



## EFFECTIVENESS OF TEAM TEACHING IN TEACHING AND LEARNING OF TAMIL AT SECONDARY LEVEL

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### ABSTRACT

The main objective of the study was to investigate the effectiveness of team teaching in teaching of Tamil at secondary level. Experimental method was used for the study. One secondary school was selected out of 179 schools from Kanchipuram district by using random sampling technique. Among the population, 80 X standard students (Control Group 40 and Experimental Group) were selected randomly. Pre-test and Post-test (Tamil Achievement Test (TAT)) (2017) and team teaching lesson plan in Tamil was prepared by the investigator. The paired sample t-test statistics was used to test the hypotheses of Tamil Achievement Test (TAT). Finding showed that experimental group was better than control group in their effectiveness of team teaching.

**KEYWORDS:** Team Teaching, Effectiveness, X standard Students and Tamil.

### INTRODUCTION:

Team teaching is a group of teachers, working as a team and teaching. The team can range from two to five 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 sub group within a large group of students. Team teaching is an arrangement whereby two or more teachers with assistants plan, instruct and evaluate co-operatively two or more classes in order to take advantage of their respective special competencies as teachers.

### NEED AND SIGNIFICANCE OF THE STUDY

Team teaching is a teaching and learning strategy in which a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the students. The findings of this research will hopefully be helpful to the students, as it makes them have a better understanding of the Tamil concepts. The opportunity of having two or more teachers teaching them will help in sustaining their interest in the subject and also deepen their understanding of the subject. The findings of the study will also be of benefit to the teachers. Apart from tapping the knowledge from the more experienced teachers, it can make the teaching of Tamil more interesting and thus improve teachers' effectiveness. The study will also hopefully be of immense benefit to text book publishers, teacher training institutes such as colleges of education and as well faculties of education in Indian universities. The Tamil courses may be enriched by the team teaching strategy as it encourages the work of two or more teachers together. This is in line with an adage that two heads are better than one. Finally, for the fellow researchers, the findings of the research can provide empirical evidence of the efficacy of the team teaching strategy in Tamil. This can form a basis for further research in Tamil.

### OBJECTIVE OF THE STUDY

- To find out the effectiveness of team teaching in teaching and learning of Tamil at secondary level with respect to 'prose and poetry'.

### HYPOTHESES

1. There is no significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to prose and poetry at pre-test level.
2. There is no significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to prose and poetry at post test level.
3. There is no significant difference between the performance of students at secondary level in the control-group with respect to prose and poetry at pre-test and post test level.
4. There is no significant difference between the performance of students at secondary level in the experimental-group with respect to prose and poetry at pre-test and post test level.

### METHODOLOGY

The investigator has adopted Experimental Method in view of the objectives of the study. Two equivalent group pre-test post-test design was chosen for experimental method.

### POPULATION AND SAMPLE FOR THE STUDY

The population of the study is all secondary school students in Kanchipuram District in Tamilnadu. Among the population, 80 students (Control Group 40 students and Experimental Group 40 students) were selected in Thanthai Periyar Higher Secondary School, Madipakkam, Chennai by using random sampling technique.

### TOOLS USED

- The investigator prepared pre-test and post-test questions (Tamil Achievement Test (TAT)) (2017) for secondary level students and
- The investigator prepared traditional lesson plan and team teaching lesson plan (2017).

### HYPOTHSES TESTING

**Table-1 Showing the Significant Difference between the Performance of Students at Secondary Level in the Control-Group and the Experimental-Group at Pre-Test Level**

Components	Control Group		Experimental Group		N	Df	Critical Value	Remark
	Mean	SD	Mean	SD				
Prose	2.78	1.050	2.78	0.947	40	39	0.000	Not Significant
Poetry	4.63	1.547	5.13	1.652			1.655	Not Significant
<b>Total</b>	7.40	2.216	8.68	2.325			1.985	Not Significant

Table-1 shows that the calculated t-values are lesser than the table t-value (1.96) at 5% level of significance. It shows that there is no significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to prose, poetry and total at pre-test level.

**Table-2 Showing the Significant Difference between the Performance of Students at Secondary Level in the Control-Group and the Experimental-Group at Post-Test Level**

Components	Control Group		Experimental Group		N	Df	Critical Value	Remark
	Mean	SD	Mean	SD				
Prose	4.30	1.604	23.63	3.069	40	39	37.569	Significant
Poetry	4.63	1.547	16.00	1.553			36.043	Significant
<b>Total</b>	8.93	2.495	39.63	4.589			40.681	Significant

From Table-2, the calculated t-values are greater than the table t-value (1.96) at 5% level of significance. It shows that there is significant difference between the performance of students at secondary level in the control-group and the experimental-group with respect to prose, poetry and total at post test level.

**Table3 -Showing the Significant Difference between the Performance of Students at Secondary Level in the Control-Group at Pre-Test and Post-Test Level**

Components	Pre-Test		Post-Test		N	Df	Critical Value	Remark
	Mean	SD	Mean	SD				
Prose	2.78	1.050	4.30	1.604	40	39	6.213	Significant
Poetry	4.63 <sup>a</sup>	1.547	4.63 <sup>a</sup>	1.547			0.00	Not Significant
<b>Total</b>	7.40	2.216	8.93	2.495			6.213	Significant

From Table-3, the calculated t-value is less than the table t-value (1.96) at 5% level of significance. It shows that there is no significant difference between the performance of students at secondary level in the control-group with respect to poetry at pre-test and post test level.

Table-3 also depicts that the calculated t-values are greater than the table t-value (1.96) at 5% level of significance. It shows that there is significant difference between the performance of students at secondary level in the control-group with respect to prose and total at pre-test and post test level.

**Table-4 Showing the Significant Difference between the Performance of Students at Secondary Level in the Experimental-Group at Pre-Test and Post-Test Level**

Components	Pre-Test		Post-Test		N	Df	Critical Value	Remark
	Mean	SD	Mean	SD				
Prose	2.78	0.947	23.63	3.069	40	39	44.459	Significant
Poetry	5.13	1.652	16.00	1.553			33.102	Significant
<b>Total</b>	8.68	2.325	39.63	4.589			41.447	Significant

From Table-4, the calculated t-values are greater than the table t-value (1.96) at 5% level of significance. Therefore the null hypothesis is rejected. It shows that there is significant difference between the performance of students at secondary level in the experimental-group with respect to prose, poetry and total at pre-test and post test level.

#### EDUCATIONAL IMPLICATIONS

1. The team teaching method is more effective than traditional teaching.
2. Opportunity for use different teaching methods in teaching and learning at secondary level.
3. Tamil students should increase their learning in Tamil Prose and Poetry.
4. The students can adopt understanding level and reflective level of teaching rather than the knowledge level of teaching.
5. Teachers also should be more aware and experience in team teaching.
6. Students can be encouraged to actively participate in different teaching methods in their learning.
7. Students can be properly using the experienced teachers.
8. Awareness programmes on team teaching and its characteristics can be organized.

#### SUGGESTIONS FOR FURTHER RESEARCH

1. A similar study may be undertaken for college students, student teachers and medical college students.
2. This study can be extended to college teachers and teacher educators.
3. The sample is taken from Kanchipuram district only. It can be extended to other districts.
4. English and Science subjects may be undertaken for further study.
5. Teaching competency can be taken into account for further investigation.

#### CONCLUSION

The suggestions and recommendations put forth are not mandatory; they are purely obligatory in the light of the insight and experience of the researcher. The researched brings to a close in the hope of adding a feather to the current researches going on in the field of education.

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