



Influence of collaborative teaching on teachers' job proficiency in public secondary schools in Ohaji, Imo state, Nigeria

Israel C Oparaji¹, Ngozi A Agu¹, Godstime E Emerho², Loveline B Ekweogu¹, Regina N Chukwu¹

¹Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Nigeria

²Department of Sociology and Anthropology, Nnamdi Azikiwe University, Awka, Nigeria

Abstract

In this study, the researcher investigated the influence of collaborative teaching on teachers' job proficiency. The descriptive survey research design was adopted for the study. Two research questions and two hypotheses guided the study. The population of the study consisted of 368 teachers and the entire population was used as the sample since series it is a manageable size. The instrument for data collection was a 15-item questionnaire that consisted of two clusters. Cluster A dealt with collaborative teaching and teachers' lesson plan while cluster B was concerned with collaborative teaching and teachers' teaching with proficiency. The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundation, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach Alpha while mean and standard deviation were used to answer the research questions and test the hypotheses at 0.05 level of significance. The finding of the study among others is that reform initiatives in the study area have not accommodated the concept of collaborative teaching. It was therefore recommended that the Ministry of Education in the state through the Post-Primary School Commission should introduce collaborative teaching to secondary schools in Imo State, especially in the study area.

Keywords: influence, collaborative teaching, teachers' job proficiency, public secondary schools

Introduction

The concept of collaborative teaching cannot be easily explained in one sentence. It is an embodiment of all forms of co-operative teaching synergy by teachers to advance their work at the classroom level. Ajayi (2018) defined it as a team work by teachers to engage in the cognitive development of students. Collaborative teaching has been given different names by different scholars all tending to the same idea. It is a programmed exercise by teachers to contribute their expertise with their interaction in order to make their class subject delivery more robust and impacting on students.

As indicated above, collaborative teaching has gotten alternative names from different people and institutions. It could be regarded as team teaching, cooperative teaching, co-teaching and even inclusive teaching (Amanda, 2014) [2]. Though these alternative names suggest the same concept, they, by their contents are concerned with the dimensions of collaborative teaching. There is collaborative teaching within the same subject area and there is collaborative teaching across the broad spectrum of the faculty (Nera, 2017).

The word influence connotes impacts. It is the effect an idea or a thing has on something or a person. It could also mean inducement on somebody to say something or act in a certain way. Tayo (2015) [10] stated that influence could lead to effectuation. In the context of this study, influence might be considered as a stimulant, enhancer or a booster. It is that thing which makes for increase or improvement in an activity programme. As used in this study, almost all the above names are fitted but typologically it is the elixir that amplifies the quality of teachers' lesson delivery in the classroom (Nduka, 2017).

The word, collaborative is taken from collaboration and it stands for cooperation, support, team work, alliance, alongside and epiphenomenon. In the context of this work, it is the synergy between teachers to teach a subject or a set of subjects. Collaborative teaching can therefore be defined as the process by which two or three teachers agree to teach these same subject. It could involve one teacher handling the theoretical part of a subject while the other teacher demonstrates the practical aspect of the same subject. Ajayi (2018) [1] added that the two or three teachers in the collaboration can as well teach one subject or course across a faculty.

A teacher is a person who impacts or transfers knowledge to students who are taking the subject concerned. He is trained in pedagogy and a master of it. He is trusted with the intellectual development of students and his tutorship. As a teacher he possess a high degree qualification in education such as B.A.(Ed), B.Sc (Ed), M.Ed or even a Ph.D in Education with specialization in his chosen discipline. The National Policy in Education (FGN, 2013), states that such a teacher might have passed through an organized teachers' training in a Faculty of Education of a recognized university.

Teachers' proficiency in a simple parlance means teachers' skill or teachers' expertise. James (2013) [5] explained it as teachers' capacity to teach in line with specifications of the subject curriculum. A teachers' proficiency is the outcome of the quality training and his years of teaching experience. The proficiency of a teacher is however ascertained by the quality of the academic performance or achievement of the students trusted to his mastership. The teacher therefore is the symbol of the mastery of his subject and a functional epitome of the collegiality that produced him (James, 2013) [5].

Public secondary schools in Imo state as in other parts of Nigeria are the next level or class of schools above the primary or basic schools. They are schools established by the government (Federal or State) and operated by th. They can be co-educational or otherwise but the infrastructures, teache governmenting and learning materials and even staff salaries are government responsibilities. Public secondary schools are the opposite of private secondary schools and the government assists in staff training through seminars, conferences and workshops to enhance or improve teachers' proficiebcy as they interface with students in the classroom (Ogun Josh, 2010).

The need for collaborative teaching cannot be over-emphasized. It creates and builds a good working relationship among teachers. As teachers work in tandem, there is growth in understanding both in the contents of the subject and in teaching skills. There is also simultaneous growth in a wide range of social skills that the traditional method cannot offer. Unity of purpose is developed among teachers. This is because teachers take advantage of the collaboration to strengthen their weak areas (Amanda, 2014)

It introduces students to a wide range of learning strategies and perspectives which includes peer assessment that allows students to assist each other to grow. As students learn from collaborative teaching arrangement, they too develop synergy that can help them access information and problem solving techniques (Windy, 2016). Students also explore and apply or use the subject materials used by their teachers and that helps them get the details of the lesson taught in the ways their teachers presented it in the classroom. The outcome of this that there is enhanced preparation for examination by students and their academic achievement is improved.

Another benefit of collaborative teaching is that students spend more time with the teachers and in fact get individual attention from them. They equally learn from the two teachers who may have different ideas, styles and experience that all are germane to the topic or subject being taught. As hinted earlier, it brings teachers into a unity of purpose. Teachers plan lesson notes together and prepare for lesson delivery together. They also teach the lesson together one after the other (Nwoga, 2019)

One shortfall of collaborative teaching however, is that it is time consuming. This is because unless the teachers in collaboration meet to plan and prepare for lesson, there will be no teaching. Also, two teachers teaching one topic at the same time can create confusion to the students as students may be in doubt of who to trust or follow. All the same, collaborative teaching enhances specialization as it makes teachers to concentrate on their areas of strength.

Statement of Problem

The need for teachers to discharge their duties proficiently cannot be overemphasized, it increases the worth of a teacher and attracts respects to a teacher from students, their parents and even the school authority. Another reason is that it smoothens or enhances the academic achievement of students.

One of the means of achieving this proficiency by teaching is collaborative teaching. In its simple meaning, it is the coming together of two or three teachers to teach one lesson either at the same time by dividing the class and the lesson into sections or by teaching the same subject one after the other in separate days. It is also called co-teaching or team teaching. One of the merits of it among others is that it gives teachers the leverage to teach the part of the subject they know most.

However, teaching of various subjects in the study area is not patterned along the line of collaborative teaching. It appears the understanding is not yet there or the concept is quite a novelty. Either from the ministry or the various school management boards, there has been no reform initiative to introduce collaborative teaching to the various staffers of the secondary schools in the study area. In addition to this, there is inadequate empirical research on the impact of collaborative or co-teaching on teachers' job proficiency. It is on account of the above situation, that the researcher, investigated the influence of collaborative teaching on teachers' job proficiency in public secondary schools in Ohaji, Imo State, Nigeria.

Purpose of the Study

The purpose of the study is to find out the impact of collaborative teaching on teachers' job proficiency in public secondary schools in Ohaji, Imo State. Specifically, the study investigated the following;

How collaborative teaching could help teachers plan their lessons proficiently

How collaborative teaching could assist teachers teach their lessons proficiently.

Research Questions

The study is guided by the following research questions;

To what extent does collaborative teaching help teachers to plan their lessons Proficiently.

To what extent does collaborative teaching assist teachers teach their lesson Proficiently.

Hypotheses

The following hypotheses were formulated to aid the study;

There is no significant relationship between collaborative teaching and teachers' lesson planning.

There is no significant relationship between collaborative teaching and teachers' teaching their lessons proficiently.

Method

In this study, the researcher investigated the influence of collaborative teaching on teaching on teachers' job proficiency in public secondary schools in Ohaji, Imo State. The descriptive survey research design was adopted for the study. Two research questions guided the study while two hypotheses were formulated to aid the study. The population of the study area consists of 368 teachers of the eleven public secondary schools in the study. However, the entire population was used as the sample size as it is a manageable size. The instrument that was used to elicit responses from the respondents was a 15-item questionnaire that consisted of two clusters. Cluster A dealt with collaborative teaching and teachers lesson plan while cluster B dealt with collaborative teaching and teachers' teaching of the lesson proficiently.

The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach Alpha with an average of 0.86 which was considered high enough for the study. Mean and standard deviation were used to answer the research questions and test the hypotheses at 0.05 level of significance. The finding of study among others was that reform initiatives in the public secondary schools in the study area has not accommodated the concept of collaborative teaching. It was therefore recommended that the Ministry of Education in Imo State through the Post Primary School Commission should introduce collaborative teaching to the secondary schools in Imo State, especially in the study area.

Questionnaire Items

Table 1: Cluster A: Collaborative teaching and teachers lesson plan

S/N		x	Remark
1.	Teachers in my school co-teach a subject	1.24	Disagree
2.	They choose the topic they teach together	1.06	Disagree
3.	Teachers in my school teach their lesson topics separately	2.86	Agreed
4.	Each teacher decides what he wants to teach	3.08	Strongly Agreed
5.	Teachers plan their lessons separately	2.96	Agreed
6.	They also decide how they want to teach their lessons separately	2.92	Agreed

Table 2: Cluster B Collaborative teaching and teachers' teaching with proficiency

S/N		x	Remark
7.	Teachers in my school teach the same lesson together	1.08	Disagreed
8.	Teachers in my school do not teach the same lesson together.	2.98	Agreed
9.	They divide the class into two sections	1.28	Disagreed
10.	They do not divide the class into sections	2.88	Agreed
11.	One teacher teaches his own lesson	3.04	Strongly Agreed
12.	Another teacher also teaches his own lesson	3.24	Strongly Agreed
13.	They mark and award marks separately	2.89	Agreed
14.	There is no collaborative teaching in any school	3.26	Strongly Agreed
15.	If adopted by teachers, collaborative teaching makes teachers to be proficient in teaching.	3.46	Strongly Agreed

Result

Research Question 1: How does collaborative teaching help teachers to plan their lessons proficiently?

Table 3: Respondents' mean ratings on how Collaborative teaching help teachers to plan lessons proficiently

S/N	Collaborative teaching and teachers planning of lessons	X	SD	Remark
16.	Teachers in my school co-teach a subject	1.54	.71	Disagree
17.	They choose the topic they teach together	2.16	.91	Disagree
18.	Teachers in my school teach their lesson topics separately	3.56	.68	Strongly Agree
19.	Each teacher decides what he wants to teach	3.68	.65	Strongly Agree
20.	Teachers plan their lessons separately	3.66	.71	Strongly Agree
21.	They also decide how they want to teach their lessons separately	3.62	.55	Strongly Agree
22.	Grand Mean	3.59		Strongly Agree

Data in table 1 shows that respondents rated items 1 and 2 disagree with mean scores of 1.54 and 2.16 meaning that teachers disagree that they co-teach a subject as well as choose the topic they teach together. The remaining four items are rated strongly Agree with mean scores ranged between 3.56 to 3.68 indicating that teachers strongly agree that they teach their lesson topics separately, decides what he wants to teach, plan their lessons separately, and decide how they want to teach their lessons separately. The standard deviations for all the items are within the same range meaning that the respondents are not wide apart in their mean ratings.

Research Question 2: How does collaborative teaching assist teachers in teaching their lesson proficiently?

Table 4: Respondents' mean ratings on how collaborative teaching assist teachers in teaching their lesson proficiently

S/N		X	SD	Remark
23.	Teachers in my school teach the same lesson together	1.48	.71	Disagree
24.	Teachers in my school do not teach the same lesson together.	2.98	.67	Agree
25.	They divide the class into two sections	1.28	.81	disagree
26.	They do not divide the class into sections	2.88	.56	Agree
27.	One teacher teaches his own lesson	3.04	.66	Agree
28.	Another teacher also teaches his own lesson	3.24	.71	Strongly Agree
29.	They mark and award marks separately	3.89	.68	Strongly Agree
30.	There is no collaborative teaching in any school	3.26	.77	Strongly Agree
31.	If adopted by teachers, collaborative teaching makes teachers to be proficient in teaching.	3.46	.61	Strongly Agree
32.	Grand Mean	2.83		Agree

Data in table 2 shows that teachers disagree on items 7 and 8 with mean scores of 1.28 and 1.48, items 8, 10 and 11 are rated agree with mean scores range between 2.88 to 3.04 while the remaining four items are rated strongly agree with mean scores ranged between 3.24 and 3.89. The standard deviation for all the items are within the same range meaning that the respondents are not far apart in their mean ratings.

Null Hypothesis 1: There is no significant relationship between collaborative teaching and teachers' lesson planning.

Table 5: Summary of t-test analysis of significant relationship between collaborative teaching and teachers' lesson planning

Variables	X	SD	df	T-value	P-value	Decision
Collaborative teaching (X)	3.36	.63				
			354	1.13	.00	Significant
Teachers' lesson planning (Y)	3.55	.83				

Table 3 reveals that at .05 level of significance and 254 df, the t-value is 1.13 with P-value of .00 which is less than .05 ($p\text{-value} = .00 < .05$). Therefore, the first null hypothesis is rejected. Thus, there is a significant relationship between collaborative teaching and teachers' lesson planning.

Null Hypothesis 2: There is no significant relationship between collaborative teaching and teachers' teaching their lessons proficiently.

Table 6: Summary of t-test analysis of significant relationship between collaborative teaching and teachers' teaching their lessons proficiently

Variables	X	SD	df	T-value	P-value	Decision
Collaborative teaching (X)	2.56	.71				
			354	.11	.02	Significant
Teachers' lessons proficiency (Y)	3.05	.60				

Table 4 reveals that at .05 level of significance and 254 df, the t-value is .11 with P-value of .02 which is less than .05 ($p\text{-value} = .02 < .05$). Therefore, the first null hypothesis is rejected. Thus, there is a significant relationship between collaborative teaching and teachers' teaching their lessons proficiently.

Discussion

This findings of the study as seen in table 1 showed that there is a significant relationship between collaborative teaching and teachers planning of their lessons proficiently. However, it was found that teachers in the study area

do not collaborate in the planning of their lessons and as a result do not collaborate in the teaching of their subjects or lessons.

It does appear that the concept of collaborative teaching is either not known in the schools in the study area or not adopted even if it is known. The outcome of this is that lessons are not planned with proficiency as teachers struggle to plan their lessons even in the areas they lack the expertise.

Another finding of the study is that there is a significant relationship between collaborative teaching and teachers' teaching of their lessons proficiently in the class. However, it was found that teachers in all the schools in the study area do not teach their lessons or subjects. In other words, they do not engage in collaborative teaching. This suggests that teachers in the schools studied may not have known what collaborative teaching is all about and do not know the benefits or impacts it could make on the academic achievement of their students.

Conclusion

The purpose of the study is to investigate the influence of collaborative teaching on teachers' job proficiency in public secondary schools in Ohaji, Imo State, Nigeria. The study therefore concluded that the non-adoption of collaborative teaching in the area, for whatever reason is affecting teachers' job proficiency and the outcome of this is poor academic performance of the students.

Recommendation

Based on the above discussion, the following recommendations are made;

1. The Ministry of Education in Imo State should organize workshops or conferences for school heads on collaborative teaching.
2. Teachers in public secondary schools in the state, especially in the study area should be made to understand the possible impact of collaborative teaching on their jobs.
3. School heads and teachers should be made to know how collaborative teaching can enhance the academic performance of their students.
4. The workshop to be organized should be at both the ministerial level and at the school level.

References

1. Ajayi EO. Challenges of co-teaching among teachers in the secondary school. *Spotlight Educational Publications*,2018:5(3):162-173.
2. Amanda M. What is collaborative teaching? Understood For All Inc. 145 Hudson street, suite 5B, New York, NY10013 – 2150 (preferred) or (516)654-7584, 2014.
3. FGN. National Policy on Education Federal Government of Nigeria; Ministry of Education, Wuse, Abuja, 2013.
4. Gimry O Challenges of collaborative teaching Understood for All Inc. 145, Hudson street, suite 5B, New York, NY10013-2150 (preferred) or,2014:(516):654-7584
5. James ND. Teaching with skills. The idea of Co-teaching. Light Education Publication Publications Ltd. Tel Aviv, Israel,2013:4(3):92-108.
6. Josh K. Does attitude impact academic achievement? Unpublished Master's Thesis, Faculty of Education, Ohio State University, 2010.
7. Nduka BN. Teaching at nexus. *Emerald international journal*,2010:2(5):102-114.
8. Nora TA. The Benefits of co-teaching. *Edumarks Education Publications*, Yaba, Lagos 6th (Ed),2017:4:72-81.
9. Nwoga IK. The idea of team teaching in an ICT era. *Journals of Educational Innovations*, Ikeja, 3rd (Ed),2019:4:68-79.
10. Tayo EO. Collaborative teaching: Issues and benefits. *Foothoods Educational Journal*, Port Harcourt,2015:6(2):28-36.