



## *Effect of Discussion Method of Teaching on Academic Achievement of Students: An Experimental Study*

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### Article Details:

Received on 24 April 2025

Accepted on 22 May 2025

Published on 23 May 2025

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### Abstract

The aim of this study was to find out the effect of Discussion Method of Teaching on the academic achievement of students and to compare the effect of Discussion Method and Traditional Methods on the academic achievement of the students of Intermediate (2nd year) at Government Postgraduate Girls College, Bagh AJ&K. All 40 enrolled students were selected as sample by using simple random sampling technique. The students were divided into two groups: 20 in the experimental group and 20 in the control group. For this purpose, only post-test technique was used for both the groups. The data were collected by post-tests in order to find effectiveness of teaching Civics through Discussion Method at the college level. The researcher developed a post-test for the sampled group of students. Written MCQ Type tests were developed from the course book published by Punjab Textbook Board for Intermediate students. Through post-test, the researcher collected data. This collected data was presented in tabulated form and then it was analyzed by using independent sampled t-test. SPSS-23 software was used for analysis. The results of the study showed that Discussion Method has a significant and positive effect on the academic achievement of students at the college level. To improve Civics teaching at this level, Discussion Method is recommended for the academic achievement of the students at Intermediate level.

**Key words:** Discussion method, academic Achievement, Experimental study



## Introduction

A teacher is a crucial component of the teaching and learning process because he follows the educational plans and ensures that the higher students receive all the necessary information throughout the year. The primary goal of teaching at a higher auxiliary level is to effect a significant change in the learner (Tebabal & Kahssay, 2011). The majority of traditional teaching methods were educator-centered and devoid of activities for the students, which caused them to become detached and enabled them to receive information from the teacher without increasing their level of engagement with the subject. These methods are also least viable, more hypothetical, and focus on memorization (Tebabal & Kahssay, 2011). Since students understand the concept of transparency learning, student-centered techniques that are more effective are more energized (Brindley, 2015). Today, the majority of instructors use the student-centered approach to foster interest, expository research, fundamental thinking, and satisfaction among higher auxiliary level students (Hesson & Shad, 2007).

Dialog may be a sort of movement, which includes breaking the course into little bunches for viable talking on a theme, an issue. It is topic handled in such a way as students converse openly to the instructor, it is a student centered strategy since understudies take part effectively. The part of the teacher is that of an arbitrator. There is stream of data from educator to understudy. The instructor ought to not permit people to rule the dialog (Yusuf, 2012).

Appraisal may be a major apparatus utilized within the preparation of assessing candidates' achievement or performance within the higher auxiliary framework; it plays a major part within the instructive advancement. One of the ways of evaluating understudies is utilizing test, which can be either paper or objective. Instructors play a key role in bringing almost understudies learning and the part of the educator is exceptionally crucial in teaching understudies within the higher auxiliary setting. In order to exchange knowledge, teachers must choose the best instructional strategy for the learner as well as the destinations and desired results. The majority of higher secondary students' poor academic performance in a variety of subject areas is primarily caused by teachers using ineffective teaching techniques to convey knowledge to students, so teachers should be familiar with a variety of pedagogical approaches (Adunola, 2011). Those with knowledge or skill, especially in upper auxiliary, may find a purpose in teaching. Argues that in modern tertiary classrooms, teachers mostly employ the traditional approach, which may be an instructor-centered strategy, and that this suggests that students are passive and their learning is typically superficial (Ogide, 2017). It was discovered that teachers' educational tactics had a greater impact on students' destitute execution than their skills or the components of their learning environment (Asikhia, 2010).

Majority of students' typical poor performance is fundamentally linked to teachers' use of effective teaching techniques to transfer knowledge to their students (Adunola, 2011). Opined that, the choice of a specific strategy of instructing by the number by the instructor is decided by the number of components which incorporates the substance to be instructed, the goals which the instructor plans to realize, accessibility of educating and learning assets and the capacity and eagerness of the instructor as a chance that ordinary instructing help is are not accessible for the assessment and take after up exercises to check person learner contrasts (Ndirangu, 2007).

To achieve certain outcomes, education may involve bringing about the desired changes in



students (Ayeni 2011). Keeping in mind that instructors need to be conversant with numerous teaching techniques that take into account the extreme complexity of the concepts that need to be covered for the teaching strategy to be successful (Adunola, 2011).

Discussion strategy is a dynamic teaching method that helps students to solve problems, respond to questions, establish the context of their claims, and discuss, clarify, argue about, or brainstorm during lessons. In the discussion technique, the educators lead or direct the students as they communicate their findings and ideas in an effort to recognize and comprehend problems as a group. The picture of education comprises the exchange of ideas (interaction) between teachers and students through quizzes and tests, replies and responses, as well as praise and feedback. According to Pollard et al. (2008), dialogue is an exploratory dialogue in which participants explore ideas and feelings together and fully commit to learning. According to Duruji et al. (2014), conversation may be a strategy that allows for dialogue between educated and uninitiated as well as amongst learners themselves. It might involve a process that focuses on in-class dialogues, discussions, and thought-sharing. It enables everyone to have a seat, focus, and engage in dialogue and thought, emphasizing the value of "getting to know" as well as "having the right answer."

Baxter (2010) concurred with Zvavanhu (2010) that lesson discourse can propel learners whereas making a difference holds information and develops effective problem-solving capacities. Amid discourse session, learners take part within the learning preparation process, handle to prepare by contributing issues, setting the solution(s) into activity and assessing the outcomes.

It is evident from the literature of the study that the performance of college students has not been encouraging despite the use of the (lecture method) by teachers at college level. Previous studies reveal that alternative teaching methods like discussion method have proved useful in improving performances in different subject areas. This study, therefore, is interested in seeing how discussion teaching method can facilitate effective mastery among college students and improves their performance in the subject of Civics.

### **Objective of the Study**

This study aimed at finding out:

- 1 To measure the effect of Discussion Method of Teaching on academic achievement of students in Civics at college level (Experimental Group).
- 2 To find out academic achievement of students in Civics with Traditional Method at college level (Control Group).
- 3 To compare the academic achievement of experimental group and control group.

### **Research Hypothesis**

Ho-1: There is no significant different of academic achievement between experimental group and control group.

### **Methodology**

The research being done was experimental. This study solely used post-tests control group design. To reduce the bias in experimental intensity, this is an appropriate design. This is one of the most effective designs for lowering hazards to experimental validity. The experimental and control groups were balanced for randomization. At the end of the experimental period, a statistical analysis, or t-test, is performed on the difference between the mean test scores of the experimental and control groups. In the current study, 40 students were participated. All participants were second-year students at the government



postgraduate institution for girls in Bagh city studying civics. The students were divided into two groups (Control and Experimental each group consisted of 20 in each group. The researcher first selected five chapters from grade 12 subject of Civics published by the Punjab Textbook Board. The researcher developed MCQs type and short answer question test and then made lesson plan for teaching. These questions were based on the three levels (Knowledge, Comprehension, and Application) of cognitive domain of Bloom Taxonomy.

The researcher conducted the post-test for data collection after teaching. For analysis the independent sample t-test, is a statistical test for contrasting the means of two groups, was applied.

### Data Analysis

Data interpretation entails describing the datasets whereas data analysis entails attempting to analyze the datasets. Making sense of obtained, reviewed, and presented numerical data is the process of interpretation. Getting meaningful and usable information about the data is the goal of data collection and interpretation.

**Table 1. Result of overall Test Score**

Achievement	Groups	N	M	SD	t value	df	Sig	Cohen's d value
Overall Test score	Experimental Group	20	110.2	13.93	6.591	38	.000	2.08
	Control Group	20	84.6	10.38				

Table 1 illustrates that overall test score for the Experimental Group. ( $M=110.2$   $SD=13.923$ ) is higher than the value of the control Group ( $M=84.6$ ,  $SD=10.38$ ) and  $t(38) = 6.591$ ,  $P < .05$  demonstrates how the disparities between the two groups are. This difference between the two groups is clear, much as how the experimental groups' means values are higher and more significant than the control groups'. The Cohen's d value is 2.08 shows extremely strong effect of discussion method on achievement. This contradicts the  $H_0$  hypothesis, which held that there was a significant difference between the achievement of the Experimental Group and the Control Group. The use of the discussion approach led to the experimental group's output being highly potent. Discussion techniques are effectively used in the classroom to further educational objectives.

**Table 2 Result of overall-knowledge level Test score**

Achievement	Groups	N	M	SD	t value	df	Sig	Cohen's d value
Knowledge level test score	Experimental Group	20	40.2	4.42	7.721	38	.000	2.60
	Control Group	20	30.1	4.07				

Table 2 demonstrates that the Experimental Group's value of the overall knowledge test ( $M=40.2$   $SD=4.42$ ) is higher than the value of the Control Group ( $M=30.1$ ,  $SD=4.07$ ) and  $t(38) = 7.721$ ,  $P < .05$  shows that the two groups' differences are apparent. Similar to the knowledge level, the experimental group's mean value is higher and significantly different from the control group's value, showing a definite distinction between the two groups. The Cohen's d value is 2.60 shows extremely strong effect of discussion method on achievement. The  $H_0$  hypothesis, which claimed there was a significant difference between the accomplishments of the Experimental group and the Control group, is thus disproved. The experimental group's production was quite powerful as a result of the discussion method's



utilization. The use of discussion methods in the classroom for instructional goals has a net beneficial effect.

**Table 3. Result of overall-comprehension level Test score**

Achievement	Groups	N	M	SD	t-value	df	Sig	Cohen's d value
Overall Comprehension level test score	Experimental Group	20	40.50	4.86	5.67	38	.000	1.76
	Control Group	20	31.25	5.45				

**Table 3** demonstrates that the Experimental Group's overall comprehension exam was valuable. ( $M=40.50$   $SD=4.86$ ) is higher than the value of the Control Group ( $M=31.25$ ,  $SD=5.45$ ) and  $t(38) = 5.67$ ,  $P<.05$  demonstrates how stark the disparities between the two groups are. Similar to this, the mean understanding level of the experimental group is higher and substantially different from the value of the control group, demonstrating a clear difference between the two groups. The Cohen's d value is 1.76 shows very strong effect of discussion method on achievement. This contradicts the  $H_0$  hypothesis, which held that there was a substantial difference between the successes of the Experimental Group and the Control Group. The use of the discussion approach led to the experimental group's output being highly potent. Discussion techniques are effectively used in the classroom to further educational objectives.

**Table 4. Result of overall-Application Level Test Score**

Achievement	Groups	N	M	SD	t-value	df	Sig	Cohen's d value
Overall application level test score	Experimental Group	20	29.3	4.90	4.804	38	.000	1.53
	Control Group	20	23.3	2.77				

**Table 4** demonstrates that the Experimental Group's overall application test value was high. ( $M=29.3$   $SD=4.90$ ) is higher than the value of the Control Group ( $M=23.3$ ,  $SD=2.77$ ) and  $t(38) = 4.804$ ,  $P<.05$  shows that the two groups' differences are very apparent. Similar to this, the mean understanding level of the experimental group is higher and substantially different from the value of the control group, demonstrating a clear difference between the two groups. The Cohen's d value is 1.53 shows very strong effect of discussion method on achievement. This contradicts the  $H_0$  hypothesis, which held that there was a substantial difference between the successes of the Experimental Group and the Control Group. The experimental group's production was quite powerful as a result of the discussion method's utilization. The use of discussion methods in the classroom for instructional goals has a net beneficial effect.

### Discussion

Every teaching strategy has unique implementation requirements. A teaching strategy that works well in one setting might not be appropriate for another setting or subject. A study has been done to determine the impact of discussion method of instruction on college-level students' academic progress in the subject of Civics. College students' academic progress in a Civics course has been evaluated using discussion techniques in preparation for a post-test. For post-test results, the student's enthusiasm in the Civics course is also evaluated using discussion-based teaching techniques. Statistics are used to examine the





post-test results produced using discussion approaches.

According to the statistical analysis of the Discussion method's impact on students' academic accomplishment, after ten days of instruction, there was a considerable improvement in the students' post-test scores. According to study by Anthony & Garner discussion-based teaching methods are superior to other teaching methods.

The results of the current assessment and chronicled were distributed in the composing review and near in specific viewpoints. A bit of the advantages of discussion method is seen in the composing review perceived by competitors in the current study. Assessment giving in the composing study to the study suggested that using discussion method improved the time paid on task by students in different habits. The current assessment found that the usage of discussion method achieved extraordinary achievement. It was moreover that this sort of treatment impacted students' achievement.

Students deny that they get bored while having a debate and that it is not a wastage of time. Students also argue that the instructors impose their viewpoints throughout the discussion and that just a handful of the students can speak constantly (Wallace, 2004). As they would be inspired and motivated to join in subsequent conversations, students' participation in class activities would have an effect on their actual learning. Students think that by actively participating in class discussions, they will be able to develop a variety of important linguistic abilities. Students should take note of this development because it will help them use language to develop their ability to generate thoughts and points of view when reading works from literature and the language is used in conversations (Ramsden, 2003). Majority of the students expressed faith in the ability of dialogue to improve their cognitive abilities. They agreed in terms of their capacity to pick up ideas during discussions and increase their general knowledge, but some are less certain in terms of their capacity to evaluate material, glean in-depth perspectives, or contrast their ideas with those of others. Students confirmed that during discussions, they gained self-confidence, express their viewpoints without reservation, and are inspired to take part in future discussions. However, other students lacked the confidence to voice their ideas since they preferred to wait for the lecturer or another student to encourage them to do so (Brookfield & Perskil, 2005).

### Conclusion

According to the first objective, the results of the current study showed that the experiment group's performance was outstanding when compared to the control group, which was evidence of the beneficial and substantial effects of using educational discussion in college-level Civics instruction in Bagh. It has been demonstrated that using educational conversation for instructional purposes in the classroom has a generally favorable and significant impact.

According to the second objective, current study's findings, students in the experimental group who were taught utilizing a discussion-based method did better than those in the control group who were given lectures. Students in this research seemed to have a better understanding of the subject matter, going by the results of their post-test. This supported the claim made by Andale and Numb (2016) that the discussion technique encourages students to participate actively in the classroom and is the reason why students perform well on posttests and in discussions. As a result, the discussion method enabled the students to exchange knowledge, express their perspectives, and make comments. Contrarily, employing the lecture approach as the sole mode of instruction seemed to soon



leave most students bored and cause them to lose interest in what the instructor has to say. This indicates that the learners' knowledge of the subject could be improved by the use of discussion approaches.

According to the third objective, the study also found that using the discussion method results in better reading comprehension skills. Students' interest was piqued and their participation in class rose appropriate to the discussion method. Students were able to remember and recall more information from the texts for discussions that were held before to, during, and after the reading exercise. The findings also suggest that the teacher is in charge of assisting students in understanding texts by encouraging certain reading practices prior to, during, and after the reading exercise. To make the session engaging, relevant, practical, and enjoyable, the instructor must receive training on how to teach reading successfully and efficiently. The researchers believe that unless teachers and curriculum designers adapt to the demands of the students by employing appropriate and effective teaching approaches in reading comprehension sessions, the reading problems of college students cannot be overcome.

### Recommendations

Based on the research's findings, certain recommendations have been made to improve the students' learning through discourse in the classroom.

From the findings and conclusions, the following recommendations were made:

1. The researcher advise the college's administrators to hold instructional discussions in every subject's class practically on all the issues. To further improve students' conceptual understanding; they should make sure that Civics is taught at the college level via educational dialogue.
2. The researcher recommends that all the stake holders, such as students and teachers should also find new ways of improving the performance of the students.
3. The researcher recommends the curriculum developers and policies makers to make policies to motivate and develop an interest in learning.
4. The researcher recommends that future researchers may conduct this study at a broad level with the addition of other variables.

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