



Effectiveness of team teaching on achievement in Tamil grammar Aagu Peyar at secondary level

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Abstract

Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. All arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course. Over the years, a number of researchers have expressed concerns about their co-teaching partners and the types of relationships that they form. These relationships can range from successful to nightmarish, with more students leaning in the Tamil grammatical aspect-Aagu Peyar toward nightmarish. Taking into account these contextual elements, there is a need for a descriptive qualitative study that uses teacher testimonies as the primary avenue for investigating co teaching. To find out the significance of difference between the pre-test and post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group. To find out the significance of difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to gender, study habit, parents' educational qualification and occupation. The Team-teaching strategies techniques used to for experimental group. Pre-test: Treatment: Post-test, was conducted by the experimental group. The effectiveness of Team-teaching strategies technique on achievement in Tamil grammar Aagu Peyar was very high. There is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experiments group with respect to gender, study habit, parents' educational qualification and occupation. The present study has investigated the hard parts in Tamil grammar Aagu Peyar and the construction of Team-teaching strategies techniques at secondary level and it found that the effectiveness and utilization were very high in the case of achievement in Tamil grammar Aagu Peyar. Since, Team-teaching strategies is having effectiveness on achievement in Tamil grammar Aagu Peyar.

Keywords: team teaching, Tamil grammar, aagu peyar

Introduction

Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. They share insights, argue with one another, and perhaps even challenge students to decide which approach is better. Based on a literature review of team teaching literature, this report provides an overview of team teaching, summarizes some of its benefits, identifies some challenges, provides suggestions for best practices, and makes recommendations for supporting and engaging in team teaching.

Definition of team teaching

Davis (1995) provides this succinct definition of team teaching: "All arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course". As the name suggests it is a group of teachers, working as a team and teaching. The team can range from 2 to 5 teachers who will teach the same group of students. The different type of teaching may include- Teaching a same group at the same time, shared teaching as per the area of expertise or teaching different subgroup within a large group of students.

Types of Team Teaching

Team teaching includes a number of different approaches. Some of the more common are Interactive team teaching-two faculty members present in front of the class simultaneously. Rotational format team teaching-faculty alternate teaching the class. This rotational format as a number of variations depending on the subject matter and the number of faculty involved. Participant-observer team teaching-all participating faculty are present for all the classes, but only one is "teaching" at a time. Roles that the other teachers could play as participating observer(s) are model learner, observer, panel member, or resource (Klein, 1990).

Team coordination – faculty arrange and integrate a curriculum so as to maximize learning and connections using paired or linked courses, an integrated cluster of independent courses, or freshman interest groups (McDaniels and Colarulli, 1997). However, not necessarily team teaching per se, this curriculum-level approach to interdisciplinary can help to achieve some of the expected gains of team teaching.

Need of the study

The purpose of this study was to examine how teachers understand their experiences in co-taught classrooms as they work to meet the needs of all students. This included examining their perspectives about the co-teaching model and

the relationships that are formed between co-teachers. The literature on co-teaching and the analysis of the data suggests that role ambiguity, role conflict, administrative support, and the Golem effect are all key concepts in the world of co-teaching. Co-teaching is a unique topic within the realm of high school education because not every school approaches it in the same way. Some schools in the same district could be a few blocks from each other and have very different methods of implementing co-teaching. Over the years, a number of researchers have expressed concerns about their co-teaching partners and the types of relationships that they form. These relationships can range from successful to nightmarish, with more students leaning in the Tamil grammatical aspect-Aagu Peyar toward nightmarish. The question then becomes how do teachers define, understand, and explain their experiences in co-taught classrooms.

Significance of the study

According to the literature on co-teaching, there is some evidence that suggests co-teaching produces promising academic outcomes for students with disabilities (Walther-Thomas, 1997). However, according to Harbort, Gunter, Hull, Brown, Venn, P.Wiley and E.Wiley (2007), "much more information is needed to better understand the exact nature of the roles and behaviors of both the regular education teacher and the special education teacher in these classrooms". In a similar vein, Bauwens and Hourcade (1991) suggested that when implementing the co-teaching model one must take into account philosophical, theoretical, and procedural considerations. The results of this study highlight and clarify these three concepts. One of the major themes that resulted from this study was role conflict. Participants suggested that, due to a lack of structural continuity, co-teaching partners would often bicker about pedagogical and classroom management issues. Additionally, participants stated that the ambiguous nature of their roles contributed to the amount of conflict within the classroom. These issues eventually at tact the practice of parity in the classroom. According to Kohler-Evans (2006), "the general and special education teachers should treat each other as equal partners". She understands this idea to be true because "both teachers re responsible for all the students in the classroom, therefore both teachers should be fully represented when it comes to all aspects of classroom identification". However, teachers in this study suggested that only the general education teachers were represented in the classroom. Taking into account these contextual elements, there is a need for a descriptive qualitative study that uses teacher testimonies as the primary avenue for investigating co teaching.

Objective of the study

The objective of the study are as follows

1. To find out the significance of difference between the pre-test and post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group.
2. To find out the significance of difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to gender.
3. To find out the significance of difference between the

post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to study habit.

4. To find out the significance of difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to parents' educational qualification.
5. To find out the significance of difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to parents' occupation.

Hypothesis of the study

The following of the hypothesis framed for this study

1. There is no significance difference between the pre-test and post-test means scores of the achievement in Tamil grammar Aagu Peyar of the experimental group.
2. There is no significance of difference between the post-test means scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to gender.
3. There is no significance of difference between the post-test means scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to study habit.
4. There is no significance of difference between the post-test means scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to parents' educational qualification.
5. There is no significance of difference between the post-test means scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to parents' occupation.

Methodology

In the present study experiment, research method was adapted for its suitability and accuracy. Single group of students, namely the experimental group taken for this study. The Team-teaching strategies techniques used to for experimental group. Pre-test: Treatment: Post-test, was conducted by the experimental group.

Sample of the Study

The sample consists of 8th standard students are studying in Government High School Narasigapuram, Salem district. A total number of 50, 8th standard students' constitute the experimental group for the present sample of the study.

Tools Used

Effectiveness of evaluation largely depends upon the accuracy of measurement. Accuracy of measurement in turn depends on the precision of the tool. The researcher prepared an achievement test in Tamil grammar Aagu Peyar scale with guidance of the expert committee.

Statistical Techniques used in the Study

The researcher used the following statistical techniques for analyzing the data,

1. Mean and Standard Deviation
2. 't'-test and F-test

Testing the hypothesis

Hypothesis no -1

There is no significance difference between the pre-test and post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group.

This hypothesis was tested using ‘t’-test.

Table 1

Test	N	Mean	S.D	SE _D	t-value	Level of Significant
Pre-test	50	32.8547	9.5832	1.7340	34.9603	0.01
Post-test	50	93.4752	7.6483			

The above table shows that the computed value of ‘t’ (34.9603) is greater than the critical value of 2.64 at 0.01 level of significance. Hence, it is significant consequently, the null hypothesis is to be rejected, and it can be said that, there is a significant difference between the pre-test and post-test mean scores of the achievement in Tamil grammar Aagu Peyar. It also inferred that the effectiveness of the Team-teaching strategies techniques on achievement in Tamil grammar Aagu Peyar.

Hypothesis no -2

There is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to gender.

This hypothesis was tested using ‘t’ test,

Table 2

Gender	N	Mean	P.S.D	SE _D	t-value	Level of Significant
Male	25	93.2547	7.6483	1.5274	0.2887	NS
Female	25	93.6957				

The above table shows that the computed value of ‘t’(0.2887) is less than the critical values of 2.64 at 0.01 level of significance. Hence, it is not significant consequently, the null hypothesis is not to be rejected, and it can be said that there is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to gender.

Hypothesis no -3

There is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to study habit.

This hypothesis was tested using ‘t’ test.

Table 3

Study Habit	N	Mean	P.S.D	SE _D	t-value	Level of Significant
Self-study	24	93.3752	7.6483	1.7415	0.0574	NS
Group study	26	93.5752				

The above table shows that the computed value of ‘t’ (0.0574) is less than the critical values of 2.64 at 0.01 level of significance. Hence, it is not significant consequently, the null hypothesis is not to be rejected, and it can be said that there is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to study habit.

Hypothesis no -4

There is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to parents’ educational qualification.

This hypothesis was tested using ‘F’ test.

Table 4: ANOVA Table

Source of Variance	Sum of Squares	df	Mean variance of squares	F-value	Level of significant
Between sample	58.3562	4	14.5891	0.8852	NS
Within sample	576.8361	35	16.4810		
Total	635.1923	39			

The above table shows that the computed value of F (0.8852) is less than the critical value of 3.91 at 0.01 level. Hence, it is not significant consequently, the null hypothesis is not to be rejected, and it can be said that, there is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to parents’ educational qualification.

Hypothesis no -5

There is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to parents’ occupation.

This hypothesis was tested using ‘F’ test,

Table 5: ANOVA Table

Source of Variance	Sum of Squares	df	Mean variance of squares	F-value	Level of significant
Between sample	76.5438	3	25.5146	0.5966	NS
Within sample	1539.4968	36	42.7638		
Total	1616.0406	39			

The above table shows that the computed value of F (0.5966) is less than the critical value of 3.91 at 0.01 level. Hence, it is not significant consequently, the null hypothesis is not to be rejected and it can be said that, there is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to parents’ occupation.

Findings

The following are the findings of the present study

1. The effectiveness of Team-teaching strategies technique on achievement in Tamil grammar Aagu Peyar was very high.
2. There is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experiments group with respect to gender.
3. There is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experiments group with respect to study habit.
4. There is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experiment group with respect to parents’ educational qualification.

5. There is no significant difference between the post-test mean scores of the achievement in Tamil grammar Aagu Peyar of the experimental group with respect to parents' occupation.

Conclusion

In summary, successful team teaching requires the active institutional and faculty commitment of time, resources, and careful planning. By so doing, team teaching can enhance the teaching and learning experiences of students and faculty and fulfill the purposes of university education by helping participants integrate disparate disciplines and perspectives.

The present study has investigated the hard parts in Tamil grammar Aagu Peyar and the construction of Team-teaching strategies techniques at secondary level and it found that the effectiveness and utilization were very high in the case of achievement in Tamil grammar Aagu Peyar. Since, Team-teaching strategies is having effectiveness on achievement in Tamil grammar Aagu Peyar.

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