

Team Teaching Approach on Academic Performance of Students in Faculty of Education

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ABSTRACT

The study examined the Effects of Team Teaching Approach on Academic Performance of Students in Faculty of Education in Kebbi state university of science and technology, Aliero, Nigeria. The study used quasi-experimental research design and 162 UG II students from Faculty of Education were used. The study used self constructed open and closed ended questionnaires as data collection instrument. The study answered two (2) hypotheses. The data analysis tools was independent sample t-test which is used in testing of the two null hypotheses postulated by the study. The study revealed that that students who were exposed to the use of team teaching approach (experimental group) scored higher and were significantly different from those who were taught with the single teacher approach (control group); no significant difference was established between the mean scores of UG II male and female students taught using team teaching approach (Experimental group). The study recommended that lecturers in the faculty should be encouraged to adopt team teaching approach for their students for optimum academic performance as the approach has proven to be the best.

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Keywords:

Team teaching approach, Academic performance, Faculty of education.

INTRODUCTION

Team teaching is where a group of lecturers works together to plan, conduct, and evaluate the learning activities of the same group of students in the same classroom. According to Goetz (2000) defined team teaching as a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners. It also means that both the instructors team-teach students mutually and simultaneously. It is a situation where by co-educators shoulder the burden of instruction at the same time (Tobin, 2005). According to Francis (2000) team teaching is perceived as a pedagogical technique that shifts the role of instruction from the individual to a team - provides students with the opportunity to take a more active role in learning. It can be a classroom instruction in which several teachers combine their individual subjects into one course which they teach as a team to a single group of students.

In other words, team teaching according to Nkechi, Lilian & Ngozy, (2015) brings together two or more colleagues working together, but sometimes also working with professional and/or administrative colleagues - to plan, conduct and evaluate the unit of study, including assessment, for the same group of students. By its nature, team teaching assumes appropriate involvement of all colleagues in the team and good communication between them. It involves a group of instructors working purposely, regularly, cooperatively and complimentarily to teach a group of students. Teaming teachers together set goals for a course, design a syllabus or prepare lesson plan or guide, teach students and together evaluate the result (Nkechi, Lilian & Ngozy 2015). The concept of team teaching which is considered by Bessette (2008) in Darma, (2018) as one of the distinct instructional models of co-teaching can best be made cleared with the prior -knowledge of co-teaching framework. The concept of co-teaching emerged several years ago through the works of scholars such as Walther-Thomas (1997). However, it was initially introduced to raise issues in teaching handicapped students in an exclusive class (Cook & Friend, 1995; Dieker, 2001; Dieker & Murawski, 2003; Gately & Gately, 2001; Keefe & Moore, 2004; Stanovich, 1996; Tobin, 2005; Vaughn, Schumm, & Arguelles, 1997) in Darma (2018) it was thought that the difficulties of handling the education of students with disabilities required more workforces, from which co-teaching gradually emerged. The term co-teaching has attracted some teachers to treat it in different ways.

In a different description, Cook & Friend (1995) argue that a co-teaching system has two or more teachers to mutually convey substantive instruction to a heterogeneous group of pupils in one class. In other words, a co-teaching system has been established on highly substantial approaches and features that distinguish it from such a traditional interpretation. The distinct features of such a system are described by Cook (2004):

- two (or more) educators or other certified staff
- a contract to share instructional responsibility
- a single group of students
- primarily a single classroom or workspace
- specific content (objectives)
- mutual ownership, pooled resources, and joint accountability
- each individual's level of

participation may vary (p. 5). A community of peers is important not only in terms of support, but also as a crucial source of generating ideas and criticism. It is assumed that teaching is one of the complicated processes taking place in schools and educational institutions (Darma, 2018). In the current and relatively traditional teaching model, one teacher is responsible for supervising all lessons over a specific time. The plan of the teaching process, its practice, and the expected evaluation are carried out by the same teacher. In other words, teaching is not critically reflected on by anyone except the lead teacher of the classroom (Darma, 2018). The arrival of new strategies of teaching, issues of motivation, the satisfaction of students and academics' needs and other factors contributing to successful teaching activities all look forward to the creative genius of a single teacher. The seeming difficulty of addressing all these elements simultaneously by a single pedagogue appeals for a new alternative in the method of teaching (Nkechi, Lilian & Ngozy 2015) in (Darma, 2018).

Research has shown that team teaching is an effective way of constructing deep learning of concepts while learning alternative ways to teach the same subject-matter. Developing co-generative dialoguing occurs to further develop existing understandings of the teaching situation (Tobin et al., 2001). Knowledge is collaboratively constructed between individuals from where it can be appropriated by each individual (Vygotsky, 1978). Team teaching gives teachers the opportunities to act on their ideas and reflect in and upon their actions. Their understandings evolve through a meaning negotiation process, in which they discuss their own ideas and consider the ideas of others (Bayer, 1990). Team teaching is different from single teacher teaching because it involves two or more teachers each with distinctive roles, sharing responsibilities for planning, presentation and evaluation of lessons for the same group of students. According to Brandenbury (1997) team teaching exposes students to a variety of teaching styles and approaches, which increases the potential for the team to meet the various learning styles of students. However, while team teaching may prove advantageous for many students, some may feel frustration and discontentment about having more than one teacher. But with proper collaboration and cohesiveness within a team, there are vital benefits for those willing to adopt team teaching approach especially for undergraduate classroom. Hence, Hughes and Murwaski (2001) remarked that collaboration, cooperation and interaction distinguish team teaching from single teacher teaching. Beyond the advantages of creating, additional time for other academic activities and supportive environment it equally augments the opportunity for intellectual growth, increases students' teacher interaction (Waima, M., 2013), overcome isolation that is the norm in the conventional single teaching approach (Iheagwam, 2006). For the students, team teaching in can open a student's eyes to accepting more than one opinion and to acting more cooperatively with others. It may even provide educational benefits such as increasing the student's level of understanding and retention, in addition to enabling the student to obtain higher academic achievement. However, a review of the literature indicates that, no study have been done in Northwestern part of Nigeria especially in Kebbi state context. Therefore, it is highly important to conduct a similar study to examine if team teaching approach could be of greater assistance in facilitating students' academic performance in Faculty of Education, Kebbi state University of Science and Technology, Aliero, Kebbi state, Nigeria.

Statement of the Problem

Despite the importance of team teaching in Kebbi state University of Science and Technology, Aliero and the fact that it has been practiced for several decades, students' poor performance and academic performance in the faculty is worrisome. This recorded poor performance of students over the years is of great concern to faculty, university, educators and in fact the general public. To prove this assertion, the results of students in second semester 2018/2019 academic session showed a steady deterioration in students' academic performance. Some students lacked the ability to think creatively and develop thoughts.

Therefore, the focus of this study was to determine if the team teaching approach in the faculty enhanced students' academic performance and the extent to which the performance varies among gender in Kebbi state University of Science and Technology, Aliero, Kebbi state, Nigeria

Objectives of the Study

The study has the following specific objectives which are to:

- i. Determine the academic performance of UG II students taught using Team teaching approach and UG II students taught with Single teacher approach
- ii. Find out the academic performance of UG II students taught using Team teaching approach in relation to gender;

Null Hypotheses

This null hypothesis was formulated to guide the study.

H₀₁. There is no significant difference between the academic performance of UG II students taught using Team teaching approach and UG II students taught with Single teacher approach

H₀₂. There is no significant difference between the academic performance of male and female UG II students taught using Team teaching approach

METHOD

In this study pre-test and post-test quasi-experimental design was used. The population of this study is the entire UG 2 students from faculty of education which are 285, the sample of this study are one hundred sixty two (162) UG 2 students. The sample was selected in conformity with Krejcie and Morgan (1970). Stratified proportionate random sampling technique was used in the selection of sample from the various departments. The sample involves two groups that are experimental and control groups by gender.

Table 1. Distribution of the UG 2 Populations, Grouping and Sample across Gender

Gender	Population	Experiment	Control	Sample
Male	191	55	54	109
Female	94	26	27	53
Total	285	81	81	162

Source: Admission Office, August, 2019.

Instrumentation

The study used self constructed questionnaire as data collection instrument which was constructed on a four (4) point rating scale of Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD). The students were pre-tested before receiving any kind of treatment by the researcher. The post-test were also administered after the experimental and control groups have undergone their separate treatment; Team teaching approach in the case of experimental group and Single teacher approach in the case of comparison group. The outcomes of the various encounters in the form of test scores were the subjected to appropriate statistical analysis.

Validity and Reliability of the Instrument

The questionnaire was validated by two research experts in the Faculty of Education Kebbi state University of Science and Technology, Aliero. The reliability was determined by Cronbach's co-efficient alpha (r) which was used to analyze the scores after the pilot study, which was not part of the study area with a reliability of 0.81 which indicated that, the instruments was statistically reliable.

Data Collection Procedure

The researcher with the help of a research assistants administered pre-test to both controlled and experimental group. The essence of the pre-test was to determine the status of the learners.

In treatment phase, one group experimental group was taught by a team-teaching approach. In the same time the control group was taught by the single teacher approach.

Thereafter, at a close interval of one week, post-test was administered on the same group of students. The data collections have covered the whole second semester.

Statistical Analysis Procedure

The data for the study were the scores of the teacher made-test obtained from the pre-test and post-test administered to the control and experimental groups. The study used simple percentage and frequency counts in analyzing and presenting the bio - data variables of the study participants. However, independent samples t-test was used in testing the research hypotheses. All hypotheses were tested at 0.05 level of significance.

FINDINGS

Test of Null Hypotheses

Data analysis and study results are presented after each hypothesis testing as follows:

Hypothesis 1: There is no significant difference between the academic performance of UG II students taught using Team teaching approach and UG II students taught with Single teacher approach

Table 2: Two sample t-test on mean academic performance in UG II students taught using Team teaching approach and UG II taught using Single teacher approach

Method of Instruction	Mean	Std. Deviation	Df	t-value	P
Single Teacher Approach	40.29	4.852	160	6.923	.001
Team Teaching Approach	45.75	3.570			

t-critical = 1.96

The Independent t-test statistics in table 2 shows that there is significant difference in the mean academic performance of UG II students taught using Team teaching approach and UG II students taught with Single teacher approach. This implies that the calculated t-value (6.923) far exceeds the critical t-value (1.96 at p value of $.001 < 0.05$) under 160 degree of freedom. The null hypothesis was therefore rejected.

Hypothesis 2: There is no significant difference between the academic performance of male and female UG II students taught using Team teaching approach

Table 3: Independent t-test statistics between the academic performance of male and female UG II students taught using team teaching approach

Gender	N	Mean	Std. Deviation	Df	t-value	P
Male	81	44.32	3.407	160	1.110	0.210
Female	81	46.35	3.920			

t-critical = 2.000

The independent t-test statistics in table 3 reveals that there is no significant difference between the academic performance of male and female UG II students taught using Team teaching approach. This implies that the calculated t-value (1.110) is less than the critical t-value (2.000 at p value of $.210 > 0.05$) under 160 degree of freedom. The null hypothesis was therefore retained.

RESULT, DISCUSSION AND SUGGESTIONS

From the results obtained, the following conclusions were drawn:

The study has proved that team teaching approach is superior to single teacher approach. This has therefore provided empirical basis for improving classroom teaching and learning process. This is evident from the fact that the group taught with team teaching approach performed significantly better than the groups that were taught with single teacher approach. Again, the female students perform better in team teaching approach than their male counterpart.

In hypothesis I, the effect of team teaching on the students' academic performance was conducted by comparing the mean scores of the group that were exposed to the use of the team teaching approach in teaching and learning with students who were exposed to the use of the single teacher approach. The two sample t-test was used for the test. The result revealed that students who were exposed to the use of team teaching approach scored higher and were significantly different from those who were taught with the single teacher approach. The null hypothesis was therefore rejected. This means that the use of team teaching approach in teaching and learning increases students' academic performance on the subject.

Corroborating the current findings, Jang (2006) study the effects of team teaching upon two 8th-grade teachers in the field of mathematics. The research findings showed that the average final exam scores of students receiving team teaching were higher than those of students receiving traditional teaching. The two teaching methods showed significant difference in respect of students' achievement. More than half of the experimental students preferred team teaching to traditional teaching. The discrepancy between team teachers' expectations of team teaching and its implementation was apparent. The differences in the teaching strategy also exposed team teachers to challenge and being compared with each other by students in class.

Similarly, Gerst (2012) examines the effects co-taught classes have on students' academic and social development. The majority of current co-teaching research has found positive results for students in academic achievement, social development, and emotional well-being. Students perceive co-teaching to be beneficial to their learning and do not report drawbacks for their learning.

Hypothesis II tested for gender difference on the effectiveness of the team teaching approach on students in relation to their academic performance. The hypothesis was aimed at determining whether male and female students exposed to the use of the team teaching approach would differ significantly in their

academic performance. The independent sample t-test procedure was used for the test. The result did not reveal significant difference in the academic performance of the female and male students in the experiment. The null hypothesis was therefore retained.

This finding is in collaboration with that of Ezenwosu, Esomonu, Akudolu (2015) who discovered that gender affects the academic performances of male and female students taught using team teaching approach in favour of female students. The female students achieved higher when taught with the team teaching approach than their male counterparts.

Suggestions

The following suggestions are suggested as a result of the findings of the study:

- i. Lecturers in the faculty should be encouraged to adopt team teaching approach for their students for optimum academic performance as the approach has proven to be the best;
- ii. The use of single teacher approach of teaching should be minimized so that UG II students should benefit from the goodness of team teaching approach to instruction.

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