

Original Research Article

Effects of Team Discussion on Students' Academic Performance in Social Studies

ABSTRACT

Aims: To investigate the effectiveness of team discussion method on students' achievement in Social Studies.

Study design: A quasi-experimental, pre-test, post-test control group design.

Place and Duration of Study: Passi National High School, between November 6, 2017 to January 3, 2018.

Methodology: The sample consisted of 71 grade 7 students. Simple random sampling was used to select 35 students from each section for the study. Simple random sampling was also adopted to allocate the group into experimental and control group.

Results: The result shows that as an entire group the students were found to have an "average" performance in social studies ($M=23.31$, $SD=4.17$). The experimental group ($M=22.34$, $SD=4.30$) obtained a higher mean result than the controlled group ($M=24.25$, $SD=3.86$) before the intervention although both groups were found to have an "average" performance in social studies. In the students' performance in social studies after the intervention, the result shows that there is a significant difference in the social studies performance of students in the controlled and experimental group ($t(69) = -7.547$, $p=0.000$). The result implies that students exposed to team discussion have a significantly better performance in social studies than the students exposed to

the lecture method. Hence, it can be concluded that team discussion is a better teaching strategy in teaching social studies than lecture method.

Conclusion:

There was a significant difference in the students' performance in social studies after the controlled group was exposed to lecture method and the experimental group was exposed to team discussion. Since the mean score of students belonging to the experimental group was significantly higher than that of the students in the controlled group, therefore team discussion is a significantly better strategy in teaching social studies than lecture method.

Keywords: team discussion, student, academic performance, social studies

INTRODUCTION

The main kind of education is teaching. You could think of it as a transaction between a teacher and a student in which one shares knowledge with the other. This idea has been held and put into effect, but it has now taken on a ritualistic quality in that just a small quantity of knowledge is imparted to the student, who memorizes it by heart and then repeats whatever he can remember, in whatever order or disarray, during the exam. In this way, the goal of education is defeated and reduced to a grade and a degree. Thus, the goal of education is misaligned in order to make a student

remember a memorable lesson. The "true purpose would be to train a student in the art of learning, not only to make him study a subject."

The aforementioned system, where the teacher dominates the class and the students act as passive listeners, is prevalent in Philippine schools and institutions. They are not given any opportunity to participate in the teaching-learning process, and the idea of individual differences is "completely neglected." As a result, the issue of stagnation and waste is getting worse every day. There have been numerous attempts to systematize meeting procedures to prevent this. Individual variations among the students in the classroom and to improve the effectiveness and enjoyment of teaching and learning. The constructivists' contribution to this topic is particularly noteworthy. They unveiled a new perspective on education that saw learning as a constructive process in which students actively create knowledge as opposed to passively absorbing it.

According to Adewuya (2003), team discussions are a common technique of teaching social studies in the Philippines. It operates around the tenet that numerous individuals should pool their knowledge and creative ideas in order to find answers to particular challenges. The discussion group's activities must be governed and led by the teacher or a student representative chosen by the class. Small group, devil's advocate, round table, panel discussion, opposing panel, and debate are just a few examples of the different ways that team discussions can be conducted. Students' sharing of ideas, the improvement of speech and listening skills in social situations, the clarification of

concepts, and the encouragement of teamwork are some benefits of the approach.

Despite all of the aforementioned benefits, there are a lot of drawbacks.

METHOD

The study adopted a quasi-experimental, pre-test, post-test control group design. The sample consisted of 71 grade 7 students of Passi National High School. Simple random sampling was used to select 35 students from each section for the study. Simple random sampling was also adopted to allocate the group into experimental and control group.

The instrument used for the study was the Social Studies Achievement Test (SSAT) designed by the researcher. It consisted of 50 multiple-choice items used for pre-test and post-test. The validity of the instrument was ascertained by the expert in Social Studies. Item analysis procedure was also used to validate the instrument. The test items which were found to have a difficult index of 48%-100% and discriminating power of 23.31 and above were regarded as good items. The reliability of the instrument was determined through test-re-test. The instrument was first administered on 35 students from one section that was not used for the study. After two **week**, the instrument was administered again on the same sets of students.

The students were first exposed to pre-test to check their knowledge baseline in Social Studies. The students were randomly assigned to experimental and control groups. The experimental group was exposed to treatment through team discussion method and the control group was taught through the normal conventional lecture

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method. The post-test was then administered on all the students after the experiment to check their level of achievement. The data collected were analyzed using Statistical Package for the Social Sciences (SPSS). The statistical significance was set at 0.05.

Sample

The study adopted a quasi-experimental, pre-test, post-test control group design. The sample consisted of 71 grade 7 students of Passi National High School. Simple random sampling was used to select 35 students from each section for the study. Simple random sampling was also adopted to allocate the group into experimental and control group. The instrument used for the study was the Social Studies Achievement Test (SSAT) designed by the researcher. It consisted of 50 multiple-choice items used for pre-test and post-test.

Data - gathering Instruments

The validated researcher made 50 multiple choice items used for pre-test and post-test. The instrument used for the study was the Social Studies Achievement Test (SSAT) designed by the researcher. The researcher-made test was designed to measure the academic performance of the the grade 7 of Passi National High School. The test was validated by the three social studies teachers to obtain its validity.

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Data Collection Procedure

Prior to week one, all necessary permissions were obtained from the principal to collect data and perform this action research project. A letter to the parents was also

secured because the administration wanted to be sure the parents understood that it was possible their children may be **video** or have their pictures taken during this project. The permission from the respondents was also secured to answer the researcher-made test. The test was personally administered to the respondents by the researcher. The researcher retrieved and checked the test. Data collected were recorded, tabulated using rubric, analyzed and interpreted.

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The performance of the students in Social Studies was interpreted as follows:

Mean Score	Description
40.01 – 50.00	Very High
30.01 – 40.00	High
20.01 – 30.00	Average
10.01 – 20.00	Low
0.00 – 10.00	Very Low

Intervention

The respondents were first informed that they will be used in the study. All necessary information and instructions were given to them before the study started. The study adopted a quasi-experimental, pre-test, post-test control group design. The sample consisted of 71 grade 7 students of Passi National High School. Simple random sampling was used to select 35 students from each section for the study. Simple random sampling was also adopted to allocate the group into experimental and control group. The instrument used for the study was the Social Studies Achievement Test

(SSAT) designed by the researcher. It consisted of 50 multiple-choice items used for pre-test and post-test. The validity of the instrument was ascertained by the expert in Social Studies. Item analysis procedure was also used to validate the instrument.

To enhance the academic performance of the students in social studies, team discussion method was implemented. The intervention lasted for two weeks starting from November 6, 2017 to January 3, 2018. On the first day, both in the experimental and controlled group were given a pre-test. On the next day, the introduction of first topic which team discussion was implemented in the experimental group while conventional lecture was made in the controlled group. Class in the experimental divided into five groups which there are an assigned leader and secretary. For every lesson, team discussion was implemented. Every group were given an activity that they need to brainstorm and discussed as a team. Every member will have a chance to share their ideas on the topic given by the researcher. The leader will act as a presider and the secretary will list down the answers which were shared by the members of the group. While students are working with their assigned topic, I roamed around to check whether each member cooperate to finish their task on time. I observed that in each group, members are given equal chance to participate and can contributed their own ideas not only on the assigned leader. After which, they will planned out what they need to present as a group. Every day, I see to it that there is a rotation of leader and secretary so that every member has a **chanced** to be a facilitator of the group. I felt that the cooperation in each group is well observed. While in the controlled group, I

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used conventional lecture **were** the teacher “do the talking” and there was no team discussion implemented. ▸

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On the second week, the same scenario was made on both groups. The post test was administered on the last day.

Data Analysis Procedure

To compare the pre-test and post test result of the students, mean and T-test was utilized. It was analyzed using Statistical Package for the Social Sciences (SPSS). The statistical significance was set at 0.05.

Mean. The performance of the students in Social Studies was interpreted before and after intervention:

The formula in getting the mean is:

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$$\bar{x} = \frac{\sum x}{N}$$

Where

\bar{x} = is the mean

$\sum x$ = is the sum of scores from 1 to n

N = is the total number of scores

The overall mean was computed and was described using the following:

Mean Score	Description
40.01 – 50.00	Very High
30.01 – 40.00	High
20.01 – 30.00	Average

10.01 – 20.00

Low

0.00 – 10.00

Very Low

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

Students' Performance in Social Studies before the Intervention

The result shows that as an entire group the students were found to have an "average" performance in social studies (M=23.31, SD=4.17).

The experimental group (M=22.34, SD=4.30) obtained a higher mean result than the controlled group (M=24.25, SD=3.86) before the intervention although both groups were found to have an "average" performance in social studies.

The result is reflected in Table 1.

Table 1. The mean and standard deviation results of students' performance in social studies before the intervention

Group	Mean	Description	Std. Deviation
Controlled	22.34	Average	4.30
Experimental	24.25	Average	3.86
Total	23.31	Average	4.17

Students' Performance in Social Studies after the Intervention

The result shows that as an entire group the students have an "average" performance in social studies after the intervention (M=29.20, SD=7.29).

The students in the controlled group or those exposed to the traditional lecture method have an “average” level of performance in social studies (M=24.26, SD=5.31) while the students in the experimental group or those exposed to cooperative teaching have a “high” level of performance in social studies (M=34.00, SD=5.56).

The result is shown in Table 2.

Table 2. The mean and standard deviation results of students' performance in social studies before the intervention

Group	Mean	Description	Std. Deviation
Controlled	24.26	Average	5.31
Experimental	34.00	High	5.56
Total	29.20	Average	7.29

Difference in the Students' Performance in Social Studies before the Intervention

The result of t-test for independent samples as reflected in Table 3 shows that there is no significant difference in the performance of students belonging to controlled and experimental group in social studies before the intervention

$t(69) = -1.967, p = 0.053$.

The result implies that students from both groups are comparable prior to the start of the intervention and that their social studies performance does not significantly differ.

The result is shown in Table 3.

Table 3. t-test results on students' performance in social studies before the intervention

Group	Mean	T	df	P
Controlled	22.34	-1.967	69	0.053
Experimental	24.25			

Difference in the performance in social studies of students in the controlled group before and after the intervention

The result shows that there is a significant difference in the social studies performance of the students in the pretest and posttest ($t(34) = -3.448, p = 0.002$).

The result means that the social studies performance of the students exposed to lecture method significantly improved before and after the intervention. Hence, lecture method is considered to be effective in improving the students' performance in social studies.

The results of the current research run counter to Okwilagwe's (2000) assertion that the lecture approach is more effective at handling large courses and provides for the transfer of a lot of information to the student. Despite its benefits, the lecture technique does not encourage pupils to innovate, inquire, or adopt a scientific mindset.

The result is reflected in Table 4.

Table 4. t-test results in the performance in social studies of students in the controlled group before and after the intervention

	Mean	T	Df	P
Pretest	22.34			
		-3.448	34	0.002
Post test	24.26			

Difference in the Performance in Social Studies of Students in the Experimental Group before and after the Intervention

The result shows that there is a significant difference in the social studies performance of the students exposed to team discussion before and after the intervention ($t(35) = -12.323, p = 0.000$).

The result means that the social studies performance of the students exposed to team discussion significantly improved before and after the intervention.

Different types of group discussions include small groups, devil's advocates, round tables, panel discussions, opposing panels, and debates (Adewuya, 2003). Students' sharing of ideas, the improvement of speech and listening skills in social situations, the clarification of concepts, and the encouragement of teamwork are some benefits of the approach. Despite all of the aforementioned benefits, there are a lot of drawbacks. If discussion is not adequately reined in, the classroom may become a marketplace, and confusion may develop as a result of inadequate leadership and the unstructured nature of the structure.

Table 5. t-test results in the performance in social studies of students in the experimental group before and after the intervention

	Mean	T	Df	p
Pretest	24.25	-12.323	35	0.000
Post test	34.00			

Difference in the Students' Performance in social studies after the Intervention

The result shows that there is a significant difference in the social studies performance of students in the controlled and experimental group ($t(69) = -7.547$, $p=0.000$).

The result implies that students exposed to team discussion have a significantly better performance in social studies than the students exposed to the lecture method. Hence, it can be concluded that team discussion is a better teaching strategy in teaching social studies than lecture method.

Table 6. t-test results on students' performance in social studies after the intervention

Group	Mean	T	Df	p
Controlled	24.26	-7.547	69	0.000
Experimental	34.00			

Conclusions

Based on the aforementioned findings, the following conclusions were formulated:

1. There was no significant difference in the students' performance in social studies before the intervention, which means that from the start of the experimentation the two groups of students assigned to controlled and experimental groups were comparable.

2. The students who belonged to the controlled group obtained an "average" performance in social studies before and after they were exposed to lecture method. However the result showed that their performance in social studies significantly improved after they were exposed to lecture method. Hence, lecture method was an effective method in improving students' performance in social studies.

3. The students in the experimental group performance in social studies significantly improved before and after they were exposed to team teaching. From "average" level of performance before the intervention, it rose to "high" level of performance in social studies after the intervention. This means that team discussion was an effective method in improving students' performance in social studies.

4. There was a significant difference in the students' performance in social studies after the controlled group was exposed to lecture method and the experimental group was exposed to team discussion. Since the mean score of students belonging to the experimental group was significantly higher than that of the students in the controlled group, therefore team discussion is a significantly better strategy in teaching social studies than lecture method.

Implications

In teaching Social Studies, learners should be exposed to processes that will make them identify the major difference among information, knowledge and reality. Learners gain knowledge when appropriate information is given to them and they process the information constantly. Information does not become knowledge automatically until learners have been actively involved in its processing (Akinleye, 2010).

The result of this study revealed that team discussion is a significantly better strategy in improving students' performance in social studies than the usual lecture method, therefore, Social Studies teachers should promote team discussion as a method of teaching Social Studies that encourages active participation of learners in learning processes. Team discussion works on the principle that many people are to put heads together in terms of knowledge and ideas to find solutions to specified problems. In employing team discussion, the students are encouraged to share their ideas, they develop their social skills of talking and listening, they improve their skills in clarification of ideas and promotion of team work.

Recommendations

Based on the findings and conclusions of the study, the researcher arrived at the following recommendations:

1. Since it was found out that team discussion is an effective method in improving students' performance in Social Studies, the teachers are encouraged to use team discussion as a strategy in teaching Social Studies.

2. It would be a great help on the part of the Social Studies teachers if the school principals should provide necessary support to teachers in their pursuit towards effective teaching and learning of Social Studies in secondary schools by providing scholarships to pursue graduate studies and sending them to seminars, trainings and workshops.

3. The Department of Education should organize trainings and in-service trainings to develop teachers' skills in handling team discussion as a strategy in teaching Social studies so that they could effectively implement this strategy in their teaching and will help improve the students' performance.

4. The government could sponsor seminars and trainings to enhance teachers' skills in using team discussion as a strategy in teaching. This will help alleviate the students' academic performance which is considered to be one of the serious problems of the society nowadays.

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CORRECTIONS

1. Add 's' to week highlighted in paragraph 2 under Method
2. The validated researcher made 50 multiple choice items used for pre-test and post-test. Restructure this statement to read: the researcher developed 50

multiple choice items used for pre-test and post-test under **Data - gathering Instruments.**

3. Under data collection procedure add 'ed' to the word **video** in the second statement. Also, you reported that the test was personally administered to the respondents by the researcher. What happened to the teacher who guided the 'control group'? That person is your research Assistant. Include the research assistant in your report.
4. Under intervention; rewrite the word '**chanced**' to read 'opportunity' as a research term instead. Also, within the last sentence in paragraph 2, were was highlighted- the right word is 'where'.
5. Under Implications add 'the in between to and processes, that is, to **the** processes within the first sentence.
6. Under recommendations number 1, where you **have the teachers are** encouraged to use, write the teachers **would be** ...

This article is very nice and it is publishable once these minor corrections are effected.

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