



## Effect of Group Discussion Method on Achievement

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### Abstract:

*The researcher decided to study the effect of Group Discussion Method on the students of standard 9 of Godhra district. Therefore, the researcher constructed the tool of spellings exercises regarding the Sanskrit subject of standard -9. The sample was selected randomly for data assortment. T-test were applied In favor of analyzed the data. Null Hypothesis created to find out the significant different at 0.01 and 0.05 level of significant.*

**Keywords:** *Achievement, Discussion, Group Discussion, Method*

### Introduction

Research has shown that participants in Extension educational programs strongly prefer interactive delivery methods, which allow them to learn new information by seeing, experiencing, and discussing. In working with groups, Extension educators often find it easier to provide opportunities for seeing and experiencing than for discussion. This fact sheet briefly describes methods that can be used to promote effective discussions in learner groups. When used as one part of a broader program delivery system, these methods can be very helpful in facilitating the learning process.

In the subject of Sanskrit, there are four basic skills for learning Sanskrit. Among these basic skills to write Sanskrit language without any Group Discussion Method is most important part of learning. It is very essential for the students that to learn Sanskrit language by using the Group Discussion Method. Here the researcher has studied the effect of Group Discussion Method on achievement of the students of standard 9.

### Discussion Methods



**Panel.** In a panel discussion, a small group of individuals (from three to five) who are knowledgeable about a particular subject discuss the topic among themselves in front of an audience. Panel participants make no formal presentations; they exchange ideas through conversation.

**Dialogue.** This method is very similar to a panel discussion, but only two individuals take part in discussing the subject in front of an audience.

**Symposium.** In a symposium, a small number of speakers who are knowledgeable about a particular subject make short presentations in succession. These presentations usually range from five to fifteen minutes each.

**Forum.** This form of discussion allows for participation by the audience. There are several types of forums. The most common are:

**Open forum:** Members of the audience are allowed to participate at any time during the meeting.

**Panel-forum:** Members of an audience hear a panel discussion and are then allowed to ask questions or to comment on the subject under discussion.

**Symposium-forum:** Members of the audience hear presentations by invited speakers and are then allowed to question, discuss, or comment.

**Dialogue-forum:** Members of the audience are allowed to question, discuss, or comment after the dialogue.

**Lecture-forum:** After a formal presentation by a knowledgeable speaker, audience members are given the opportunity to question, comment, seek clarification, or discuss the information presented.

**Colloquy.** This method combines a panel discussion with a forum. During the course of a panel discussion, audience members may be invited to comment or ask questions if panel members or the chair perceive a need to clarify points, avoid neglecting an issue, or assure that a misperception is not allowed to stand. Any interruptions of the panel discussion must be focused on the point at hand. When the matter has been resolved, the organized discussion among panel members resumes.

**Buzz Session.** The audience is divided into groups of six to eight persons for discussion of relevant questions posed by the leader. One individual from each group may be asked to summarize the group's discussion and report to the entire audience.

**Audience Reaction Team.** Three to five members of the audience are preselected to listen to a presentation and respond by offering a brief summary and interpretation of the information

presented. This discussion method can be used effectively in large group settings and when time is limited.

**Question Period.** Members of the audience are provided an opportunity to ask questions of program participants after their formal presentations have been completed. Usually, a time limit is set for each question and for the entire question-and-answer period.

**Brainstorming.** Members of the audience are encouraged to participate by sharing their ideas or suggestions for solving a problem. No discussion of each point is allowed until all ideas have been expressed. Since the intent of this discussion method is to generate a wide range of ideas, no contributor is allowed to defend the information presented. The atmosphere should be open and encouraging.

**Discussion Group.** A group of people meet informally to discuss a topic of mutual concern.

**Workshop.** A small group of people (25 or fewer) with a common interest meet to study, research, and discuss a specific subject or to enhance their individual knowledge and proficiency.

**Seminar.** A group of people who are studying a specific subject meet for a discussion led by a recognized authority.

**Conference.** Large or small groups of people having similar interests meet to hear formal presentations to the entire group; they also meet in smaller groups to discuss specific aspects of the conference's general topic.

### Objectives

1. To study the effect of Group Discussion Method of the students of standard 9 of Godhra District.
2. To study the Group Discussion Method of the urban students and rural students of standard 9.
3. To study the Group Discussion Method of the granted school students and self finance school students of standard 9.

### Hypothesis

1. There will be significant mean difference will shown in the mean score of Achievement post test between the urban students and rural students of standard 9.
2. There will be significant mean difference will shown in the mean score of Achievement post test between the granted school students and self finance students of standard 9.

### Methodology of the study

Two schools were selected randomly of Godhra district. Among these two schools one school was from rural area and one from the urban area. In this way, the researcher selected 40-40 students randomly from each school. Then after for the application of the treatment of Spellings exercises, two equal groups (controlled and experimental) were prepared by the researcher.

Achievement test was prepared by the researcher, which contains 50 questions among the selected five chapters of Sanskrit text book of standard 9. Statistical parameters like mean, medium, standard deviation, t-test were calculated for testing the hypothesis.

### Experiment

The research prepared two equal groups as per simple equal group pre-test post test design of experimental method by using the overall result of the first test of the School. The researcher considered this result as a pre test and prepared two equal groups (i.e. Experimental group & Controlled group). The researcher gave the treatment of Group Discussion Method to the Experimental group and no treatment was given to the students of Controlled group.

### Data collection

To collect the data the researcher has made the Achievement test contains 50 questions of the selected five chapter of Sanskrit text Book of standard 9. The research gave the Achievement test as post test and collect the score of pre test. After collected the score of pre test the treatment was given to the students of experimental group of spellings exercises for one week. After the period of one week, the post test of the spellings exercises was given to the students by the researcher and collected the final score.

### Data analysis

After collection of the data, the researcher has made frequency distribution by using proper scheme to convert response into score. With the help of frequency distribution. The researcher found out that mean and standard deviation. t- Value was calculated for testing the hypotheses.

**Table 1 Summary of Data Analysis**

Students	N	M	t-value	Sig./N.S.
Urban	20	35.20	3.52	Significant
Rural	20	24.25		
Granted	20	30.98	4.25	Significant
Non Granted	20	22.88		

### Findings

The findings of this present study are as under.

1. There is a Significant mean difference shown at 0.01 and 0.05 level of significance in the Group Discussion Method between the rural students and the urban students of standard 9. The difference shown in favour of the students of urban school.
2. There is a Significant mean difference shown at 0.01 and 0.05 level of significance in the Group Discussion Method between the granted school students and the self finance school students of standard 9. The difference shown in favour of the students of granted school.

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