



EFFECTIVENESS OF TEAM BASED LEARNING IN LEARNING SOCIAL SCIENCE AMONG THE STUDENTS OF STANDARD IX

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ABSTRACT:

Through the past several decades, the use of group and collaborative assignments in classroom settings has increased. The popularity of group work in schools has increased as instructors see it as a way to facilitate student learning through focused discussion and interaction to better prepare students in ways that reflect the reality of the workplace with collaborative work and team projects a growing dimension of organizational work. Understanding the crucial differences between cooperative learning and team-based learning is necessary in developing authentic team-based learning activities.

KEY WORDS: - cooperative learning and team-based learning , social studies.

INTRODUCTION :

Social science is one of the subjects from social studies. It is a unique subject from the education of school level. It paves way to learn more about the different culture, habits, environment, natural calamities, social problems etc. Learning social science is indispensable to acquire the knowledge of present scenario. It should be developed among the young generation. It assures to save the energy and learns to follow the acceptable habits. Methods of teachings are important in teaching and learning process in the school level. Revamping the methods of teaching enhance the quality education and motivate the learners to achieve the expected competency in the discipline. Identifying innovative methods or encouraging the new methods is inevitable to create the interest of the young learners in social science. Hence the study may be an anvil to shape the learners of glittering in the field of remembering the social aspects at school level. Team-based learning (TBL) is an instructional strategy organized around team activities. The premise of TBL is to promote active and effective learning through small group interactions across a semester (Michaelsen et al., 2002). Courses that are suitable for TBL contain a significant body of information (content), which students need to understand, and involve problem solving, answering questions and resolving issues through team activities. Sibley (2008) said TBL as an alternative to lecturing in large class settings. Most of the learning experiences occur when working in a team during in-class interactions (Michaelsen et al., 2002).

NEED AND SIGNIFICANCE OF THE STUDY

At present, the social sciences as a course of study tend to be considered as non-utility subjects and are given less importance than the other subjects. However in real sense, they provide the social, cultural and analytical skills required to adjust to an increasingly interdependent world and to deal with political and economic realities. It is believed that the social sciences merely transmit information and are text centered and moreover lecture method is followed in most schools. Learning of any subject only through lecture method is neither attain the educational objectives (i.e., Taxonomy of educational objectives: cognitive, affective and psycho motor) nor meet the current challenges of education. Conventional methods of

teaching were not fruitful to the learners at secondary level in learning social science. Conventional methods failed to encourage the learners in learning social science. Hence the researcher identified the learner centered-method named team based learning for eliminating difficulties and increasing the scoring in social science.

OBJECTIVES OF THE STUDY

- To find out the significant difference in achievement mean score between pre-test of control groups and post-test of control groups in learning social science among the students of standard IX.
- To find out the significant difference in achievement means score between pre-test of control groups and pre-test of experimental groups in learning social science among the students of standard IX.
- To find out the significant difference in achievement mean score between pre-test of experimental groups and post-test of experimental groups in learning social science among the students of standard IX.
- To find out the significant difference in achievement mean score between post-test of control groups and post-test of experimental groups in learning social science among the students of standard IX.

HYPOTHESES

1. There is no significant difference in achievement mean score between pre-test of control groups and post-test of control groups in learning social science among the students of standard IX.
2. There is no significant difference in achievement mean score between pre-test of control groups and pre-test of experimental in learning social science among the students of standard IX.
3. There is no significant difference in achievement mean score between pre-test of experimental groups and post-test of experimental groups in learning social science among the students of standard IX.
4. There is no significant difference in achievement mean score between post-test of control groups and post-test of experimental groups in learning social science among the students of standard IX.

METHODOLOGY

Three types of higher secondary schools in Coimbatore district were considered for identifying the problems of the students in learning in Social Science at standard IX. The researcher approached Headmasters and the Managements of the three types of schools for collecting data and conducting the Team Based Learning and conventional methods in teaching Social Science. Researcher planned the activities for the Social Science and discussed with the experience teachers of three types of schools. After preparation of the activities and teaching learning materials, it was validated by the Headmasters of different schools and teachers of those who were handling Social science at standard IX. Achievement test was prepared on the basis of the blue print. Selected three types of Schools were selected with the acknowledgement of Headmasters and Management for conducting the study to find out the effectiveness of conventional method and impact of using Team Based Learning in learning Social Science.

DATA ANALYSIS

Hypothesis 1: There is no significant difference in achievement mean score between pre-test of control groups and post-test of control groups in learning social science among the students of standard IX.

Table-1

Tests	N	Mean	SD	t-value	Remark
Pre-Test Control Group	90	11.17	1.73	0.14	Not Significant
Post-Test Control Group	90	11.19	1.66		

From Table-1, the calculated t-value 0.14 is less than the table value 1.96 at 0.05 level of

significance. Hence the hypothesis-1 is accepted.

Hypothesis 2: There is no significant difference in achievement mean score between pre-test of control groups and pre-test of experimental in learning social science among the students of standard IX.

Table-2

Tests	N	Mean	SD	t-value	Remark
Pre-Test Control Group	90	11.17	1.73	0.129	Not Significant
Pre-Test Experimental Group	90	11.16	1.74		

Table-2 depicts that the calculated t-value 0.129 is less than the table value 1.96 at 0.05 level of significance. Hence the hypothesis-2 is accepted.

Hypothesis 3: There is no significant difference in achievement mean score between pre-test of experimental groups and post-test of experimental groups in learning social science among the students of standard IX.

Table-3

Tests	N	Mean	SD	t-value	Remark
Pre-Test Experimental Group	90	11.16	1.74	14.09	Significant @0.01 level
Post-Test Experimental Group	90	13.98	1.90		

From Table-3, the calculated t-value 14.09 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-3 is rejected.

Hypothesis 4: There is no significant difference in achievement mean score between post-test of control groups and post-test of experimental groups in learning social science among the students of standard IX.

Table-4

Tests	N	Mean	SD	t-value	Remark
Post-Test Control Group	90	11.19	1.66	13.43	Significant @0.01 level
Post-Test Experimental Group	90	13.98	1.90		

Table-4 shows that the calculated t-value 13.43 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-4 is rejected.

CONCLUSION

Acquiring knowledge in Social science is necessary at High school level for understanding the culture, economic conditions, social mobilization, different revolutions etc. Students of standard IX faced problems in scoring more marks in Social science. Learners got less mark in Social Science in Equity education of Tamilnadu syllabus by using conventional methods of teaching. Using an innovative method such as Team Based Learning can attract the learners and eliminating the hurdles in learning Social science.

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