

**EFFECTIVENESS OF DISCUSSION METHOD IN LEARNING SOCIOLOGICAL
CONCEPTS AMONG B.Ed STUDENT TEACHERS**

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Abstract

The present study tries to find out the effectiveness of discussion method in learning sociological concepts among B.Ed student teachers. Rotational group design is adopted for this research study. The investigator had chosen 72 samples for this study. Among, 36 student teachers were chosen as control group and remaining 36 student teachers were chosen as experimental group. The appropriate statistical techniques were used for analysis. Finally the investigator concludes that student teachers learning through discussion method showed better performance than the students learned through lecture method.

Key words: *Effectiveness, discussion method, Lecture method*

1. Introduction

Teaching is an art. To teach successfully, one must plan successfully. For successful planning, teachers should aware of how to facilitate a positive learning experience for all students. The teachers use their best judgment to decide which teaching method or strategy will work best for the particular concepts. There are so many teaching methods and techniques like lecture, demonstration, analytic, synthetic, problem solving, heuristic, dramatization, brainstorming, discussion, discovery method etc. available in front of the teachers. Among these, the teachers alone choose which method or technique will suitable for successful teaching learning process.

2. Need for the study

In general, several teaching methods are practiced in school education to transfer the ideas, principles and concepts. But lecture method alone vastly practiced in our higher

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education system. There are many higher education programmes in India. Among them, Teacher education is one of the important sub divisions of higher education. Here, though various teaching methods and techniques taught to student teachers, most of the professors follow the lecture method alone. Lecturing is one of the oldest methods of teaching, and it is currently adopted by most of the teacher educators. In this method, students are passively receiving information. Active participation and cooperation of students is the base for effective and permanent learning. Because of this, educational experts emphasize the professors to use the modern teaching methods and students' participation oriented teaching methods. So only the investigator tried the discussion method in this research activity.

Education is the best medicine for social evils like gender disparity, social injustice, dowry, sexual harassment, child labour and etc. If education fails to bring change in the learner, then it is worthless. Education and society are mutually interdependent, complementary and supplementary. Education is a transmission of civilization. Because of this only, policy makers and experts framed the sociological concepts in name of **Contemporary India and Education** in teacher education curriculum. So only the investigator practiced the discussion method in learning sociological concepts of B.Ed curriculum.

3. Scope of the study

The present investigation aims at exploring the different teaching methods and their impact on academic achievement of student teachers, which might help the individual, teacher educators, principals, educationalists and the government to understand the performance of students based on different method of teaching and help in planning for better experiences and framing suitable curriculum to the learners in the most possible way.

4. Objectives of the study

The objective of this study was to study and compare the effectiveness of lecture and discussion methods in learning sociological concepts among the B.Ed student teachers.

5. Statement of the problem

The investigator has taken up the research problem entitled as,

“A Study on the Effectiveness of Discussion Method in Learning Sociological Concepts among B.Ed Student Teachers”

6. Operational definitions

Effectiveness

It refers to the result of independent variable introduced in the study.

Discussion method

Discussion is a method in which the teacher leads or guides the students in expressing their opinions and ideas to find solutions or answers to specified problems or topics. Simply, discussion is an exchange of ideas on given or specific topics.

Sociological concepts

In Tamilnadu teachers Education University B.Ed curriculum, there are some topics based on sociological principles and ideas comes under the subject **“Contemporary India and Education”**. Among, the following two concepts were selected for this study,

- Understanding the social diversity
- Inequality, discrimination and marginalization in education

The above topics are considered as sociological concepts in this research study.

B.Ed student teachers

Students those who are studying bachelor of education (B.Ed) course in Tamilnadu are called as B.Ed student teachers.

7. Hypotheses of the study

Phase 1

H₀ 1: There is no significant difference in the post test mean scores of control group and experimental group student teachers.

H₀ 2: There is no significant difference in the post test mean scores of control group and experimental group students based on student teachers' medium of instruction.

Phase 2

H₀ 1: There is no significant difference in the post test mean scores of control group and experimental group student teachers.

H₀ 2: There is no significant difference in the post test mean scores of control group and experimental group students based on student teachers' medium of instruction.

8. Sample for the study

The present study consists of 72 student teachers those who are studying in Vellalar College of Education for Women. The sample was selected by using cluster sampling technique. In phase I, among 72 student teachers, 36 student teachers are selected from the Section A class of Vellalar College of Education for Women (control group) and remaining 36 students are selected from the Section B class of Vellalar College of Education for Women (experimental group). In phase II, the samples are vice versa.

9. Research Design of the study

An experimental design to the researcher is what a blueprint is to an architect. It provides the researcher an opportunity for comparisons required by the hypotheses of the experiment and enables him/ her to make a meaningful interpretation of the results of the study with the help of statistical analysis of the data. The design selected for the present study is *post test only rotational group design*.

RESEARCH DESIGN			
Method		Post test only rotational group design	
Phase 1			
Group	Sample	Sample size	Treatment variable
Control	Section A class of Vellalar College of Education for Women	36	Lecture method
Experimental	Section B class of Vellalar College of Education for Women	36	Discussion method
Phase 2			
Group	Sample	Sample size	Treatment variable
Control	Section B class of Vellalar College of Education for Women	36	Lecture method
Experimental	Section A class of Vellalar College of Education for Women	36	Discussion method
Dependent variables		Phase 1	Academic Achievement of student teachers
		Phase 2	

10. Administration procedure

During the experimental process, in phase I and phase II, the control group was taught by lecture method and the experimental group was taught by discussion method. But the samples were exchanged in phase II.

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11. Tool used for the study

Investigator's self made achievement tests were used as a tool for the study. Validity of the tools was established by the opinion of the juries. Reliability of the tools was established by the parallel form method.

12. Data analysis

Phase 1

H₀ 1:

There is no significant difference in the post test mean scores of control group and experimental group students.

Table 1

Difference between control and experimental group in phase 1

GROUP	N	Mean	S.D.	't' VALUE	RESULT
Control	36	18.59	2.47	6.75*	Significant*
Experimental	36	22.19	2.05		

(* at 5% level of significance the table value of 't' is 1.98)

It is evident from Table1 that there is a significant difference between control and experimental group students in their mean scores at phase 1. The experimental group is better than the control group in their mean scores. Hence, the Discussion method is effective for learning sociological concepts in B.Ed. Curriculum.

H₀ 2:

There is no significant difference in the post test mean scores of control group and experimental group students based on student teachers' medium of instruction.

Table 2

Difference between control and experimental group based on medium of instruction in Phase 1

VARIABLE	SUB VARIABLE	GROUP	N	M	S.D.	't' VALUE	RESULT
Medium of instruction	Tamil	Control	19	19.21	2.25	3.93	Significant*
		Experimental	20	22	2.18		
	English	Control	17	17.88	2.57	5.78	Significant*
		Experimental	16	22.44	1.93		

(* at 5% level of significance the table value of 't' is 2.02)

It is evident from Table 2 that there is a significant difference between control and experimental group students in their mean scores based on student teachers' medium of instruction at phase 1. The experimental group is better than the control group in their mean scores both Tamil and English medium. Hence, the discussion method is effective for learning sociological concepts in B.Ed. Curriculum based on medium of instruction.

Phase 2

H₀ 1: There is no significant difference in the post test mean scores of control group and experimental group students.

Table 3

Difference between control and experimental group in phase 2

GROUP	N	Mean	S.D.	't' VALUE	RESULT
Control	36	21.16	1.99	4.69	Significant*
Experimental	36	18.88	2.12		

(* at 5% level of significance the table value of 't' is 1.98)

Table 3 reveals that there is a significant difference between control and experimental group students in their mean scores at phase 2. The experimental group is better than the control group in their mean scores. Hence, the Discussion method is effective for learning sociological concepts in B.Ed. Curriculum.

H₀ 2: There is no significant difference in the post test mean scores of control group and experimental group students based on student teachers' medium of instruction.

Table 4

Difference between control and experimental group based on medium of instruction in Phase 2

VARIABLE	SUB VARIABLE	GROUP	N	M	S.D.	't' VALUE	RESULT
Medium of instruction	Tamil	Control	19	19.45	1.50	3.34	Significant*
		Experimental	20	21.37	2.03		
	English	Control	17	18.18	2.59	3.42	Significant*
		Experimental	16	20.94	1.98		

(* at 5% level of significance the table value of 't' is 2.02)

It is evident from Table 4 that there is a significant difference between control and experimental group students in their mean scores based on student teachers' medium of instruction at phase 2. The experimental group is better than the control group in their mean scores both Tamil and English medium. Hence, the discussion method is effective for learning sociological concepts in B.Ed. Curriculum based on medium of instruction.

13. Major findings

From the phase 1 and phase 2, Student teachers those who are learned through discussion method showed better performance than the student teachers learned by lecture method. This result supports the suggested instructional approaches/methods which are given in the syllabus by Tamilnadu Teachers Education University.

14. Conclusion

The high effectiveness of Discussion method of teaching in learning sociological concepts has been tested and found true by conducting the experiment. The student teachers who underwent training in this mode exhibited higher grasp of the concepts revealed by

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comparison with the performance of the control group. The observation and inference can logically be extended for other subjects, especially **Gender, School, Society** subject topics in B.Ed. Curriculum.

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