functions in education, as it shapes learners not only to acquire knowledge but also to develop the skills, values, and attitudes necessary to participate meaningfully in society. In the Philippines, the Department of Education (DepEd) strongly supports the implementation of interactive and learner-centered teaching strategies. DepEd Memorandum No. 31, s. 2021, also known as the *Bayanihan Para sa Edukasyon: Basic Education Learning Continuity Plan*, emphasizes the need for meaningful, engaging, and context-responsive learning experiences that promote collaboration and active participation. Similarly, DepEd Order No. 44, s. 2021 highlights the importance of inclusive and flexible instruction that addresses diverse learner needs.

With the implementation of the K to 12 Basic Education Curriculum, subjects such as *Understanding Culture, Society, and Politics (UCSP)* were introduced to develop students' awareness of sociocultural and political realities. The subject aims to help learners understand how cultural, social, historical, and political factors influence individuals and communities. It also promotes critical thinking, communication skills, and active citizenship, which are essential competencies in the 21st century. However, despite its importance, students often find UCSP difficult and unengaging when taught using traditional lecture-based methods.

The use of TBL is particularly relevant in teaching UCSP, where understanding social realities requires discussion, analysis, and multiple perspectives. Through collaborative learning, students are given opportunities to explore diverse viewpoints, relate concepts to real-life experiences, and develop a deeper understanding of sociocultural and political issues.

In this context, the present study aims to determine the effectiveness of Team-Based Learning as a teaching strategy in improving students' motivation, engagement, and academic performance in Understanding Culture, Society, and Politics among Grade 11 HUMSS students. Specifically, it seeks to assess students' learning outcomes before and after the implementation of TBL, identify challenges encountered during its use, and propose learning activities to further enhance student engagement and understanding.

Specifically, it sought to answer the following questions:

1. What are the distinct features of Team-Based Learning (TBL) in teaching USCP in terms of.
 - 1.1 motivation,
 - 1.2 learning engagement, and
 - 1.3 assessment?
2. To what extent does TBL improve the student's mastery in the following lessons:
 - 2.1 The Concept of Anthropology, Sociology and Political Science,
 - 2.2 Ethnocentrism, and
 - 2.3 Cultural relativism?
3. What is the level of mastery of Grade 11 students in UCSP in the pre-test and post-test after utilizing Team-Based learning?

4. What are the challenges encountered by grade 11 students in utilizing team-based activities?

5. Based on the analysis of the study, what enhancement learning activities may be proposed?

Methodology

Research Design

This study aims to determine the effectiveness of team-based learning among grade 11 students in learning Understanding, Culture, Society and Politics. The research methodology for this study will be descriptive method. A questionnaire was created by the researcher to investigate the effectiveness of team-based learning as well as the challenges met by the participants.

Participants

The respondents of the study were fifty (50) Grade 11 students from Alangilan Senior High School during the First Semester of School Year 2025–2026.

Instrument

A validated 30 item multiple choice test and Likert-scale survey questionnaire were used. The instrument measured.

- Distinct features of team-based learning in terms of motivation, learning engagement and assessment.
- Challenges encountered during application of team-based learning.

Data Analysis

The collected data were analyzed using frequency, percentage, weighted mean, and composite mean. Pre-test and post-test results were also used to measure students' level of mastery.

Results and Discussion

This part presents the findings, analysis, and interpretation of the data collected from the respondents through the administered questionnaire.

1. Distinct Features of Team-based Learning in Terms of:

The distinct features of team-based learning in teaching focused on motivation, learning engagement and assessment.

1.1 Motivation- Table 1 presents the assessment of the respondents on the features of team-based learning activities as strategy in learning Understanding Culture, Society and Politics in terms of motivation

<i>Distinct features of Team-Based Learning (TBL) in terms of Motivation...</i>	WM	VI	Rank
1. Team-Based Learning approach enhances intrinsic motivation to study UCSP concepts.	3.50	Strongly Agree	4
2. TBL inspires students to connect theoretical knowledge in UCSP into real-world social and political scenarios	3.60	Strongly Agree	2
3. TBL Increase students' self-confidence in applying acquired knowledge in UCSP into practices.	3.40	Agree	7.5
4. Team-Based Learning stimulates students' interest in learning UCSP topics.	3.62	Strongly Agree	1
5. Collaborative activities in TBL enlivens intellectual curiosity and desire to learn more.	3.54	Strongly Agree	3
6. TBL encourages the students to actively participate in discussions and problem-solving tasks.	3.40	Agree	7.5
7. TBL stimulates students' interest to deepen mastery of UCSP concepts.	3.40	Agree	7.5
8. TBL motivates students to study UCSP topics in advance to contribute effectively to group tasks.	3.42	Agree	6
9. TBL enhanced peer interaction and shared responsibility during learning activities.	3.44	Agree	5
10. Complex topics in UCSP motivate the students to think critically	3.40	Agree	7.5
Composite Mean	3.47	Agree	
Legend: WM – weighted Mean SA – Strongly Agree VI - Verbal Interpretation A – Agree			

Table 1 shows the distinct features of team-based learning in terms of motivation; the respondents strongly agree that Team-Based Learning stimulates students' interest in learning UCSP topics ranked 1st with the weighted mean of 3.62. This finding shows that team-based activities motivate students to actively engage in understanding the lessons in Understanding Culture, Society, and Politics. This supported in the study of Davis (2021), stated that team-based learning can improve students' motivation and engagement in the learning process. When students are actively involved in their learning, they are more likely to be interested in the subject matter and feel confident in their ability to participate in class discussion. TBL inspires students to connect theoretical knowledge in UCSP into real-world social and political scenarios ranked 2nd with the weighted mean of 3.60 and with verbal interpretations of strongly agree, collaborative activities in TBL enliven intellectual curiosity and desire to learn more ranked 3rd with a weighted mean of 3.54. In conclusion, the 3.47 composite means indicates that the respondents agreed that the distinct features of team-based learning in terms of motivation met

the standards established for evaluating its effectiveness. This result supported by Haidet (2021) that the implementation of team-based learning leads to significant improvements in student engagement, critical thinking, and content retention.

1.2 Learning Engagement-Table 2 presents effectiveness of team-based learning activities in terms of learning engagement.

<i>Distinct features of Team-Based Learning (TBL) in terms of Learning Engagement...</i>	WM	V I	Rank
1. Application exercises in TBL are designed to promote critical thinking and real-world problem-solving.	3.46	Agree	4.5
2. The structure of TBL leads into depth discussions of simple to complex social topics.	3.32	Agree	8.5
3. The discussions for TBL enhances capacity to evaluate complicated social issues.	3.32	Agree	8.5
4. TBL interactions among peers promote shared responsibility in various activities.	3.36	Agree	7
5. The TBL process fosters idea sharing and participation engagement	3.56	Strongly Agree	1
6. TBL promotes engagement and active involvement throughout the learning process.	3.54	Strongly Agree	2
7. TBL activities make learning more interactive and engaging	3.46	Agree	4.5
8. TBL improves communication and develops interpersonal skills.	3.52	Strongly Agree	3
9. The structure of TBL activities ensures that students are focused and attentive throughout learning process.	3.44	Agree	6
10. Immediate feedback during TBL activities helps improve students' learning performance.	3.46	Agree	4.5
Composite Mean	3.44	Agree	
Legend: WM – weighted Mean SA – Strongly Agree			
VI - Verbal Interpretation A – Agree			

Table 2 shows the distinct features of team-based learning in terms of learning engagement. Having the highest mean of 3.56 the respondents strongly agree that the learning engagement of team-based learning fosters idea sharing and participation engagement. Second to the highest having the weighted mean of 3.54 with the interpretation of Strongly agree, TBL promotes engagement and active involvement throughout the learning process. According to the

study of Haidet et al. (2021) explained that Team-Based Learning (TBL) promotes deeper learning by fostering active participation, peer collaboration, and reflective thinking among students.

However, based on the respondents they agreed that the structure of team-based learning leads into depth discussions of simple to complex social topics, and Team-based learning enhances capacity to evaluate complicated social issues, but got the lowest weighted mean of 3.32 and interpreted as agree. In general, that respondents agree that learning engagement effectively met the standards established for evaluating its effectiveness in team-based learning which entails learning engagement encourages students to actively participate, communicate, and apply their knowledge in meaningful ways that deepen their understanding and improve academic performance with a weighted mean of 3.44. This supported the study of Krishnan and Choy (2022), TBL increases students' engagement and motivation as they work collaboratively to analyze and apply course concepts, which leads to deeper understanding and sustained interest in learning

1.3 Assessment: Table 3 presents the effectiveness of team-based learning in terms of assessment.

<i>Distinct features of Team-Based Learning (TBL) in terms of Assessment...</i>	WM	VI	Rank
1. The TBL assessments increase my motivation to perform well in certain contexts.	3.44	Agree	5
2. TBL activities and forms of test improve studies and critical thinking skills	3.40	Agree	7.5
3. Peer evaluations within TBL enhance fairness and accountability in the grading process.	3.30	Agree	8
4. The assessment methods in TBL (individual and team assessment) help learners to reflect on their performance.	3.50	Strongly Agree	2.5
5. TBL assessments promote reflection on both content mastery and collaborative processes.	3.50	Strongly Agree	2.5
6. Assessment activities in TBL encourage collaboration among learners.	3.42	Agree	6
7. The scoring system in TBL provides clear criteria for performance evaluation.	3.40	Agree	7.5
8. TBL assessments provide immediate feedback that enhances learning and retention of UCSP concepts	3.40	Agree	7.5
9. TBL assessment deepens understanding of the lesson in UCSP.	3.64	Strongly Agree	1
10. TBL assessments are aligned with the learning objectives of UCSP lessons.	3.48	Agree	4
Composite Mean	3.45	Agree	

Legend: WM – weighted Mean SA – Strongly Agree VI - Verbal Interpretation
A – Agree

Table 3 shows the distinct features of team-based learning in terms of assessment. According to the respondents that assessment in Team based learning deepens understanding of the lesson in UCSP and got the highest weighted mean of 3.64 which interpreted as Strongly Agree. Moreover, assessment methods in TBL (individual and team assessment) help learners to reflect on their performance, and TBL assessments promote reflection on both content mastery and are second to the highest with a weighted of 3.50 respectively and was interpreted as strongly agree. This supported the study of Arun et al. (2022), TBL is not only reinforced content retention but also promoted deeper conceptual learning. This implies that the TBL process, through its combination of individual and group assessments, enables students to engage critically with lesson materials, thereby deepening their overall understanding.

Overall, the respondents agree that assessment in team-based learning is reliable that measures their contributions to the activity and understanding about the lesson with a weighted mean of that respondents agree that assessment in team-based learning is reliable that measures their contributions to the activity and understanding about the lesson. The result implies that assessment in TBL does not merely focus on test performance but also values collaboration, accountability, and consistent engagement throughout the learning process interpreted as Agree. The result implies that assessment in TBL does not merely focus on test performance but also values collaboration, accountability, and consistent engagement throughout the learning process.

2. Extent of Using Team-based Learning Activities in Lesson

2.1 Extent of Using Team-based Learning Activities in the Lesson Concept of Anthropology, Sociology and Political Science

<i>As a result of the use of team-based learning activities in the lesson on the concept of Anthropology, Sociology and political Science, The learners....</i>				
	W M	VI	Rank	
1. Apply anthropological concepts effectively when analyzing real-life cultural practices	3.42	High Mastery	2	
2. identify how Sociology helps explain social relationships and group behavior	3.54	Excellent Mastery	1	
3. recognize the importance of Political Science in understanding governance and power structures	3.36	High Mastery	3	
4. differentiate the focus areas of Anthropology, Sociology, and Political Science	3.22	High Mastery	6	
5. understand more clearly the connection of Anthropology, Sociology, and Political Science.	3.38	High Mastery	4.5	
Composite Mean	3.38	High Mastery		

Table 4 presents the use of team-based learning in the lesson in USCP identify how Sociology helps explain social relationships and group behavior ranked 1st with a weighted mean of 3.54 and verbal interpretations of Excellent mastery. Apply anthropological concepts effectively when analyzing real-life cultural practices ranked 2nd obtained a weighted mean of 3.42 and verbal interpretations of high mastery. This suggests that the students can relate anthropological theories and concepts to actual cultural. Overall, the composite means 3.38 revealed that using team-based learning activities helps the respondents to a high level of mastery in understanding the connections of Anthropology, Sociology and political science. This shows that teachers' instructional strategies should be aligned with the learning needs and interests of the students to effectively enhance engagement and deepen their understanding of the lessons.

2.2 Extent of Using Team-based Learning Activities in Lesson of Ethnocentrism.

<i>As a result of the use of team-based learning activities in the lesson Ethnocentrism, The learners.....</i>	WM	VR	Ran k
1. gain a deeper understanding of ethnocentrism through group discussion	3.22	High Mastery	5
2. recognize and respect cultural differences.	3.52	Excellent Mastery	1
3. reflect on considering cultural beliefs and unbiases.	3.46	High Mastery	2
4. become more interested and easier to relate to real-life situations through group collaboration	3.36	High Mastery	3
5. appreciate the importance of open-mindedness towards other cultures.	3.28	High Mastery	4
Composite Mean	3.37	High Mastery	

Table 5 shows that recognize and respect cultural differences ranked 1st with a weighted mean of 3.52 and rated by the respondents as excellent level of mastery ranked second. The students become more interested and easier to relate to real-life situations through group collaboration ranked 3rd which obtained a weighted mean of 3.36 and verbal interpretations of high level of mastery. Appreciate the importance of open-mindedness towards other cultures ranked 4th with a weighted mean of 3.28 indicating that respondents demonstrate a high level of mastery. This supported by the study of Hackett et al. (2023) revealed that collaborative, team-based activities significantly improved students' intercultural competence, particularly their open-mindedness and respect for diverse perspectives. Overall, the means 3.37 revealed that using team-based learning activities helps the respondents to a high level of mastery in Ethnocentrism. Team-Based activities, when effectively guided by the teacher, can greatly enhance students' learning experiences

2.3 Extent of Using Team-based Learning Activities in Lesson Cultural Relativism.

<i>As a result of the use of team-based learning activities in the lesson Cultural relativism, The learners.....</i>	WM	VI	Rank
1. understand the meaning and importance of cultural relativism.	3.46	High Mastery	1
2. appreciate different cultural values and practices without bias	3.38	High Mastery	3
3. become more open-minded and respectful towards cultural differences.	3.40	High Mastery	2
4. Apply the concept of cultural relativism to real-life social situations.	3.20	High Mastery	5
5. become more engaged on collaborative activities to intensify learning on cultural relativism	3.22	High Mastery	4
Composite Mean	3.33	High Mastery	

It could be gleaned from table 6, the use of team-based learning understands the meaning and importance of cultural relativism interpreted as high level of mastery with a weighted means of 3.46 in the list of 5 items, become more open-minded and respectful towards cultural differences with the weighed mean of 3.40. Appreciate different cultural values and practices without bias with the weighted mean of 3.38. The respondents agree that using team-based learning they become more engaged on collaborative activities to intensify learning on cultural relativism which obtained a weighted mean of 3.22 and verbally interpreted as high level of mastery. Apply the concept of cultural relativism to real-life social situations are in the last list which obtained a weighted mean 3.20. This may serve as a challenge to teachers to design more effective learning activities that allow students to practice applying concepts in real-world contexts. This supported the study of De Villa and Manalo (2021) that when teachers employ interactive methods such as group learning and discussion-based teaching, students demonstrate higher mastery of subjects and improved problem-solving skills.

- Performance of the students in Pre-test and Post-test-** Table 7 presents the level of performance of the learners before and after exposure to the developed module as revealed in their pre-test and post-test results.

Table 7
Learners Performance During Pre-Test

Students Performance	Pre-Test		
	F	P	R
25-30 (Very High)	0	0	0
19-24 (High)	5	10%	3
13-18 (Average)	2	4%	4
7-12 (Low)	22	44%	1
1-6 (Very Low)	21	42%	2
Total	50	100	

Legend: F – frequency P – percentage R - Rank

Table 7 presents the performance of the students' competency during the pre-test; this was followed by 21 respondents or 42 percent who achieved a very low score. This means that 43 out of 50 of the participants performed poorly in the test. Additionally, 4 percent or 2 out of 50 students gain an average level of performance and 10 percent or 5 out of 50 students demonstrated a high level of performance, meaning that the participants possessed a solid understanding of the concepts and were able to answer the test items effectively. From these results, it can be inferred that most students had difficulty understanding the concepts presented in the pre-test, particularly in UCSP subject. Some learners lacked the necessary mastery of the learning competencies required for the subject. Asking questions during instruction is an effective strategy for assessing students' difficulties (Cortia, (2022)).

Table 8
Learners Performance During Post-Test

Students Performance	Post-Test		
	F	P	R
25-30 (Very High)	15	30%	2
19-24 (High)	17	34%	1
13-18 (Average)	8	16%	3
7-12 (Low)	7	14%	4
1-6 (Very Low)	3	6%	5
Total	50	100	

Legend: F – frequency P – percentage R - Rank

Table 8 shows the score distribution of the learners in the post-test, which indicates an increase in the academic performance of the learners compared to the pre-test result. Most of the participants, especially 34 percent or 17 out of 50, showed a high level of performance, which is

an improvement from the pre-test results. Fifteen or 30 percent of the students demonstrated very high-level performance and eight or 16 percent of students exhibited average level performance, which increase from pre-test results. Seven or 14 percent of the students demonstrated low level performance, which is a decrease from the pre-test result and only 6 percent or 3 out of 50 students demonstrated very low-level performance, which increased in the pre-test result. The table shows an increase in the academic performance of the learners relative to the post-test result. Compared to the pre-test result, the lowest score of the learners in the post-test is average.

4. Challenges Encountered by the Respondents

Table 9
Challenges encountered Using Team-Based activity

<i>Challenges encountered by the learners using Team-Based activities</i>	Weighted Mean	Verbal Interpretation	Rank
1. Language or cultural barriers	2.78	Moderately Enhanced	4
2. Other teammates did not participate in the group activities	2.82	Moderately Enhanced	3
3. Time constraint to complete their task	3.30	Moderately Enhanced	1
4. Members are not prepared for their assigned topic	2.54	Moderately Enhanced	6.5
5. Heavy academic workloads	2.98	Moderately Enhanced	2
6. Hard to express ideas and opinions about the topic.	2.64	Moderately Enhanced	5
7. Struggle in concentration and engagement	2.54	Moderately Enhanced	6.5
8. Poor quality of instruction	2.32	Agree	8
9. Conflict with other members	2.54	Slightly Enhanced	6.5
10.Lack of teacher competency	1.92	Not Enhanced	9
Composite Mean	2.64	Moderately Enhanced	

As shown in the table the students perceived that the common difficulty encountered using team-based activities is time constraint to complete their task as ranked 1st with weighted mean of 3.30 and interpreted as highly encountered. Similarly, time pressure likely contributed to other difficulties showed by the respondents, such as heavy academic workloads with a weighted means of 2.98 ranked 2nd which interpreted as moderately encountered. Students facing heavy workloads often experience burnout and decreased engagement, which negatively impacts both cognitive and emotional aspects of learning. According to Rahman and Singh (2022), when learners are overloaded with tasks, they struggle to balance their time effectively, resulting in fatigue and a decline in learning efficiency. Lack participation with the weighted mean of 2.82. Language barrier with a weighted mean of 2.78. Members are not prepared for their assigned topic, Hard to express ideas and opinions about the topic, Struggle in concentration and engagement, Conflict with other members with a weighted mean of 2.54 and a verbal interpretation of moderately encountered.

In general, the score mean of 2.63 interpreted as moderately encountered was an indication that there are many common problems in the application of team-based learning in the teaching and learning process. This suggests that collaborative efforts were undertaken by various stakeholders to enhance the implementation of team-based learning.

Conclusion

Based on the findings of the study, Team-Based Learning (TBL) was found to be an effective instructional strategy in teaching Understanding Culture, Society, and Politics (UCSP) among Grade 11 HUMSS students. The results revealed that students perceived TBL as highly beneficial in enhancing their motivation, engagement, and assessment performance, which contributed to a more meaningful and interactive learning experience. The level of mastery achieved by the respondents further indicates that the use of TBL supports deeper understanding of concepts.

Moreover, there was a significant improvement in students' academic performance after exposure to team-based learning activities, confirming its positive impact on learning outcomes. Despite these advantages, students encountered moderate challenges such as time constraints, heavy academic workload, and distractions during the implementation of TBL. However, these challenges did not outweigh the overall effectiveness of the strategy, as students demonstrated adaptability and active participation.

Furthermore, the proposed team-based learning activities are expected to enhance the learning process by encouraging students to become more active, collaborative, and reflective learners. These activities aim to strengthen critical thinking, deepen conceptual understanding, and improve overall academic performance. Therefore, the integration of Team-Based Learning is strongly recommended as a learner-centered approach in teaching UCSP and similar subjects.

Recommendation

Based on the conclusions of the study, several recommendations are proposed to further enhance the effectiveness of Team-Based Learning (TBL) in teaching Understanding Culture, Society, and Politics (UCSP). Teachers and school administrators are encouraged to collaboratively design and implement engaging and meaningful learning experiences by



integrating team-based and other interactive learning activities into classroom instruction. These activities can promote active participation, collaboration, and critical thinking, while enabling students to connect theoretical concepts to real-life situations, thereby improving overall academic performance.

In addition, school administrators are encouraged to provide professional development opportunities such as training, seminars, and workshops, along with adequate instructional resources, to support teachers in effectively implementing team-based learning strategies. Strengthening institutional support will help create a more interactive, inclusive, and learner-centered learning environment that fosters students' academic achievement and holistic development.

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