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Impact Of Team Teaching on Education

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Abstract: Team-Based Teaching (TBT) is an innovative pedagogical strategy that fosters collaboration, critical thinking, and deeper understanding among students. This approach emphasizes active participation, shared responsibilities, and peer learning through structured team activities. By encouraging collaborative problem-solving and diverse perspectives, TBT has demonstrated a positive impact on student engagement, retention, and academic achievement across various educational contexts. Additionally, TBT cultivates essential soft skills such as communication, leadership, and teamwork, which are critical for professional success. This paper explores the impact of Team-Based Teaching on education, focusing on its benefits, challenges, and best practices for implementation in classrooms, particularly in STEM and humanities subjects. Through a review of empirical studies and case analyses, the paper highlights how TBT contributes to improved learning outcomes and prepares students for real-world challenges.

keywords - Collaborative Learning, Active Learning, Academic Achievement, Soft Skills Development, Classroom Innovation

I. INTRODUCTION

Team teaching, as the name suggests, signifies the teaching work and activities organized by a team of individuals comprising teachers, resource persons, clerical staff and other employees. Although quite popular and prevalent in the western world, it is relatively a new concept in our country. We can term it as an innovation in the field of teaching and learning. In a simple way, it may be understood as an attempt to seek ways and means for bringing improvement in the process and product of teaching through collective efforts by a group of individuals, mostly teachers teaching in the same school. Let us see what it is and how can it be best utilized for achieving its desired objective.

Origin and Growth of Team Teaching

It is difficult to pinpoint the exact origin of the new concept of team teaching in terms of the time, country or the personality responsible for its invention. However, it is true that the concept got its emergence around 1950. As a matter of historical interest, the Harvard University was the first to put forth a plan known as internship plan in 1955. In this plan, five teacher trainees were required to work simultaneously under the leadership of an experienced teacher. The second known project in this field along the line projected by the Harvard University was started in Lexington (1957-64). Then came the turn of the Chicago University where Francis Chase emphasized and worked for the development of a system of team teaching for the effective utilization of the best teachers. Another mentionable American personality of the mid 1960s was J. Leod

Trump, Director of the Commission of the Experimental Study of the Utilization of Staff in Secondary School, who contributed significantly in the growth of his concept. The concept gradually became so popular that it not only confined to the training of teachers or imparting effective instructions in the schools but also started to be used in the training of armed forces. From U.S.A. this concept got transferred to England and up to 1965 it was in proper progress in the schools and colleges of U.K. In the late 1970s, an educationist from this country, named Joseph Lancaster came into limelight for developing a monitorial system of instruction in the field of team teaching. In this system, a teacher, master in his subject, was supposed to teach a few monitors, the bright students who in turn worked as a team to teach what they had learnt to their fellow students. In this way, the concept of team teaching reached its peak in the seventies in most parts of the western world. However, it took enough time to reach our country. Even up to this time it has only a theoretical value and is still not known by many of the pupil teachers trained in our universities and colleges of education.

Meaning and Definitions

Several scholars have defined the term team teaching in various ways. Let us reproduce some of them.

R.A. Singer (1964): Team teaching may be defined "as an arrangement whereby two or more teachers cooperatively plan, teach and evaluate one or more class groups in an appropriate and agreed teaching plan and is given length of time so as to take advantage of specific competencies of the team members."

Carlo-Olson (1971): Team teaching may be defined as "an instructional situation where two or more teachers possessing complimentary teaching skills cooperatively plan and implement the instruction for a single group of students using flexible scheduling and grouping technique to meet the particular instruction." (S.S. Chauhan, 1979:114).

J.T. Shaplen (1964): "Team teaching has been defined as a type of instructional organization involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility or working together, for all or a significant part of the instruction of the same group of students." (Usha Rao 1977:168)

S.G. Callahan (1971): "Team teaching is that teaching-learning process where two or more teachers cooperatively formulate a plan carry it out, evaluate its effectiveness as it relates to a specific group of students." (Usha Rao, 1977:168). H.M. La Fauci and P.E. Richer (1970:42) "Team teaching is an organizational device which makes a number of individuals cooperatively engaged in some relevant instructional activities for achieving the common educational objectives. This concept carries the belief that the objectives are best achieved through organized cooperative efforts in comparison to unrelated individual efforts."

M. Haridwar (1986:67): "Team teaching is that organized form of the teaching structure in which two or more teachers cooperatively teach a particular subject or topic to a group of students.

The analysis of the above definitions brings into limelight the following characteristics of team teaching:

1. Team teaching is not a method of teaching but an organizational device to plan, execute and evaluate the teaching work in a cooperative way.
2. It represents an arrangement of teaching-learning situation where two more teachers join hands for achieving the desired teaching-learning objectives.

3. The teaching team consists of not only the teachers, but other personnel also such as laboratory assistant, librarian, clerk, expert from the relevant field, and researchers. who may join hands to help the teachers in their task.
4. Team teaching works on the principles of joint responsibility shared by the members of the team.
5. It is called cooperative teaching calling for the full willing cooperation of the members. Here their joint efforts are more important than the total individual efforts made by individual members in an unrelated way.
6. While calling for the joint responsibility and combined efforts, it provides full opportunity to the individual member of the team to contribute its maximum according to his interest, ability and needs of the situation.
7. Here, every teacher is provided appropriate time and opportunity for utilizing his specific talent and competencies for teaching a topic or content to a group of students.
8. It helps the students in getting the best services of the best talent of the team member's proper time.
9. it provides flexibility in terms of scheduling and grouping techniques to meet the need of a particular instruction. Accordingly, it may allow the formation of student group in varying sizes, i.e. large group class, small group discussion and individual study.
10. It calls upon the members to work hard for bringing improvement in the teaching- learning process.
11. It inspires and motivates the individual teacher to improve his knowledge and skills for contributing his share in the teamwork.
12. Team teaching provides autonomy and freedom to the members of the team to choose their teaching activities and responsibilities according to their interest and abilities.
13. It helps in utilizing the available resources-human and material-in a proper way and at the proper time in the interest of the students and institution.
14. The need and interest of the students are fully cared in the joint responsibilities shared by the teachers
15. Here, the students are owned by all the members of the team and not only by an individual teacher.

Team teaching is generally directed to achieve the following objectives:

1. To bring improvement in the quality of instruction by making the best use of the available resources.
2. To develop a feeling of joint responsibility of instruction.
3. To make best utilization of the talents, interests, and expertise of the teachers.
4. To provide better organization of the teaching-learning by increasing grouping and scheduling flexibility.
5. To provide opportunity to a specific large or small group of students to take advantage of the specifically talented, experienced and more expert teachers, otherwise not available to them.

The Guiding principles

Team teaching for a particular teaching subject is organized under the following basic principles:

1.principle of pooling the resources

Team teaching is based on pooling and best utilizing the available resources and expertise in the field of teaching.

2. Principle of joint responsibility and cooperation

Team teaching is organized to teach a specific group student by a team of personnel headed by a leader. It requires that all the members of the team share joint responsibilities and work together for achieving the ends.

3. Principle of attending the needs of the students

Team teaching is organized according to the interests, abilities and needs of the learners. Since a team as a whole share the teaching task in it, it provides better opportunities to take care of the difficulties and needs of the individual students.

4. Principle of flexibility in terms of grouping and scheduling

Team teaching requires adequate flexibility in terms of grouping of the students in the form of large classes, small group or study at the individual level. It also needs flexibility with regard to time factors and scheduling. Here, the time needs to the requirements of the teaching-learning situation.

5. Principle of appropriate selection of the team members

Team teaching requires joint responsibility and such responsibility can only be undertaken properly if the members of the team are selected judiciously according to the needs of the instruction.

Types of team teaching

1. Single Disciplinary Team Teaching

2. Inter disciplinary team Teaching

3. Inter institutional team teaching

1. Single disciplinary team teaching

In this type, the members of the team belong to the same institution and also from the same discipline or subject. For example, the mathematics teacher teaching high school classes may form a team for the teaching of mathematics to a particular high school class. Here, every member of the team is allowed to teach that very branch, topic or content of the subject that can best be handled by him.

2. Interdisciplinary team teaching

Here, the teachers from different disciplines, but working in the same institution, join hands to take responsibility of teaching the topics belonging to their own discipline. This type of team-teaching suits most to the teaching of the interdisciplinary subjects. For example, in the teaching of some foundation course that includes the topics from various disciplines such as, economics, geography, civics, and history different teachers of the same institution belonging to these disciplines/subjects may form a team.

3. Inter-institutional team teaching

In this type of team teaching, the members are not confined to the same institution, here, we can call the services of any talented teacher, expert, etc. from any institution/public life for the other specialized field, topic, work activity, content material, etc. and this way we can ask him to contribute in the capacity of the members of the team for a specific period, to teach a particular group of students.

Organization, procedure and step

In terms of procedure, team teaching usually involves three main stages or steps:

Planning stage

Planning

Execution

Evaluation

At the planning stage, team teaching involves the following activities:

1. decision about the topic to be taught.

2. formulating the objectives and writing them in behavioral terms.

3. identifying the initial behavior of the learner.

4. Identifying the available men and material resources.

5. Selection of the members of team teaching, teachers, team leaders, and other professional and non-professional helping hands.

6. Taking decision about the tentative schedule, larger or small group teaching, the level of instruction and teaching strategies, etc.

7. Distributing responsibilities among the members of the team according to their interest and abilities.

8. Taking decision about the means and ways of evaluating the learning outcomes.

Execution Stage

What is planned by the leader of the team with the active cooperation of other members at the planning stage is put to work at the execution stage. Here the actual tea activities are carried out by the members in the following subsequent session.

1. Large group session (general assembly)

In the beginning, the students are taught in a large group. Two or three sections of a class may be combined to form a large group. This group is taught by the most competent and expert teacher among the members of the team. All other members then provide the essential cooperation in his task. For example, one may provide some additional points or information, the others may show the map, draw summary on the blackboard, demonstrate some experiments, give examples, etc. as needed most. The maintenance of discipline also may be left to some cooperative teachers. The students are to listen to the lecture or observe what is demonstrated to them by the teacher. They are also free to ask question and discuss the matter taught and points raised by the teacher. Here other teachers play their part to help the main teacher in providing appropriate answers to the questions of the students.

2. Small group session

After the general assembly, the students are divided into small groups. These groups work under the supervision of the individual teachers. Here, the teacher tries to discuss with the learners the common difficulties faced by them in understanding the material taught in the general assembly session. He may explain, illustrate, demonstrate and provide opportunities to them for doing experiments or other activities in the small groups.

3. Individual study session

Following the activities in large group or small group sessions, as discussed, the students are able to engage in self-study and do independent work on the individual level. Now they can go in library for independent reading, in laboratory for independent experimentation or in other work places for doing practical work. They can have drill and practice work or adopt other resources for self-study. Here, the teachers and other members of the team have a big responsibility of supervising, guiding and directing the students on the right path. They have to remove their individual difficulties and suggest ways and means for their progress according to their interests and abilities.

4.Evaluation stage

At the evaluation stage of team teaching, attempts are made for the evaluation of the progress and outcomes of the activities performed. The outcomes are subjected to evaluation in the light of the set objectives, the learner's initial behaviour, the methods and strategies, planning, the responsibilities shared by the team members, etc. The evaluation of the student's performance is done through oral, written and practical tests. Their sessional practice and homework also are evaluated from time to time for providing comprehensive picture of their learning outcomes as a result of team teaching. In the light of all such evaluation works, attempts are made to incorporate necessary modifications and improvements in the organization of team-teaching programmes in the institution.

Team teaching impact on primary level

At the primary level, at some point, two classes are combined and taught by two teachers. In most of the primary schools, team-based teaching is being imparted to the children and it can be said that it is a very good method. At the primary level, the class teacher is a generalist-a teacher is assigned the responsibility of teaching all subjects in one subject. However, now the use of subject specialization in tracing of academic subjects at primary level has increased. The main advantage cited for specialist (or semi-specialist) education is that the subject specialist brings a high level of subject knowledge in his / her education, and it is the lack of such knowledge that is a major weakness in the general class teacher model. At the elementary school level, it is difficult for teams to achieve a high level of collaboration in the classroom if the culture is not collective and collaborative. The school administration plays a major role in this.

It highlights the benefits of team education. Beneficial for both students and teachers. Team education at the primary level. Indeed, teachers usually teach a subject in which they are more proficient, seeing their peers teaching can improve their knowledge in their weak areas. Team teaching offers the opportunity for more effective organization and instruction management. At primary level team teaching also facilitates student learning and teacher-student interaction. Help to build bridges of understanding across disciplines for both teacher and students.

Team Teaching on Secondary level

Team education at secondary level Gives teachers the opportunity to work on their ideas and reflect on them. At the secondary level, team teaching works to allow interdisciplinary two-minded meeting. Team teaching also allows for joint thinking, problem solving and decision-making processes. Team teaching Gives teachers the opportunity to work on their ideas and reflect on them.

Based on the results and findings of research done on team teaching at secondary school level, it can be said that students get education through team education and those who have learned through team education get better scores as compared to the traditional method of education. Team education provides better social and educational connection between teachers and students, thereby improving the student-teacher relationship. This type of effectiveness is seen at the secondary school level.

Team teaching impact on higher education

During lecture-style instruction, students play a passive role. On the other hand, team teaching involves students in physical and mental stimulation created by viewing two individuals (lecturers) at work. Lecturers become the role models, discussing and disagreeing on issues, while at the same exposing students to the course content.

The process of dialogue between the lecturers creates a clash of the minds, which has the potential for revitalizing the students' instructional capabilities. Concurrently this will stimulate students to pick up the lecturer's enthusiasm that can assist to challenge, expand and enrich their understanding. In short, when working in teams effectively, a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

Advantages of team teaching

1. Best utilization of the available talents

Team teaching provides opportunities for the best utilization of the talents and expertise of the experienced and devoted teachers in their respective fields. Here the teachers discharge their responsibilities according to their own interests and abilities, hence they can play their role quite effectively and efficiently, in this way, the learners are greatly benefited for the different teaching-learning situations.

2. Best utilizations of the available material resources

In usual teaching, a teacher finds it difficult to take full advantages of the available material resources, but in team teaching he can get help from the members for the proper utilization of the available resources as some may render help in the utilization of audio-visual aids, some may help in maintaining discipline and others may note the difficulties of the learners and answer them at the proper time. In such a cooperative situation, it becomes quite easy for the teacher for attaining the set objectives.

3. Provides opportunity for professional growth

Team teaching provides challenge and opportunities to the teachers for their proper professional growth. Here, the young and less experienced teachers get opportunities to work with the experienced and talented ones. They learn many things about their subjects and teaching skills. In addition, all the team members have to prepare themselves in a proper way for discharging their responsibilities. Thus, attaining perfection in terms of knowledge and teaching competencies.

4. Provides better learning opportunities

Team teaching helps in getting better learning opportunities to the students in comparison to the traditional teaching. Here, they are provided proper opportunities for raising questions, getting their difficulties solved and having free discussion on the topics of their interests from the best teachers. They get large exposure in the general assembly and have proper time and attention from their teachers in the smaller group discussions and self-study sessions. All this helps in removing their common and individual difficulties and provides them a stimulating the learning environment, suiting to their own needs and pace of learning.

5. Provides opportunities for interaction with the experts

Both the teachers and the learners get opportunities to interact with the experts in a subject or a specialized field. It not only gives them a useful exposure in terms of learning so many new and specialized things but also provides due inspiration and motivation for reaching at the top in the field of learning, instruction and research.

6. Helps in maintaining proper human relationships and cooperative attitude

Team teaching works on the principle of cooperation and shared responsibility. It makes the members of the team to come near to each other, understand the likings and competencies one another and develop sweet and cordial relations among themselves. Their cooperative attitude, helping nature and team spirit make the students to imbibe such things quite automatically and, in this way, team teaching helps in achieving a very important goal of education, namely helping the children in their proper social development.

7. Provides proper flexibility

Team teaching proves quite flexible in terms of scheduling and grouping techniques to meet the need of a particular teaching-learning situation. Accordingly, the learners may be taught in large and small groups or alone as individuals. Here, the timetable is never rigid.

8. Helps in maintaining discipline

Team teaching is carried out by members of the team in a cooperative way. There are many teachers and other professional and non-professional assistants present in the teaching-learning situation who can share different responsibilities. Hence, the maintenance of discipline is not left to a single teacher only as happens in the traditional classroom teaching. The students get proper help, guidance and direction from the members. There is enough scope for the application of the principle of change and variety in the teaching-learning process. The teaching is done in accordance with the needs and interests of the learners. Care is to be taken for the arrangement and proper utilization of the material resources in terms of building, seating arrangement, proper ventilation, light and display of audio-visual aids.

9. Provides opportunities for proper supervision

There are a number of teachers and other personnel involved in team teaching. Therefore, there is no difficulty in having a quite planned scheme for the supervision of the independent and self-study made by the individual students. Their drill and practice work, homework and assignments, laboratory and other practical work can never go unsupervised and unchecked in team teaching as may be possible in the traditional teaching due to heavy load of work.

10. Proves an effective training technique

Team teaching may prove a good and effective technique for the training of would-be teachers. Here, only one or many student teachers can work under the leadership of an expert or an experienced teacher for learning the art and technique of the teaching profession. The practice is similar as adopted in medical colleges, where a number of medical students doing internship or engaged in M.D. or M.S. studies acquire valuable practical knowledge of their profession while working with a senior doctor.

Limitation of team teaching

1. Difficulty in the distribution of the responsibilities

Proper sharing of responsibilities is required on the part of the team members. For this purpose, the members should willingly come forward. However, it is seen that members try to avoid or hesitate to share the responsibilities, as a result, the task or distribution of the responsibilities is left entirely to the team leader who feels a lot of difficulty in choosing the proper persons for the particular tasks and then persuading them to take over the assigned responsibilities.

2. Difficulty in maintaining harmony and understanding

Team teaching requires proper understanding and cooperation among the members. The goal is to achieve the set objectives and, for this purpose, every member should have proper team spirit and a positive attitude towards the assigned work. There is also a need of doing away with their ego, hesitation, inferiority complex, etc. for working for the common cause. The teachers with the required attitude are hardly available and, consequently, it will become difficult to maintain proper coordination and harmony among the members for getting desired success through team teaching.

3. Too much expectations from the teachers

Team teaching for its success demands a lot from the teachers. Every teacher should have a thorough knowledge of the subject along with the necessary skills to handle small group discussions, individualized study and many other experimental and project works. Such competent teachers with complete willingness and positive attitude towards team teaching are hardly available.

4. Undue importance of the teachers at the cost of the learners

The entire scene of the team teaching is dominated by a team of the teachers. The activities concerning planning, execution and evaluation are entirely teacher's task and thus, the learners are given an insignificant role in the teaching-learning process.

5. Difficulty regarding lack of material facilities in schools

The organization of team teaching requires proper space and material facilities in the terms of a big hall, large rooms, furniture, laboratory, library, workshops, teaching aids and communication equipment. Lack of these material facilities proves a big obstacle for the success of the team teaching.

6. Not suitable to the present educational set-up

Team teaching for the required effectiveness necessarily demands some changes in the existing school organization, selection and appointment of teachers, school's curriculum, system of evaluation, etc. which is not an easy work.

8. Expensive in terms of finances

Team teaching requires more facilities in the form of space, material and equipment in comparison to traditional teaching. Our schools, where it is difficult to have even sheds and blackboards for all the classes, we can't expect to arrange for the finances involved in making arrangement for the needed men and material facilities.

9. Limitation in terms of planning and execution

Team teaching requires quite appropriate planning and its execution. The planning itself is not a simple task. It needs full cooperation of the team members and planning skill of the leader. Such type of cooperation is hardly available to the leader. If he himself is lacking in the required planning skill, team teaching cannot be organized in a proper way. At the execution stage, the members must feel the responsibility of sharing the planned activities. However, practically it is seen that the team members, instead of sharing their responsibilities with full sincerity, begin to blame each other and quarrel for very petty things.

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