

# Group Investigation in Teaching Elementary Science

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**Abstract**—The researcher conducted this study using group investigation approach in teaching science will improve the performance of the pupils for it is based on the theoretical principles that emphasize the importance of “intrinsic motivation” of arousing pupils’ involvement by structuring the learning situation to maximize their initiative and responsibility for their learning, both individually and collaboratively.

The locale of the study is at the municipality of Catarman the capital town of the province of Northern Samar. It is sub-divided into four Districts, namely: District 1, District 2, District 3, and District 4 respectively in the Division of Northern Samar. The respondents were 100 elementary science teachers and its statistical tools used frequency counts and percentages, the Descriptive research design was used.

On the basis of the research conducted, it could be concluded that group investigation as a method in teaching elementary science may provide opportunities for the learners to work together as a team towards the attainment of the common goal. It would further develop leadership and social skills and give opportunities for the learners to engage in learning process that would develop appropriate academic and work related behavior.

Furthermore, this method is much better than the traditional/conventional method of teaching elementary science.

1. Group investigation method be implemented as an alternative instruction in teaching science, for it provides well-planned and structure cooperative learning.
2. Emphasis on the use of group investigation method should be done to achieve better quality science outputs.
3. Demonstration teaching using Group Investigation method in teaching science be done during science trainings, seminars and conferences.

**Keywords**—Group investigation, Teaching Elementary Science.

## I. INTRODUCTION

Science and Technology are the keys to progress in a world that is increasingly becoming more dependent on the sophisticated lifestyle. It is therefore understandable, that science teaching should receive special attention in the elementary curriculum. One of the determinants of the effectiveness of instruction is the delivery mode or the manner by which teaching is done. The delivery mode is one of the factors to be considered in assessing the state of science instruction in the country and correspondingly in planning specific programs and projects that seek to address the problems in the science education.

Despite the growing emphasis on science in the curriculum, findings on science performance showed that pupils did not acquire the desired learning skills and competencies. The researcher observed that pupils manifested negative attitudes towards the subject. They exhibited low comprehension of science concepts, poor retention and of mastery skills in problem solving. Moreover, the pupils’ potentials to think critically had not been developed to the maximum.

The researcher conducted this study using group investigation approach in teaching science will improve the performance of the pupils for it is based on the theoretical principles that emphasize the importance of “intrinsic motivation” of arousing pupils’ involvement by structuring the learning situation to maximize their initiative and responsibility for their learning, both individually and collaboratively.

## II. METHODS

The locale of the study is at the municipality of Catarman the capital town of the province of Northern Samar. It is sub-divided into four Districts, namely: District 1, District 2, District 3, and District 4 respectively in the Division of Northern Samar.

The respondents were 100 elementary science teachers and its statistical tools used frequency counts and percentages, the Descriptive research design was used.

## III. RESULTS AND DISCUSSION

As shows in the table 1, majority of the teacher respondents were fairly aware of the teaching method. Hence, it can be implied that almost all of the teachers have no knowledge of the using the method.

TABLE I  
AWARENESS OF THE GROUP INVESTIGATION METHOD IN TEACHING  
ELEMENTARY SCIENCE

| Awareness Scale    | Frequency | Percentages |
|--------------------|-----------|-------------|
| Highly Aware (Yes) | 10        | 10%         |
| Fairly Aware (No)  | 90        | 90%         |
| Total              | 100       | 100%        |

Table 2 shows the implementation of Group Investigation in Teaching Elementary Science. It reveal that majority of respondents have not tried the teaching approach in their Science Classes.

TABLE II  
IMPLEMENTATION OF GROUP INVESTIGATION IN TEACHING ELEMENTARY SCIENCE

| Question  | YES |     | NO |     |
|---|-----|-----|----|-----|
|   | F   | %   | F  | %   |
| 1. Have you ever tried using the method in any of your science classes? | 10  | 10% | 90 | 90% |
| 2. Do you consider this as an effective method in teaching science?     | 10  | 10% | 0  |     |
| 3. Does it differ from the traditional method in science teaching?      | 10  | 10% | 5  | 5%  |

In addition, this study using numerical criterion of 1, 2, 3, 4, 5, described “strongly Disagree”, “Disagree”, “Uncertain”, “Agree”, and “Strongly Agree”, respectively yielded positive results. In the data found in Table 4 there seemed to be a confirmation of the inputs as to the effectively of the method. It shows 77 percent on “positive” and 23 percent on the “negative” categories. Thus, these data suggest that the group investigation method with an end goal of improving science maybe satisfied with due consideration of the inputs included the provision of objectives, motivation, learning activities, explanation of the key points and vocabulary, references and related learning materials as well as the learning objectives.

TABLE III  
PERCEPTIONS OF THE GROUP INVESTIGATION METHOD  
IN TEACHING ELEMENTARY SCIENCE

| Perception Scale | Frequency | Percentage |
|------------------|-----------|------------|
| Positive         | 77        | 77.0       |
| Negative         | 23        | 23.0       |
| Total            | 100       | 100.0      |

#### IV. CONCLUSION

On the basis of the research conducted, it could be concluded that group investigation as a method in teaching elementary science may provide opportunities for the learners to work together as a team towards the attainment of the common goal. It would further develop leadership and social skills and give opportunities for the learners to engage in learning process that would develop appropriate academic and work related behavior.

Furthermore, this method is much better than the traditional/ conventional method of teaching elementary science.

#### V. RECOMMENDATIONS

1. Group investigation method be implemented as an alternative instruction in teaching science, for it provides well-planned and structure cooperative learning.
2. Emphasis on the use of group investigation method should be done to achieve better quality science outputs.
3. Demonstration teaching using Group Investigation method in teaching science be done during science trainings, seminars and conferences.

#### REFERENCES

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