



EFFECT OF TEAM TEACHING ON SELF CONCEPT OF 13 TO 16 YEARS OLD STUDENTS

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Abstract

The present investigation was done to observe the effect of team-teaching on self concept of 13 to 16 years old students of Jabalpur district. For achieving this a purposeful sample of 13 to 16 years old 149 students from urban and rural area of Jabalpur district were taken and divided into experimental and control group. The investigator first administered scale of self concept as pre-test followed by 30 days treatment. After treatment again post-test was administered. Gain scores were obtained (Post-test- Pre-test = Gain). Data was analyzed by using 2x2x2 Analysis of variance (ANOVA). Results revealed that a significant main difference was found for method and area at 0.01 level and an interactional effect for method and area was found at 0.05 level of significance.

Introduction

The education is said to be the main instrument of change. It has been recognized as input for transforming social and economical scenario of a society. Education plays a significant role in shaping and rejuvenating the mindsets of people to a positive and constructive purpose. In ancient times education was considered as tool for self-realization. In each child there is inherent an inner force, pressure towards growth and development, an inner drive towards self actualization. Rogers (1951) suggested self as the nuclear concept of personality. It is conceived as it develops as a result of the interaction of individual with his environment. Self concept is the conceptual understanding that humans have for their over existence. In other words it is the sum total of one's knowledge and understanding of his or herself According to Charles Darwin Self concept starts when babies can recognize themselves in a mirror. Self awareness begins around 6 months of age (courage Howe; 2002; Damon & Nart, '1982; 1988; 1992') children of 8 to 10 years of age can make comparisons of themselves to other. Maccoby (1980) told that how children see themselves also influences how they act. It means that self concept is conceived and develops as a result of interaction of individual with his environment. The investigator realized that team-teaching is one of those teaching methods which provide more opportunity for interaction with teaching learning environment Jang, S.J.(2006), Hanushetal (2009), Bettencourt and Weldon (2011), Linz, etal, (2008) and Bolaji O.A. and Adnesia, A.E. (2011) found a positive effect of team teaching on academic achievement of students Book over and Thomas (1964) and Morris D. Caplin (1969) found a significant positive relationship between self concept and academic achievement. Now the question arises in the mind of the investigator supervisor and Sr. Asstt. Prof. (Head of the Department of Education) Hawabagh Women's College, Jabalpur (M.P.) Research Scholar that does team teaching affect the self concept of students to find out the answer the present investigation was planned.

Statement of the Problem

"Effect of Team Teaching on self concept of 13 to 16 year old students".

Objective of the Study

For experimental verification following objective is framed.

- To study gender and area wise effect of team-teaching and their interaction on self concept of 13 to 16 year old students.

Hypotheses

There is no significant gender and area wise effect of team- teaching and their interaction on self - concept of 13 to 16 years old students.

Methodology

Nonequivalent control group design is used.

Sample

A sample of 149 students of 13-16 years of age were selected from urban and rural areas of Jabalpur District (M.P.) [{Rural-75 (41 girls & 34 boys)}] [{ Urban-74 (25 girls & 49 boys)}]

Tools of Study

- a. For independent variable: Teaching through team-teaching & teaching through traditional method.
- b. For dependent variable: Self concept Questionnaire (SCQ) by Dr. R.K. Saraswat.



Procedure

For collection of data for present work (SCQ) scale of self concept was administered as a pre test on experimental & control groups, followed by a 30 days treatment on both the groups. After that a post-test was administered (same scale of self concept) on both the groups gain scores were obtained after scoring (Post test-Pre test = Gain)

Statistical Analysis

Table No 1: Summary Table of ANOVA for Dependent Variable (Self Concept)

Source	df.	Sum Squares (SS)	Mean squares (MS)	F
Method	1	6752.376	6752.376	57.832**
Gender	1	298.715	298.715	2.558
Area	1	2028.830	2028.830	17.376**
Method *Gender	1	10.852	10.852	.093
Method* Area	1	560.868	560.868	4.804*
Gender * Area	1	30.632	30.632	.262
Method & Gen. * Area	1	24.633	24.633	.211
Error	141	116.759		
Total	149	88171.0000		

** Significant at 0.01 level of significant, * Significant at 0.05 level of significance.

Table No 2: Method, Gender, Area Wise, Mean, Standard Deviation, & Number of 13-16 Years Old Students for Self Concept

Method	Gender	Area	Mean	Std. Deviation	N.
Team Teaching	Girls	Rural	31.0870	16.15806	23
		Urban	19.2353	11.60565	17
		Total	26.0500	15.41885	40
	Boys	Rural	34.7647	15.88053	17
		Urban	22.7143	10.83117	21
		Total	28.1053	14.46859	38
	Total	Rural	32.6500	15.94148	40
		Urban	21.579	11.16831	38
		Total	27.0513	14.90219	78
Traditional Method	Girls	Rural	12.3889	4.00204	18
		Urban	10.5000	4.50397	8
		Total	11.8077	4.16672	26
	Boys	Rural	16.6471	8.44794	17
		Urban	11.1071	4.1771	28
		Total	13.2000	6.89730	45
	Total	Rural	14.4571	6.80114	35
		Urban	10.9722	4.69338	36
		Total	12.6921	6.04647	71
Total	Girls	Rural	22.8780	15.44862	41
		Urban	16.4400	10.63046	25
		Total	20.4394	14.08887	66
	Boys	Rural	25.7059	15.53789	34
		Urban	16.0816	9.77846	49
		Total	20.0241	13.25912	83
	Total	Rural	24.1600	15.44917	75
		Urban	16.2027	10.00271	74
		Total	20.2081	13.58769	149

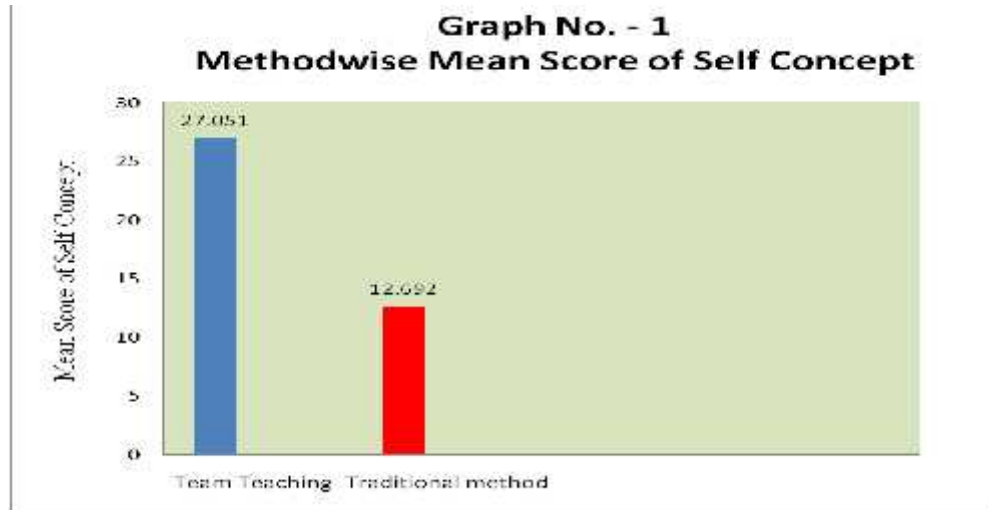
Result & Interpretation

Effect of Method on Self Concept of 13 to 16 Year Students

From Table no.1 indicates that there was significant main effect for methods at 0.01 level of significance [F= 57.832 at df = 1/141]. It means that there is a significant difference between the gain scores of self concept of 13 to 16 years old students



who were taught by team teaching and those who were taught by traditional method of teaching. Therefore the null hypothesis “There is no significant effect of team-teaching on self concept of 13 to 16 years old students.” **is rejected**. Further it is clear from Table No.2 that the mean score of self- concept of 13 to 16 years old students who were taught by team teaching was 27.0513, which was significantly higher than that of 13 to 16 years old students who were taught by traditional method (12.6921) as shown in Graph No. 1.

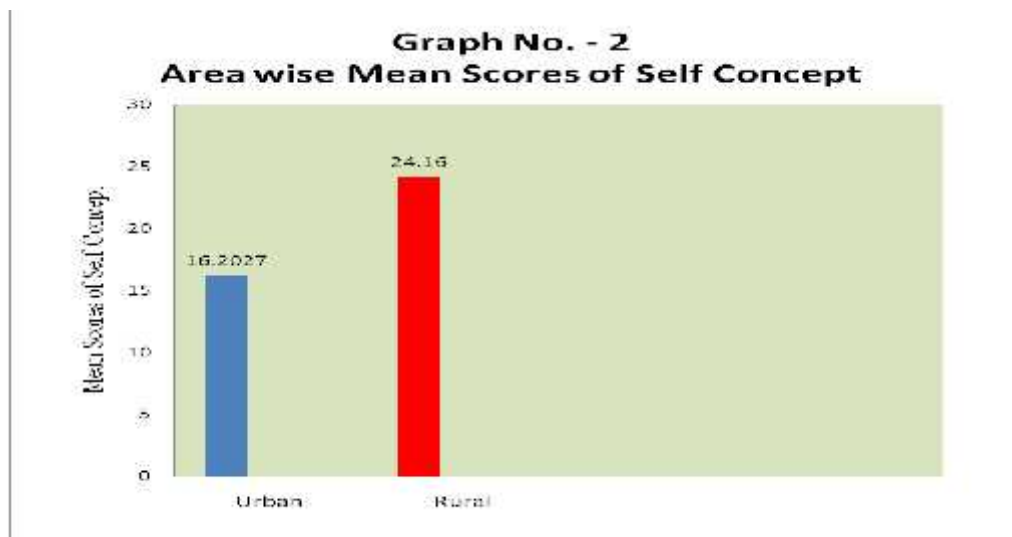


Effect of Gender on Self Concept of 13 to 16 Year Students

It Clearly indicates that there was no significant effect for gender at 0.01 level of significance, [$F = 2.558$ at $df = 1/141$], which means that there is no significant difference between the scores of self concept of 13-16 years old boys and girls of Jabalpur district. Therefore null hypothesis. “There is no significant gender wise effect of team-teaching on significant gender wise effect of team-teaching on self concept of 13 to 16 years old boys and girls.” **is not rejected**.

Effect of Area on Self Concept of 13 to 16 Year Students

There was a significant main effect for area [$F=17.376$ at $df =1/141$] at 0.01 level of significance (Vide Table No.1).It means that there was a significant difference in the scores of self concept of 13 to 16 years old students who belong to urban and rural area of Jabalpur district. Therefore null hypothesis, “There is no significant area wise effect of team teaching on self-concept of 13 to 16 years old students.” **is rejected**, Further it is clear from the Table No.2 that the means score of self concept of 13 to 16 years old student who belong to rural area (24.1600) was significantly higher than that of 13 to 16 years old students of urban area (16.2027) as shown in Graph No. 2



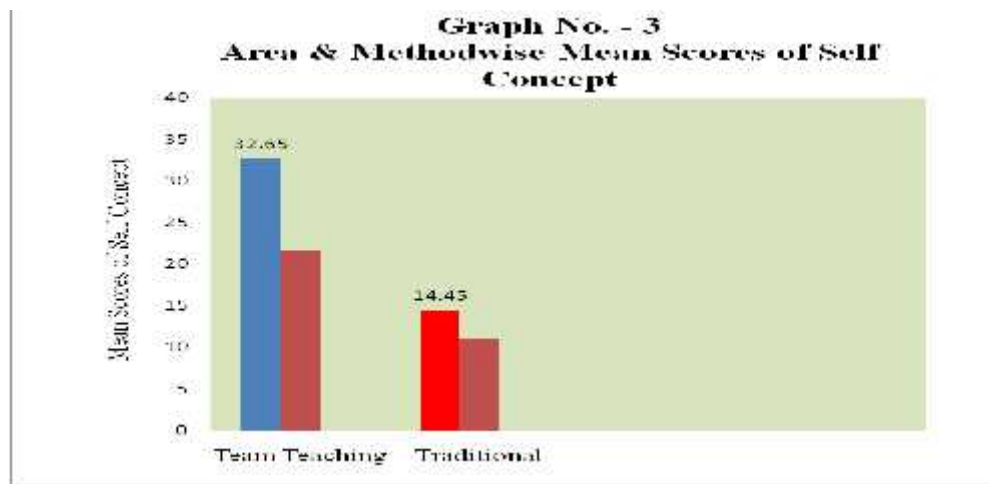


Effect of Method and Gender on Self Concept of 13 to 16 Year Students

Table no. 1 clearly stated that there was no significant interactional effect for method and gender [$F=0.093$ at $df = 1/141$] found at 0.05 level of significance. It means that there was no significant difference between scores of self concept of 13 to 16 years old boys and girls who were taught by team teaching. Therefore null hypothesis “*There is no significant gender wise interactional effect on self concept of 13 to 16 years old students*” **is not rejected**.

Effect of Method and Area on Self Concept of 13 to 16 Year Students

A significant interactional effect for method and area [$F=0.4.804$ at $df = 1/141$] was found. (Vide Table No.1).It means that there is a significant difference between the scores of self concept of 13-16 years old students who belong to urban and rural area of Jabalpur district and were taught through team teaching and traditional method. Therefore null hypothesis “*There is no significant area wise interactional effect of team teaching on self-concept of 13 to 16 years old students*” **is not rejected**. Further it is clear from Table No.2 that the mean score of self concept of 13 to 16 years old students of rural area of Jabalpur district and were taught through team teaching was 32.6500 which was significantly higher than the students of rural area (14.4571) who were taught by traditional method. Similarly the mean score of self concept of 13 to 16 years old students of urban area was 21.579 (Team teaching) and mean score of self concept of 13 to 16 years old students of urban area (10.9722) who were taught by Traditional method as shown in Graph No.3 .



Effect of Gender and Area on Self Concept of 13 to 16 Year Students

No significant interactional effect for gender and area [$F = 0.262$ at $df = 1/141$] at 0.05 level of significance was found (Vide Table No.1). It means that there was no significant difference between scores of self concept of 13 to 16 years old boys and girls who belong to urban and rural areas of Jabalpur district. Therefore null hypothesis “*There is no significant gender and area wise interactional effect on self concept of 13 to 16 years old students*” **is not rejected**.

Effect of Method, Gender and Area on Self Concept of 13 to 16 Year Students

There was no significant interactional effect for method, gender and area [$F=0.211$ at $df = 1/141$] at 0.05 level of significance (Table No.1). It means there was no significant difference among scores of self concept of 13 to 16 years old boys and girls who belong to urban and rural areas of Jabalpur, who were taught through team teaching and traditional method. Therefore the null hypothesis “*There is no significant interactional difference among method, gender and area wise mean scores of self concept of 13 to 16 years old students when taught by team-teaching and traditional method*” **is not rejected**.

Interpretation and Discussion

On the basis of above result it is clear that there were significant main difference found for method and area for self concept of 13 to 16 years old students of Jabalpur District. No researches have been found to see the effect of team teaching on self concept of 13-16 years old students, but during the research procedure the investigator realized that while teaching through team teaching students were more focused and were enjoying the discussion part of teaching which gave them the opportunity to express their views and clear the doubts, which helped for the development of self concept. It is also clear that team teaching has equal effect on boys and girls. It is noticeably found that 13 to 16 years old students of rural area showed significantly better self concept than that of Urban area, it may be because students of rural area came across with any innovative method of teaching for the very first time so they were more focused and were enjoying it. Remarkable changes



were found for team-teaching especially in rural areas as clearly shown in graph, no doubt team teaching is doing equally good for urban area students but on comparing the effect it can be seen that rural area students are performing at per.

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