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Study of Effectiveness of Team Teaching on Academic Achievement of 9th Class Students in Social Science

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Abstract: The aim of the current study was to determine the impact of Team teaching on the academic achievement of social science ninth-class students. The Rohtak District of Haryana's class IX pupils provided the data. Twelve of the fifty students were purposively picked to be in the experimental and twelve were placed in the control group. These groups were categorized according to socioeconomic position and IQ. A pre and post-test quasi-experimental design with two groups chosen as the experimental and control groups was the research methodology employed to carry out the study. The pre-exam was initially given to both groups using a self-created social science accomplishment test. Two social science teachers worked together to educate the Experimental group. The controlled group was taught by traditional method. Both the groups took the same post-test, and the t-value was calculated. The study's findings showed that team teaching significantly improved students' academic performance in social science.

Keywords: Team-teaching, traditional method, Academic Achievement

Introduction:

The goal of teaching is to assist others in gaining or changing knowledge, skills, attitudes, ideas, or appreciation. Put another way, a teacher's job is to help students develop positive behavioral changes or dispositions toward positive behavior. This suggests that a teacher's ability to help students acquire the necessary knowledge will determine how successful they are as educators. The instructor must be able to choose the right topic and instructional strategy in order to meet this goal.

Team Teaching

A recent development in the world of teaching and learning is team-teaching. Team teaching is learning is team teaching. Although it is a new concept in India, the idea of team-teaching is fairly widespread in the western world. The team-teaching approach involves clerical staff, teachers, resource people, and other staff members. It is challenging to determine the precise period, nation, or inventor of team-teaching. But around 1950, the idea of team teaching began to take shape. Harvard University was the first to suggest the internship plan, a system that required five teacher trainers to work concurrently under the supervision of an experienced teacher. It relocated to England in



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1965 from the United States of America. Throughout this sense, team-teaching as a concept peaked throughout most of the western world during the 1970s.

Team teaching, as the name implies, refers to a group of teachers working together to instruct. It could consist of two to five teachers who will create separate lesson plans and instruct a class on a certain subject while providing the identical exercises and materials to all of the students in the same class. Another name for it is "co-teaching" or "shared teaching." The best results from team teaching come from teachers who work well together and have a similar goal. A team teaching arrangement is one in which two or more educators work closely together to create and execute a course at a certain level. A teaching method can alternatively be defined as an extensive and uniform approach to instruction that is informed by a few fundamental principles. It's becoming common knowledge that learning through conventional teaching approaches can be improved. The significance of the ways in which students learn is becoming more widely recognized in universities and other institutions.

It has been demonstrated that many of the conventional techniques for imparting knowledge have a limited impact on students' capacity to learn and retain key concepts. Economic knowledge acquired through instructional methods is passive as opposed to active. Collaborative problem solving and critical and creative thinking are not typically accelerated by the lecture, lab, and recitation approaches that comprise the traditional method. In education at all levels, team teaching has long been used as a method of collaborative instruction. Occasionally, co-teaching, also known as collaborative teaching, refers to a group effort by teachers with the goal of raising student academic attainment and teaching quality. There are numerous definitions of team teaching provided by researchers. When two or more faculty members work together to develop and deliver a course, this is known as "team teaching." In conclusion, team teaching can be defined as a setup in which two or more instructors work with their assistant to prepare, teach, and assess students in one or more subject areas while utilizing the expertise of additional teachers.

Review of Related Literature:

According to Madhuri and Meghua (2018), team teaching fosters cooperation and interaction rather than the solo learner paradigm. It is believed that this is highly pertinent to the current research on the floors where students would learn best if they actively participate in the construction of knowledge through interactions with various math teachers. According to social constructivism, students develop concepts or ideas by actively engaging in interactive and dynamic activities that allow them to interact with their real environment. It is crucial to the development of cognition.

Ahmad (2016) claims that pupils who are taught in groups have a tendency to retain information better and for longer, achieve more, and have more advanced critical thinking and problem-solving abilities when it comes to the subject of mathematics. Students organize learning



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assignments and create goals when learning in a collaborative setting. They collaborate to complete activities, keep track of their progress, evaluate their performance, and make plans for future learning as they study. Students are encouraged and made possible to participate actively in teaching learning process.

According to a 2013 study by Remalyn, teamwork, good communication, and the team teaching approach are necessary for learners to succeed. Students develop their knowledge, strategic thinking, independence, and empathy mostly via discussion and analysis of various viewpoints.

According to a study by Akpan, Usoro, and Ekpo (2010), team teaching is beneficial for teaching and learning mathematics in a variety of global contexts. For example, the analytical reports on team teaching showed that several studies using the team approach have been carried out worldwide.

The impact of combining team teaching and web based learning in science classes for 7th graders was investigated by Syh-Jong Jang (2006). Four 7th grade Science and two certified Science experts took part in the research work. The analysis demonstrated that subjects using the experimental teaching style had, on average, higher final examination grades than students receiving traditional instruction.

The impact of Team teaching on academically capable children with impairments, together with a sizable percentage of learners with learning problems, was investigated by J. Gerber and A. Popp (2000). This study focused on a number of suggestions to enhance group instruction. After conducting a thorough investigation into team and collaborative style of teaching in high, middle or any other levels and interviewing educators, parents, students, and administrators, the recommendations were developed. It was determined that in order to make team teaching effectual pre and in service teacher education programs were required. The recommendations also addressed service delivery, communication, and administrative issues.

Significance of the Study

Since teachers are the ones who carry out the school curriculum and educational programs, their effective and efficient instruction is essential to functional education, making this study highly relevant. The results of this study will inform various educational authorities on the necessity of providing teachers with proper tools and strategies to use during the teaching and learning process. It will assist policy makers in creating programs designed to change teachers' and students' attitudes about instruction, learning, and academic success. Additionally, it will provide input to the educational sector, particularly to the curriculum and assessment department of teacher training and development. The study will educate teachers who use this strategy during presentations, helping them choose the best ones for each class to increase student attention and retention. The public will learn more about the study's important contributing elements to pupils' academic success or failure.



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Statement of the problem

The primary focus of this study has been the ongoing low academic accomplishment of students in the Social Science topic. There are numerous teaching strategies used in education, all of which aim to support educators in their efforts to disseminate knowledge. But some aspects that are required before choosing the right methods are not given enough thought. Additionally, certain approaches to teaching social science to secondary school pupils are ineffective.

This leads to a subpar teaching and learning experience, which undermines their academic progress in the social science course. Numerous reasons have been linked to the rising drop in academic attainment among students. Numerous studies in the field have documented the seriousness of secondary school students' appalling performance and have identified the importunate use of the conventional mode of teaching as one of the chief limitations that affect learning and better achievement.

This is partially attributable to social science teachers' effective use of teaching strategies. Because of this, the study focuses on examining the effect of team teaching on the academic achievement of 9th class students in social science.

Definition of Key Terms

Teaching is the act of a professional with less experience influencing the information, abilities, and attitude of a group of people in a structured institutional context. Team teaching is a technique of teaching wherein two or more instructors and their aides use their combined expertise to prepare, teach, and assess students in one or more subject areas.

Academic Achievement: This is determined by a student's ability to meet the curriculum's set learning objectives in terms of quantity attained.

Objectives of the Study

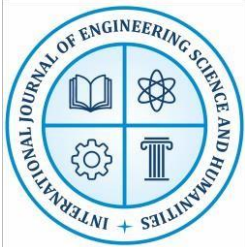
- To look into how team teaching affects students' academic performance.
- To investigate how academic attainment in social science is affected by team teaching.
- To compare the mean achievement scores of pre-test of experimental and controlled group.
- To compare the mean achievement scores of post-test of experimental and controlled group.

Hypothesis of the Study:

- No significant difference exists between the pre-test mean achievement score of experimental group and control group.
- No significant difference exists between the post-test mean achievement scores of experimental group and control group.

Research Methodology: Quasi experimental design (Pretest and Posttest) was used.

Sample: There are two groups involved, each with twelve students: and experimental group and a control group of ninth graders.



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Data Analysis and Interpretation:

Table 1 showing Comparison of attained scores in pre test by two groups

Group	N	M	S.D.	't' Value
C	12	15.28	4.7932	0.35*NS
E	12	16.03		

Table 1 makes it clear that there is no statistically significant difference between the pre test scores of experimental group and control group ((16.03 and 15.28 respectively). On comparing the test scores it was revealed that there exists a significant difference. However, 't' value of 0.35 was not considered significant at the 0.01 level of significance. As a result, prior to the application of the medication, the scores of pre test of both the groups were same.

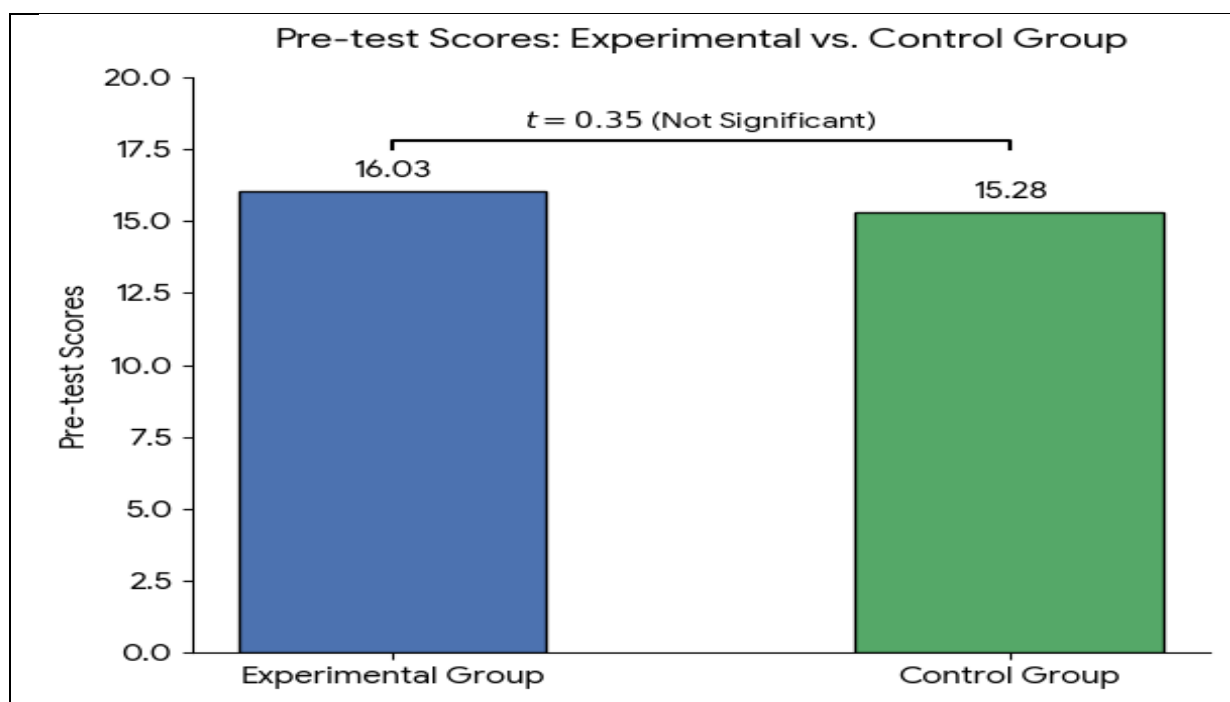


Table 2 showing comparison of attained scores in post- test by two groups

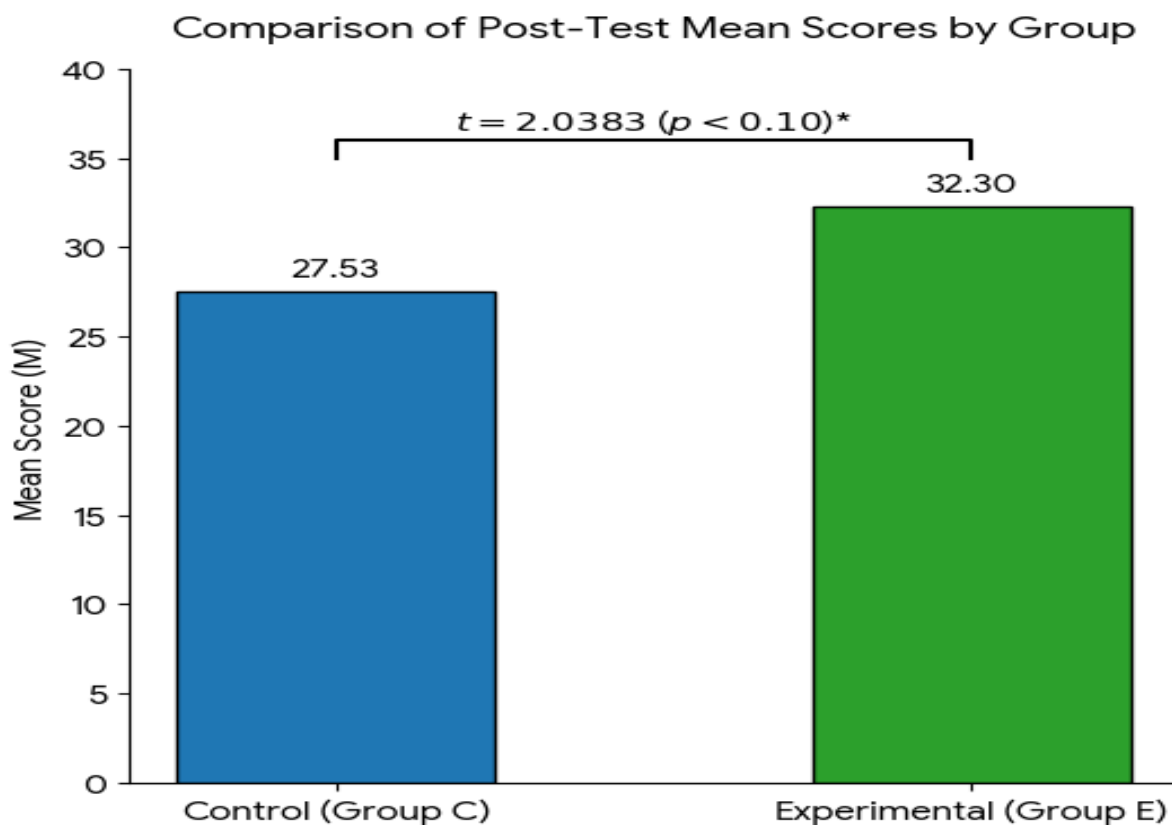
Group	N	M	S.D.	't' Value
C	12	27.53	5.68	2.0383**S
E	12	32.30		



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The analysis of the data revealed, "the determined value of t is 2.0383 and is higher than the critical value of " t " at 0.10, or 1.72, but less than the critical value of t at the 0.02 level, or 2.51". As a result, at the 0.10 level, the directed hypothesis will be accepted and the null hypothesis will be rejected. As a result, the scores of experimental and controlled group on post test scores differ significantly.

Findings of the Study:

On comparison it was revealed that the students who were taught through team teaching technique depicted a significant improvement in their scores on post test. It implies that using a team approach to teaching social science helps improve students' performance.

Conclusion:

The project has produced empirical support for optimizing social science instruction and learning in the classroom. This is demonstrated by the fact that the first hypothesis's findings showed a substantial differentiation in the academic attainment of the group taught via team teaching approach compared to the group taught by the traditional teaching method.

Educational Implications:

Low performers and sluggish learners can also benefit from team teaching. The team-teaching approach is applicable to all other courses, including science, math, Hindi, and English.



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Team teaching is an easy way to deal with the load of the syllabus and the complexity of the material. The team-teaching approach can be used in both primary and higher education settings. In a classroom with a high number of pupils, team teaching can help provide attention to each and every one of them. The best teaching method for implementing the idea of individual diversity in a classroom is teamwork.

Recommendations

1. Educators must collaborate to organize and execute the teaching of the topic, particularly trigonometry, in their classrooms.
2. To inform educators about the advantages of team teaching methods and techniques, the state ministry ought to host seminars and workshops.
3. It is important to encourage kids to frequently attend class since this can help them get to know their peers and enjoy learning.
4. Textbook authors and curriculum planners should incorporate teamwork principles into their designs to enable the type of meaningful classroom interaction that is essential for fostering academic success.

Delimitations of the Study:

1. Only pupils in the ninth grade were included in the study.
2. The study was restricted to 24 students (12 Experimental + 12 Control).
3. The investigation was restricted to the two Social Science professors on the team.
4. The research was restricted to social science alone.
5. The research was restricted to the Madina, Rohtak, Government Senior Secondary School.

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