THE EFFECTS OF GROUP SIZE ON MATH AND READING TEST PERFORMANCE OF FIRST YEAR HIGH SCHOOL STUDENTS OF ROXAS MEMORIAL COLLEGE OF ARTS AND TRADE KALIBO, AKLAN

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Abstract

The aim of this study is to investigate the effects of group size on math and reading test performance of first year high school students. Thirty randomly selected first year high school students participated in the study. Fifteen worked individually and the other fifteen worked in groups of five students. The questionnaires were drawn from the National Elementary Achievement Test (NEAT). The test included math and reading items. The math test consisted of computation, problem solving and numeration while the reading test consisted of word meaning and vocabulary. The students were given 30 minutes to complete the test. The math test answered first followed by the reading test. The individual and the group condition were in separate rooms. Two-way analysis of variance (ANOVA) was used to test the difference between the mean scores at $p < .05$ level of significance.

The results indicated that the type of subject matter significantly affected, students' test performance $F(1,26) = 1.98$, $p < .05$ whereas the effects of group size on test performance was not significant $F(2,26) = 21.87$, $p < .05$. The results were found not significant in the interaction of group size and the type of subject matter on students' test performance.