

The Effects of Teams-Games-Tournaments on Achievement, Retention, and Attitudes of Economics Education Students

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ABSTRACT Cooperative learning, as an instructional methodology provides opportunities for students to develop skills in group interactions and in working with others that are needed in today's world. The purpose of this study was to determine the effects of the cooperative learning technique of Teams-Games-Tournaments (TGT) on the achievement, retention, and attitudes toward TGT as a teaching method. A pretest-posttest, quasi-experimental design was used. Data collection instruments, an achievement test (Test of Economic Literacy), an attitude toward TGT and a retention test were used for the purpose of this study. Results indicated that the achievement test score for the TGT group was 52.99, while the Lecture control group was 50.13. This implies that the TGT group performed better in the achievement test compare to the control group. The retention test for both groups were very similar. The treatment group indicated positive attitude towards TGT as a teaching strategy for economics education.