

An Exploration of Students' Perspectives on the Relationship Between Stages in the Group Work Model

¹Hawa Syamsina Binti Md Supie, ²Aishah Mahat, ³Nur Intan Syafinaz Ahmad, ⁴Zeno Michael, ⁵Nurrul Amilin Zainal Abidin, ⁶Siti Ramizah Binti Jama

¹ Academy of Language Studies, UiTM Pasir Gudang, ^{2,3,5} College of Computing, Informatics and Mathematics, UiTM Pasir Gudang, ^{4,6} Centre for Mechanical Engineering UiTM Pasir Gudang

Email: aishahmahat@uitm.edu.my, nurin395@uitm.edu.my, zenomichael@uitm.edu.my, nurrul0230@uitm.edu.my, ramizah@uitm.edu.my

Corresponding Author Email: syamsina3127@uitm.edu.my

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Abstract

Group work is one way of working collaboratively in an educational setting. It holds significant importance for various reasons. Apart from enhancing learning outcomes, group works equip individuals with the required soft skills necessary to succeed in the academic, professional, and even personal contexts. Therefore, this study aimed to seek students' perception of their use of learning strategies in group work and to determine the relationship of all stages in the group work model. This quantitative study elicited responses from a total of 107 respondents from a local university based on the convenience sampling method and the instrument used is a questionnaire which comprises of 5 sections. It was found that students perceived that all the stages had a positive impact on their experience of learning and there is a correlation between the Consensus stage and the two other stages namely Conflict and Closure stage. This research suggests that this model used for group interaction is advantageous to be implemented in the educational settings.

Keywords: Group Work, Higher Education, Tuckman's Model, Tubb's Theory, Group Interaction, Consensus

Introduction

Background of Study

Living in a connected world, working in groups is inevitable. People are increasingly in the demand of working with others regardless of the settings i.e. professional or personal

contexts. Group work has been proven to bring benefits to its participants in general and even more to students of higher education institutions.

Group work can be defined as a group of people working together with varied backgrounds, skills and insights in achieving a common objective or completing a task (Cohen & Lanto, 2014; Forsyth, 2018). Cohen and Lanto (2014) added group work should be non-guided and no instant supervision from the teachers on the students in the completion of their assigned tasks. According to Zambrano et al. (2019), group work which was derived from collaborative learning instructional technique has a few strategies in its implementation.

Group work in classrooms is relevant in Malaysia for several reasons just as it is relevant in other parts of the globe. In Malaysia, a place where diverse cultures and ethnicities collide, group work promotes collaboration and communication skills. These skills can be achieved by fostering Malaysian students through group work since the early years of learning. With the aim of enhancing learning outcomes, by engaging in group work, Malaysian students can deepen their understanding of subject matter, exchange ideas, and learn from their peers' perspectives. Entering an active learning classroom for the first time, both teachers and students are aware that it is not another usual day of class and are expected to participate in group works or discussions. (Cotner et al., 2013; Birdwell & Uttamchandani, 2019, in Rezaei, 2020). In Malaysian universities specifically, students are expected to be job-ready when they graduate. Undoubtedly, in the professional world, individuals are expected to work together with coworkers to accomplish shared objectives. Classroom group activities simulate these real-world dynamics by preparing students for future employment and leadership roles.

All in all, group work in Malaysian classrooms is pertinent not only for academic success but also for developing critical life skills and getting them ready to prosper in a multicultural and globalized world.

Statement of Problem

There were many studies conducted previously on the topic of group work. The studies were conducted across disciplines and objectives. Ibrahim et al. (2021), found that students improved in their teamwork and each student fulfilled their responsibilities towards one another for the assigned tasks. This study particularly focused on reading skills in an ESL classroom. According to a study conducted by Rezaei (2018), it was highlighted that the instructors' and students' opinions on how a successful group had matched. However, this study did not emphasize the use of Tubb's nor Tuckman's model of group work strategies. In a study by Rezaei (2020) with a total of 916 participants across 53 faculty, found that students perceived group work in an active learning classroom to be more motivating, particularly when it comes to participating actively in class. Almost none of the students were not left out and expressed how much they appreciated working in small groups and participating in class discussions.

A study by Alviani and Saragih (2022) is another study that has proven small group discussions were perceived positively by students in terms of benefits, engagement, motivation and satisfaction. In contrast, in a different 3-year study done by Rezaei (2022), he found that students perceived that there were communication problems between teachers and students in the group activities despite their positive perceptions towards group work. There is a recent study by Rohmah et al. (2023) which agrees with other studies that group work brings forth

the best in students cooperative learning such as better critical thinking skills, reasoning abilities, problem solving and positive sense of dependence on team members.

Despite a considerable amount of research conducted on determining the effectiveness of group work in educational contexts, there are yet studies on each level of model of group work and also examining the relationship between the stages. Thus, there is a need for this study to be conducted in local settings to identify the perceptions of Malaysian students in terms of all the stages in the model and their relationship.

Objective of the Study and Research Questions

This study is done to explore perception of learners on their use of learning strategies. Specifically, this study is done to answer the following questions;

- How do learners perceive the orientation stage in group interaction?
- How do learners perceive the conflict stage in group interaction?
- How do learners perceive the consensus stage in group interaction?
- How do learners perceive the closure stage in group interaction?
- Is there a relationship between consensus and conflict stage in group interaction?
- Is there a relationship between conflict and orientation stage in group interaction?
- Is there a relationship between orientation and closure stage in group interaction?
- Is there a relationship between closure and consensus stage in group interaction?

Literature Review

Group Work: Drawbacks and Advantages

Group work utilizing Tuckman's model offers benefits and drawbacks. The model has 4 stages, known as forming, storming, norming, and performing. Consensus in group work offers numerous benefits. According to (Kamaludin et al., 2022) group work using Tuckman's model benefits students by enhancing engagement through forming, storming, norming, and performing stages, promoting effective online learning and task completion. Another researcher (Mohd Rick et al., 2022) also stated that the benefits of group work using Tuckman's model include enhanced teaching presence in forming stage, improved social presence for interactivity in storming and norming, and increased cognitive presence for active participation in performing stage. On the other hand, drawbacks may involve challenges in maintaining good group dynamics. According to (Benson et al., 2019) group work has various drawbacks including 1) Some students feel excluded in the group while the others work with friends 2). Some students may not contribute to the work and the other team members work harder than others. This affects working together. It was also shown that 3) interpersonal conflict among group members arises by differences in opinion and levels of contribution. 4) There will be delays in meeting deadlines when there is a lack of the responsibility for timely completion of tasks. Overall, while Tuckman's model can promote collaboration and task accomplishment, it also highlights the importance of addressing conflicts and ensuring progression through the stages for successful outcomes. According to (Lee et al., 2016) instructors should focus more on the earlier stages of group development by assigning groups based on students' strengths and weaknesses, offering a better introduction to groups, and assigning more group-related time or meetings during class.

Stages in group Work

The two models suggested by Tuckman (1965) and Tubb (1978) are most appropriate for group development. This enables a comprehensive assessment of the current stage or

development of each group. Bruce Tuckman's theory of the five stages of development has been widely applied in education and business. Each stage highlights behaviours that are consistently recognized in the group and team dynamic. Tuckman's model outlines the stages of group development as forming, storming, norming, performing, and adjourning (Kamarudin et al., 2023). According to (Tripathy, 2018) in the Forming stage, members are eager to meet and learn about each other. This initial phase sets the foundation for subsequent stages by discussing project goals and individual roles. The Storming stage involves conflicts arising from various perspectives, causing arguments and criticism among members. Therefore, team leaders must manage this stage by recognizing common issues and resolving them constructively. In the Norming stage, members learn to accept each other, understand different skill sets, working styles, differences, and encourage each other's abilities. For the Performing stage, roles become flexible, structural issues are resolved with the cooperation of team members. Finally, the Adjourning stage, also known as the mourning stage, indicates that the matter has reached its conclusion. Meanwhile, Stewart Tubb proposed a model that consists of a four-stages group development project. The model considers group development as a systematic process. Tubb's theory of group development proposes three basic processes that are the inputs, outputs, and throughputs of a group. Each of these three stages enables a group to adapt according to the events. According to (Vaida & Serban, 2021), the stages of Tubbs' model are as follows:

Stage one: Orientation

During orientation, group members engage in interactions and conversations on techniques and expectations. They seek diplomatic resolutions to issue, establish relationships and develop viewpoints.

Stage Two: Conflicts

During conflict, a group becomes comfortable with its internal relationships and focuses on tasks, leading to individuality and friction. Conflict is an important part of human contact and leaders need to manage group dynamics and assign tasks.

Stage 3: Consensus

Consensus occurs when disagreement is resolved and members have a clearer understanding of their duties. This stage promotes a dynamic interaction model that minimizes resistance and enhances production.

Stage 4: Closure

The group completes their objective and assesses efficiency. Overall group work has become recognized and necessary as it enhances problem-solving, decision-making, and task completion in a faster and more effective manner. Collaboration minimizes stress for both individuals and large teams. Teamwork involves sharing duties and working together towards one common goal to achieve success.

Past Studies on Group Work

Group work approach is used as one of the tools for teaching and learning in educational institutions. Numerous studies have been conducted on group work in the classroom and outside the classroom. In this section, the focus of discussion will be on past studies that investigate the advantages and challenges of group work among students. Firstly, a study by (Rahmat et al., 2023) investigated higher education student's perception of using a group work approach. This study involved 212 students from public universities in Malaysia who

were chosen to answer a survey related to the issue of group work. Findings revealed that group work provides positive impacts on students with the process of Tuckman's model. Moreover, through group work, students gained useful information from each stage. In this study, it is recommended that the educator should place a strong emphasis on group work activities that combine teaching and learning. Balancing diverse perspectives, communication barriers, and differing work styles often poses significant challenges in group work. A study conducted by (Ferdous & Karim, 2019) revealed that learners face several challenges when being assigned to group work outside the class. The research provided data of 250 undergraduate students from private university in Bangladesh. Students explained that arranging a suitable time is the greatest challenge while working in groups outside of class. Findings of the study indicated that learners encounter difficulties during the forming, storming, and performing stages. To address the issue, teachers can play a crucial role in monitoring group members' contributions and progress by staying updated on each group's progress through its leaders. Therefore, group work considered with effective coaching enhances students' academic success, fosters skills to prevent self-centered behavior and promotes professional development.

Conceptual Framework

Group Work provides more than just content knowledge to the learners According to Rahmat (2020), group interaction allows learners to improve their communication and problem-solving skills. According to Tubb's Theory by Tubbs, et.al (1993), there are four main steps in group work. The first step is orientation where the participants get to know one another. The second step is conflict where the participants undergo conflict when they brainstormed ideas. The next step is consensus where the conflict is resolved and the group takes a consensus. The last step is closure where the participants made an announcement to the decision. With reference to figure 1 below, this study scaffolds the steps by Tubbs (1993) to merge with the items by Tuckman (2016).

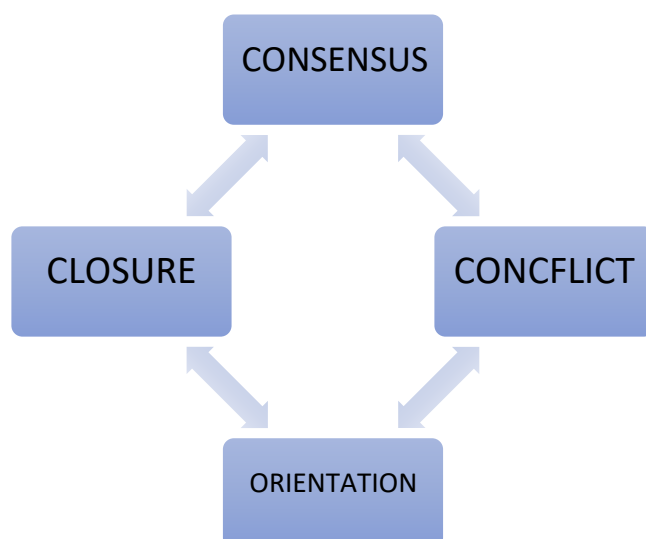


Figure 1- Conceptual Framework of the Study
Relationship between Consensus in Group Work

Methodology

This quantitative study is conducted to explore group dynamics among learners. A purposive sample of 107 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Tubbs, et al. (1993) Tuckman (2016) to reveal the variables in table 1 below. The survey has 5 sections. Section A has items on demographic profile. This quantitative study is done to explore group dynamics among learners. A purposive sample of 107 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Tubbs, et al. (1993) Tuckman (2016) to reveal the variables in table 1 below. The survey has 5 sections. Section A has items on demographic profile. Items in Section B are in the orientation stage. At this stage, the respondents were asked to answer the following question: What is their opinion of the group work orientation phase? Section C contains a conflict stage item. This section contains data pertaining to the research topic: What is the student perspective on the conflict phase of group work? Section D's item is at the consensus stage. This section contains data related to the research topic: How do students see coming to a consensus during group projects? The closure stage item is the final item in section E. In this section, information is provided to address the research topic: What is the students' perception of the last stage of the group interaction?

Table 1

Distribution of Items in The Survey

SECTION	TUBBS (Tubbs,et.al (1993))	STAGE	Items	Cronbach Alpha
B	ORIENTATION	FORMING	7	.653
C	CONFLICT	STORMING	6	.735
D	CONSENSUS	NORMING	8	.747
E	CLOSURE	PERFORMING	8	.823
			29	.883

Table 1 also shows the reliability of the survey. SPSS analysis reveals individual Cronbach alpha scores for each variable used in the study. The analysis shows a Cronbach alpha of 0.653 for section B- Orientation stage, a Cronbach alpha of 0.735 for section C – Conflict Stage, a Cronbach alpha of 0.747 for section D- Consensus stage and a Cronbach alpha of 0.823 for section E – closure stage; thus, revealing good reliability for three variables in the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Findings

Findings for Demographic Profile

The demographic profile of the survey respondents is shown in Table 2.

Table 2

Percentage for Gender

1	Male	47%
2	Female	53%

This finding indicates a relatively balanced population with a slight majority of females. 53% percent of the respondents identified as female, while 47% identified as male.

Table 3

Percentage For Discipline

1	Science & Technology	13%
2	Social Sciences	29%
3	Engineering	58%

Table 3 illustrates the distribution of different disciplines among the survey respondents. The distribution of the survey respondents indicates that 58% of the survey population leans toward Engineering. The Social Sciences represent the second largest group, representing 29% of the respondents. Meanwhile, Science and Technology respondents make up a smallest percentage of only up to 13% of respondents.

Table 4

Percentage For Level of Study

1	Pre-Diploma	1%
2	Diploma	75%
3	Degree	24%

The results from Table 4 indicate a clear majority of 75% of respondents are from the Diploma level of study. Degree-level respondents show 24%, while Pre-Diploma respondents make up 1% of respondents.

Students' Perception on the Orientation Stage

This section presents data to answer a research question which is to identify students' perception in the orientation stage of group work.

Table 5

Mean For Orientation Stage

ITEM	Mean
SECTCaFQ1 Before we begin any group activities, we set rules or procedures to ensure that everything runs smoothly.	4.1
SECTCaFQ2 Before we begin any group activities, we assign specific roles to team members	4.4
SECTCaFQ3 Before we begin any group activities, we determine the goal.	4.2
SECTCaFQ4 Before we begin any group activities, we determine what tasks need to be accomplished.	4.5
SECTCaFQ5 Before we begin any group activities, our team members may be unwilling to seek help from others.	3.0
SECTCaFQ6 Before we begin any group activities, team members do not trust each other and closely monitor others on a specific task.	2.6
SECTCaFQ7 At the beginning, it seems like we are making little progress to achieve the goal of the task.	3.7
SECTCaFQ8 At the beginning, even if we are unsure about the project's goals and issues, we are excited and proud to be on the team.	4.0

Table 5 above depicted a strong agreement ($M= 4.5$) that the students pre-determine the tasks to be completed in the group work. Then, a mutual agreement was identified for setting the procedures for a smooth progress ($M=4.1$), assigning roles to team members ($M=4.4$),

determining goals ($M=4.2$), feeling excited although the objectives are yet to be confirmed (4.0), and making little progress in completing the tasks ($M=3.7$). Finally, students were unsure if they willingly wanted assistance from others before the group work ($M=3.0$) and they agreed that they do trust each other and monitor their group members on tasks which were assigned specifically ($M=2.6$).

Students' Perception on the Conflict Stage

In the second stage of group work as proposed by Tubb's model, there is the conflict stage. Therefore, this section will report the findings on students' perceptions towards the conflict stage of group work.

Table 6

Mean for Conflict Stage

ITEM	Mean
SECTCbSQ1 During discussions, we are quick to get on with the task at hand and do not spend too much time in the planning stage.	3.5
SECTCbSQ2 During discussions, the team leader tries to keep order	3.9
SECTCbSQ3 During discussions, the team leader contributes to the task at hand.	4.0
SECTCbSQ4 During discussions, the tasks are very different from what we imagined and seem very difficult to accomplish.	3.3
SECTCbSQ5 During discussions, we argue a lot even though we agree on the real issues.	3.2
SECTCbSQ6 During discussions, the goals we have set seem unrealistic.	3.0
SECTCbSQ7 During discussions, there is a lot of resistance to the tasks at hand and approaches for quality improvement.	3.5

Table 6 illustrates agreement on the team leader's contribution on the current task ($M=4.0$), team leader's constant instruction ($M=3.9$), team members starting to work on the tasks immediately and less focused on the planning stage ($M=3.5$). There was also agreement that in completing the tasks, there were objections ($M=3.5$), completing the tasks was tough as that was not what they anticipated ($M=3.3$) and a lot of arguments happened despite agreeing on the actual issues ($M=3.2$). However, students were unsure if the objectives they had set earlier were unrealistic ($M=3.0$).

Students' Perception on the Consensus Stage

This section presents the data to the students' perceptions of the Consensus stage in group work.

Table 7

Mean for Consensus Stage

ITEM	Mean
SECTCcNQ1 In the group, we have thorough procedures for agreeing on our objectives and planning the way we will perform our tasks.	3.9
SECTCcNQ2 In the group, we take our team's goals and objectives literally, and assume a shared understanding.	4.0
SECTCcNQ3 In the group, the team leader ensures that we follow the procedures, do not argue, do not interrupt, and keep to the point.	3.8
SECTCcNQ4 In the group, we have accepted each other as members of the team.	4.1
SECTCcNQ5 In the group, we try to achieve harmony by avoiding conflict.	4.2
SECTCcNQ6 In the group, the team is often tempted to go above the original scope of the project.	3.8
SECTCcNQ7 In the group, we express criticism of others constructively	3.4
SECTCcNQ8 In the group, we often share personal problems with each other.	3.0

Table 7 demonstrates that the greatest mean value of 4.2, indicates that everyone tries to avoid conflict in order to achieve harmony. They also really welcomed one another as team members, as evidenced by the mean score of 4.1. With a mean value of 4.0, they assume that there is a shared understanding and everyone treats the team's aims and objectives seriously. Additionally, the mean score of 3.9 indicates that they have established thorough protocols for identifying their goals and planning the actions necessary to do their work. The team leader ensures that everyone follows the guidelines, stays out of trouble, does not interrupt, and stays on subject. In addition, the group is often talked into taking on more work than was first anticipated, and the score of mean value for both situations is 3.8. In the group, they also provide constructive criticism to one another, which results in a mean value of 3.4. Finally, with a mean score of 3.0, they often talk about private matters in the group.

Students' Perception on the Closure Stage

The following table presents students' perception on the Closure stage of group work.

Table 8

Mean for Closure Stage

ITEM	Mean
SECTCdPQ1 In the end, our team feels that we are all in it together and shares responsibilities for the team's success or failure	4.2
SECTCdPQ2 In the end, we do not have fixed procedures, we make them up as the task or project progresses.	3.6
SECTCdPQ3 In the end, we enjoy working together; we have a fun and productive time.	4.2
SECTCdPQ4 In the end, the team leader is democratic.	3.6
SECTCdPQ5 In the end, the team leader is collaborative.	4.1
SECTCdPQ6 In the end, we fully accept each other's strengths and weaknesses.	4.3
SECTCdPQ7 In the end, we are able to work through group problems.	4.2
SECTCdPQ8 In the end, there is a close attachment to the team.	4.1
SECTCdPQ9 In the end, we get a lot of work done.	4.3

The data presented in Table 8 provide perspective into learners' perceptions of the closure stage in group interaction. Notably, the highest mean scores of 4.3 show the two significant aspects. The team has a strong agreement with the intention of fully accepting each other's strengths and weaknesses. Alongside, the team agreed that they got a lot of work accomplished. This is succeeded by the next score of 4.2 which indicates that they perceive a strong sense of unity, and shared responsibility for the team's achievement. Additionally, the team has a pleasant and productive time in collaborating, forming strong bonds indicating a positive atmosphere within the team. Furthermore, they feel confident to effectively tackle and resolve group problems. The next mean score of 4.1 indicates the team has a strong sense of collaboration and close attachment to the team as key elements in reaching successful closure. Lastly, the lowest mean score of 3.6 indicates that the fixed procedures are not adhered to the team and are instead improvised as tasks or projects evolve. In addition, the statement team leader implements a democratic approach suggests a distributed decision-making process within the team.

The Relationship Between the Stages of Group Work

This section presents data to answer research question 5 which to determine the relationship between consensus and all stages in group interaction. It is also aimed to determine if there is a significant association in the mean scores between all stages in group interaction, and data was analysed using SPSS for correlations. Results are presented separately in table 9, 10, 11 and 12 below.

Table 9

Correlation Between Consensus and Conflict Stage

		CONSENSUS	CONFLICT
CONSENSUS	Pearson Correlation	1	.436**
	Sig. (2-tailed)		.000
	N	107	107
CONFLICT	Pearson Correlation	.436**	1
	Sig. (2-tailed)	.000	
	N	107	107

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows there is an association between consensus and conflict stages. Correlation analysis shows that there is a moderate significant association between consensus and conflict stages ($r=.436^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a moderate positive relationship between consensus and conflict stages.

Table 10

Correlation Between Conflict And Orientation Stage

		CONFLICT	ORIENTATIO N
CONFLICT	Pearson Correlation	1	.495**
	Sig. (2-tailed)		.000
	N	107	107
ORIENTATION	Pearson Correlation	.495**	1
	Sig. (2-tailed)	.000	
	N	107	107

** . Correlation is significant at the 0.01 level (2-tailed).

Table 10 shows there is an association between conflict and orientation stages. Correlation analysis shows that there is a moderate significant association between conflict and orientation stages ($r=.495^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a moderate positive relationship between conflict and orientation stages.

Table 11

*Correlation Between Orientation And Closure Stage***Correlations**

		ORIENTATIO N	CLOSURE
ORIENTATION	Pearson Correlation	1	.359**
	Sig. (2-tailed)		.000
	N	107	107
CLOSURE	Pearson Correlation	.359**	1
	Sig. (2-tailed)	.000	
	N	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11 shows there is an association between orientation and closure stages. Correlation analysis shows that there is a weak significant association between orientation and closure stages ($r=.359^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a weak positive relationship between orientation and closure stages.

Table 12

*Correlation Between Closure And Consensus Stage***Correlations**

		CLOSURE	CONSENSUS
CLOSURE	Pearson Correlation	1	.696**
	Sig. (2-tailed)		.000
	N	107	107
CONSENSUS	Pearson Correlation	.696**	1
	Sig. (2-tailed)	.000	
	N	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11 shows there is an association between closure and consensus stages. Correlation analysis shows that there is a strong significant association between closure and consensus stages ($r=.696^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between closure and consensus stages.

Conclusion**Summary of Findings and Discussions**

The goal of this study was to determine learners' perceptions of each stage (i.e., orientation, conflict, consensus and closure) of the group interaction process as proposed by Tuckman's model. Additionally, this study was set out to identify the relationship between each stage (i.e., Orientation and Conflict, Conflict and Consensus, Consensus and Closure, and Orientation and Closure).

The descriptive statistics findings in the results section serve as a reference for educators to have an understanding how students perceive group interactions conducted in the teaching and learning process of the classroom. It can be concluded that students have positive agreement that each stage of the Tuckman's Model of group work is benefitting them as part of the learning process (Rahmat et al., 2023). This is emphasized by Alviani and Saragih (2022) whereby they found qualitatively that small group discussions were perceived positively by the students. This study also found out that there is a strong correlation between perceptions of the closure stage with perceptions of the consensus stage in providing advantage to the students in terms of group work. The two stages were staged towards the end of the task completion, hence, all the issues might have been resolved and they had built a better bond between the team members. This is in line with the findings by Rai et al. (2023) that Students also concurred that mutual support and equal responsibility among all members of the group are necessary for productive group work. It shows that when the team members play their roles well, it brings a positive outcome in achieving the objectives of the assigned tasks.

This research has shown that using the Tuckman's Model in implementing group interaction has proven to have correlation between each stage. However, the weakest correlation is between the first stage i.e. Orientation and the final, Closure. This could be caused by the gap stages had and the students might have progressed and be better as they completed the tasks.

All in all, this research proves that this model of group interaction can be found beneficial for the students in completing the assigned tasks. Students' perception of conducting group interaction through this model has been supported by previous literature but from a varied context of educational settings and methodologies.

Pedagogical Implications and Suggestions for Future Research

These findings are significant as the findings could serve as a guide for many instructors who desire to use group work in their classes which is applicable across disciplines found in the literature. The findings are hopefully able to aid instructors in anticipating the progress of the task completion as they go through each group work stage. It is also significant because students' feedback can help instructors or even better, the institutions to create more effective group work projects in measuring students' competency and proficiency. Students' point of view is also vital to take into account as it is an indicator that the teaching and learning process are reciprocal and it complements the instructors' perspectives in meeting the demands of the betterment of learning.

One significant weakness of this study is that it is not an experiment designed to demonstrate a cause-and-effect relationship. However, with different research designs, further research is recommended to confirm this finding in a qualitative perspective or comparative findings between other group interaction models. This will assist educators in selecting the right model to cater to their students' and classroom needs.

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