

TEAM GAME TEACHING (TGT) AND INSTRUMENTED TEAM LEARNING (ITL): MEDIA FOR TEACHING ACHIEVEMENT MOTIVATION APPROACH

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ABSTRACT

Team Game Teaching (TGT) and the Instrumented Team Learning (ITL) served as an objective teaching evaluation technique for teaching achievement motivation approach. It is driven with motivating factor which encouraged students to actively participate in the teaching-learning process for better score performance.

Hence, the study showed that perception in cognitive, affective, psychomotor and language domain in the post test is too high which badly contribute to negative correlation. Means, it was highly perceived but manifested with low score. However, t-test analysis on paired mean scores from the pretest and the post test revealed a high significant difference at 1% and 5% level of significance in the improvement of post test score where achievement motivation approach is applied.

INTRODUCTION

Learning approaches, techniques and strategies overwhelm the process of learning atmosphere with the profound psycho-philosophical understanding of the nature and nurture aspects of students. In real world, the teachers dominantly do transfers of lessons as democratic authoritarian figure in the classroom. Students have been given freedom with the teachers mental framework of DO's and DONT'S to follow ruled by commands, instructions, requests, reminders and pressures.

With this, the researchers employ the team achievement motivation approach to improve the classroom instruction and teaching strategy. This study focuses on the team achievement motivation approach in enhancing score performance.

The approach utilizes the team cooperation to read their lesson for it stimulates the reading habits and comprehension, team game teaching that serves as team constructive competition, pre and post instrumented team learning evaluation to measure the team learning efficiency, and the teacher teaching reinforcement for elaboration and clarification as it enhances academic performance.\

In the study of related literature states that small group instruction is the division of students to provide an opportunity for the students to become more actively and effectively engages in learning and for the teachers to monitor the student's progress better. Small grouping can enhance students' cooperation and social skills. It can also provide interesting challenges, allow the students to progress at their own pace, p provide a physiologically safe situation in which to master the material, and encourage them to contribute to a class activities. It helps the instruction to monitor work and assess progress through questioning, discussion and checking workbook, exercises, and quizzes geared for the particular group. It also gives the teachers a chance to introduce other skill at a level suited to a particular group (Boiser et. al., 1996).

Peer tutoring within the same class is common. It is obvious that the students are more willing to ask fellow students than the teachers. They benefit from relationship because their own understanding is reinforced in explaining the idea or problem and their social skill also enhanced (Ornstein et. al., 1980).

In group activities, the teachers' role moves from engineering to directing or resource person to facilitator and some leadership functions are transferred from the teachers to students. In appropriate activities, instruction in group activities can be as effective or more effective than relying on the teacher as the major source of learning (Kournin, J 1997).

A noticeable decline in the learners' academic achievement has been observed today by educators and concerned laymen. Graduates of elementary and high schools are not comparable with those of their counterpart's decade ago. In fact, only a few of them have the facility of expressing themselves orally and in writing. There is a need for the use of more effective instructions and strategies by teachers. Cooperative learning, according to Schlechty (1990), is a technique putting children in work group and assuring them that even if they have different background and different abilities and experiences in working together in productive ways.

Cooperative learning is perceived to raise the academic achievement and encourage pupils to help and support peers their group rather than compete against one another. Through this approach, the children learn from each other such that high and low ability children benefit from cooperation as cited by Salling and Stipek (1990).

To make learning effective, the teachers must involve the learners in organizing and finding relationship in the information they encounter rather than being empty receptacle in need of a fill up as describe by Hassard (1990).

The goal is to maximize the learning of all learners and to increase the mutuality of their relationships with children different from themselves. Thus, there is a need to change some teaching methodologies to a cooperative learning that is centered on having students become more willing and able to accept responsibility and control for their own learning.

Deutsch (1990) found out that participants in cooperative learning enjoy the task; display greater motivation; and finish tasks more efficiently than individuals who engage in task which utilize competition. It is likewise creates among learners a positive impact on the individual's self-esteem, helping behavior, interest, personal liking, mutual concern among peers, cooperation and attitude toward school learning, as a result of an observation made Lasarowitz, Sharan and Steinberg (1980). This approach promote cognitive, affective and psychomotor development.

Man needs to experience a certain degree of achievement necessary for self as well group acceptance-for self esteem as well as for social recognition. No matter how humble a man may be he needs to feel that he is accomplishing something, which others will benefit from. In other words, he needs to feel involved and to feel that his involvement is tipping the balance somewhere (Lazarus, R 1961).

The need for achievement is an internal state of arousal that leads to vigorous, persistent, goal directed behavior. This occurs when a person is asked to perform a task which can be judged against some standard of excellence that may be defined by the person or by others. Performance is evaluated in terms of success or failure in relation to standard of excellence (Atkinson and Birch, 1978; Atkinson and Raynor, 1974), Achievement is not aroused in every situation.

There are also differences between people in the strength of the achievement motive. The origin of the individual differences in achievement motivation have been linked to parental child rearing practices. Children who shows strong achievement motivation experience the following: early and continuing encouragement for achievement, encouragement for exploration and investigation, reward or praise for achievement efforts.

Role models who show children how things are done or who express satisfaction in their own achievements also help children establish a motive for achieving success. The presence of male and female models who have high achievement aspiration in literature, in television programs, in community leadership roles, and of course, in the family group will contribute to the internalization of strong achievement motives and the expression of achievement-related behaviors.

The situation itself plays an important part in determining whether the achievement motive will be aroused. A study by David Mc Clelland and his associates illustrates this idea (Mc Clelland, et. al, 1953). Using the TAT, researchers measured college students' level of achievement motivation. Then the students were asked to work on a

number of paper and pencil problems within a limited amount time. For each subject, half the tasks could be completed in the allotted time, and half were impossible problems that could not be solved.

Subjects were divided into three experimental conditions: an achievement arousing condition, a task or neutral condition, and a relaxed condition. In the achievement arousing condition, an effort was made to create an impression that the tasks were really measures of the person's intellectual ability. The experimenter was introduced in a formal manner. He was dressed in a suit and a tie. He kept time and acted as if he were conducting an examination. In the neutral condition, participants were given no special instructions except the details of how to perform each task. In the relaxed condition, the experimenter was introduced as someone who was interested in the characteristics of the test in the booklet. The subject was supposed to "helping" the experimenter. The experimenter was casually dressed and informal manner. Participants were not asked to put their names in the booklets.

The researchers predicted or hypothesized that when subjects sometimes were interrupted while doing pencil and paper tests the recall of uncompleted tasks would be greatest for the highly achievement –oriented subjects in the achievement arousing condition. The result confirmed the prediction. The achievement motive is aroused in situations that demand competition against a standard of excellence where there is a strong emphasis on the importance of high quality performance, and where there are psychological penalties for failure. The achievement motive is not aroused under more relaxed condition, when there is little emphasis on criteria for performance.

Thus, the motives that contribute to personal development are shaped by childhood socialization, by inner goals, standards of excellence or aspirations, and by the immediate situation. Research has shown that some types of parenting are more supportive for these "growth" motives than others. Similarly, some settings will encourage the expression of self-actualizing behaviors for some people but not for others.

Applications: Managing Achievement Motivation. If the achievement motive is essentially learned, it may be possible to train people to be achievement oriented. Indeed, in one study (Mc Clelland and Winter, 1969), a group of college students were encouraged and instructed to create fantasies of successful achievement, and the training led to greater academic success and higher grades.

With the relevance of the literature on achievement motivation, general and specific problems wants to be answered since academically achievers have given high regards in any learning institution. They provide fame and good reputation for the academic excellence of the school and the courses offered. In view with, CSCST-Barili Cebu has a dream to elevate the academic performance of the students despite of lack of modern learning instructional media. In reality. Our student live in modern era of information technology, computer-aided instruction will enthusiastically contribute very much in the transfer of learning and help improve the students academic performance. No other alternatives for computer aided instructions such as the readymade audio-visual effect learning kit and other benefits that can be drawn out from the computer to motivate students in the classroom.

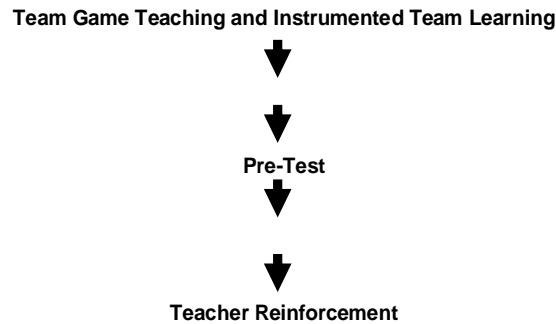
To cope with, the researcher uses the team achievement motivation as a specific approach that will encourage and stimulate students to become academically achieving oriented individuals.

The specific objective of this study is to find out how the team achievement motivation approach improves the score performance. To carry the objective, carefully made instructional activities are observed. The following activities are:

- i. Self-Reading and Comprehension, and Team Discourse
- ii. Teacher instruction and lecture-discussion
- iii. TGT Question Making
- iv. Pre Test (ITL)
- v. Teacher Reinforcement
- vi. Post Test with Motivational Factor

MATERIALS AND METHODS

In order to fulfill the objectives of the study, correlation analysis on the students perception towards the team achievement motivation approach is used and the alternative hypothesis is developed that there is no significant difference with the use of team achievement motivation approach in the students' score performance in terms of their pre-test and post-test score. To carry out the study, conceptual design is being made as follows



The action research study focused on the application of team achievement motivation approach to post test evaluation and try to find out if it enabled to enhance score performance in terms of grade improvement. The respondents are the 17 first year Education students under the researcher class who took course subject in Biological Science. This instructional research is conducted in the second semester of the academic year 2007-2008 at CSCST-Barili Campus, Cebu, Philippines.

The research statistical tools used are the **Pearson product-moment correlation coefficient** to correlate between perception from the questionnaire and the ITL post test score. And the **t-test of mean difference of dependent sample of paired mean scores from the pre test and post test scores**.

RESULTS AND DISCUSSION

Table 1 shows the correlation analysis of student's cognitive perception on the pre and post test that mental preparation, aim for score improvement, and intellectual engagement in the group discussion in the post test is too high resulting to negative correlation. The score did not provide clear evidence of their high perception compared to pre-test. Pre-test results provided a positive correlation value signified that there was a slight motivation that takes place. This means that this was lowly perceived but score high or lowly perceived but score low.

If the sign will be disregarded, the correlation value can be interpreted within the ranged from **weak to moderate correlation**.

Table 1. Correlation analysis between students' cognitive perception and the pre and post test score. (n =17)

	Correlation Value	
	Pre Test	Post Test
1. Mental preparation for better score result	0.1532038*	-0.512053***
2. Aim for score improvement	0.22343**	-0.43893***
3. Intellectual engagement in the group discussion	0.364894**	-0.35106**
*very weak ** weak ***moderate **** strong ***** very strong		

Table 2 presents the correlation analysis between the psychomotor perception and the pre & post test score that gain a better performance in the laboratory and class activities and the creativity & resourceful work in the post test were **highly perceived resulting to negative response** yet **instant conversion of instruction to put into action** showed positive response. This meant, that it was **lowly perceived resulted to low score or high score**.

In the pre-test correlation analysis, the respondents perception was low that gave a favorable positive result. Means, it was **lowly perceived but score high**.

Applying the rule of thumb in interpreting the correlation coefficient with the consideration of disregarding the sign, it is from the ranged to **very weak to weak correlation**.

Table 2. Correlation analysis between students psychomotor perception and the pre and post test score. n =17

Perception			Correlation Value	
			Pre-Test	Post Test
1.	Gain a better performance in the laboratory and class activities		0.191485*	-0.24802**
2.	Instant conversion of instruction to put into action		0.384616**	-0.179329*
3.	Creativity and resourceful work		0.283731**	-0.18528*
* very	weak	** weak	***moderate	**** strong
				***** very strong

Table 3 pertains to the correlation analysis on the affective perception of the respondents towards their pre-test and post-test score. It showed that Increase in the task responsibility and the elevation of self esteem to boost oneself were **highly perceived in the post test score but did not manifest a high score** while social belongingness produced a **positive response yet it was perceived very low which also reciprocated with low score**.

In the pre-test, correlation showed that increase in the task responsibility and the social belongingness were positive except the elevation of self esteem to boost oneself. This meant that respondents perception is **low but they produced higher score**. Elevation of self esteem to boost oneself was rated **negative for it was lowly perceived and score high**.

In the rule of thumb, post test correlation value is **very weak**.

Table 3. Correlation analysis between students affective perception and the pre and post test score. (n =17)

Perception			Correlation Value	
			Pre-Test	Post Test
1.	Increase task responsibility		0.2573414**	-0.026385*
2.	Social belongingness		0.359161**	-0.005378*
3.	Show a free expression of ideas		-0.28508**	-0.19157*
* very	weak	** weak	***moderate	**** strong
				***** very strong

Table 4 is the tabulated correlation value of the students language perception and the pre & post test score showed that the enhancement of verbal interaction, talk conversely in the teamwork presentation and show a free expression of ideas were negative. This meant that the respondents highly perceived it but the post test score result remarkably negate their claimed. This must supposed to be high perception must go to high score.

In pre-test, positive response was observed but this was perceived low but got higher score of what has been lowly perceived.

Disregarding the sign, in the rule of thumb of the correlation coefficient interpretation, post test is in the ranged **from weak to moderate correlation**.

Table 4. Correlation analysis between students language perception and the pre and post test score. (n =17)

Perception			Correlation Value	
			Pre-Test	Post Test
1.	Enhancement of verbal interaction		0.01099*	-0.30546**
2.	Talk conversely in the teamwork presentation		0.121404*	-0.39627**
3.	Show a free expression of ideas		0.052872*	-0.41704***
* very	weak	** weak	***moderate	**** strong
				***** very strong

Table 5 below showed the tabulated and computed t-test value between paired mean score from the pre and post test. Since the computed value is greater than the tabulated value at 5% and 1% level of significance. Therefore, it signified that there is a high level of significant difference between the pre test and post score. This meant post test score improvement is contributed by the achievement motivation approach being applied.

CONCLUSION

Based on the finding of the study, the following conclusions were drawn out that negative (-) sign correlation value indicated favorable perception or highly perceived but score low in the test or high score and lowly perceived and the positive (+) sign correlation value indicated that it is lowly perceived but has high score in the test or has high score but highly perceived.

In the rule of thumb for interpreting the size of the correlation coefficient, the researcher concluded the correlation of the cognitive, psychomotor, affective and language perception to the achievement motivational approach is **remarkably weak to very weak** although **pre test manifested a positive correlation yet it is lowly perceived by the respondents as clear evidence of having low scores**.

In post-test correlation analysis is **negative** for it spoke that the respondents have **high perception on achievement motivation approach** but failed to provide evidence on post test score. In the rule correlation, high perception goes to high score. It is therefore the same to the fast learners failed to get high score or get perfect the test.

In t-test analysis on paired mean scores **revealed high significant difference on post test score at 5% and 1% level of significance**. This meant, achievement motivation approach helped in the improvement of the student score.

RECOMMENDATIONS

The following are recommendations drawn out from this study.

1. Increase number of respondents and number of testing.
2. Must also be administered both elementary and secondary education
3. It should be further verified by other researchers to conduct the same study in their respective schools
4. It should be used in teaching.

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ACKNOWLEDGMENT

The researcher would like to express my heartfelt gratitude to:

Dr. Josefina C. Carvajal of UP Cebu for the TGT and ITL teaching style shared during his study.

Engr. Alfredo Neri, CSCST-Barili Campus for the statistical knowledge being shared to him.

Maria Lima Pascual, , R and D Chair, CSCST-Barili Campus for the inclusion of my study. First year students in Bachelor in Elementary Education as respondents and his Family