

COLLABORATIVE TEACHING PRACTICE AND TEACHERS' JOB PERFORMANCE: A CONTEMPORARY INNOVATIVE PRACTICE FOR EMPLOYABILITY AND GLOBAL COMPETITIVENESS

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Abstract

This study examined the influence of collaborative teaching practice on male and female teachers' job performance in public secondary schools in Anambra State. Population of the study comprised 6,654 teachers in 263 public secondary schools in Anambra States. Multistage sampling procedure was used to select a sample of 150 (50 males and 100 female public secondary school teachers, teaching core subjects) in Anambra State. One research question and one null hypothesis guided the study. A structured self-developed instrument titled: Collaborative Teaching Practice and Teachers' Job Performance Questionnaire (CTPTJPQ) was used for data collection. The reliability was established using Cronbach Alpha which yielded a coefficient value of 0.83. The research question was answered using mean and standard deviation, while t-test was used to test the null hypothesis. The findings of the study revealed that collaborative teaching practice to a high extent has influenced both male and female teachers' job performance in public secondary schools in Anambra State. This implied that teachers who do not collaborate with others, lose the opportunity to learn from other professionals and are denied of the skills needed to make teaching more constructive, creative and involving. Based on the findings, it was recommended that school principals, government, administrators and professional bodies in education, should organize seminars, workshop and conferences aimed at training and re-training teachers, on the use of innovative teaching practice such as collaborative teaching practice.

Keywords: *Secondary school, Innovation, and Collaborative teaching practice*

Introduction

Secondary education has been taken seriously from its earliest times not only as an acceptable qualification for good jobs but, also as the gateway to a sound higher education both academically and professionally. Secondary education is critical in imposing the quality of life in any nation and promoting rapid economic growth as well (Osegbue & Manafa, 2018). There is no gain saying that a sound secondary education is pivotal to a meaningful development of our youths who are the leaders of tomorrow. As a matter of fact, learning and nurturing that occur during these years, have a profound impact on students' opportunities for the future and quality of each student's educational out-put. The school system is now facing increasing pressures to raise standards, develop social and personal skills, broaden curricular, pay greater attention to equal educational opportunities and prepare young people for rapidly changing world in the world of employment and global competition thus, the need for innovative teaching approach. Collaboration in teaching, is an innovative and contemporary issue in today's education system. Some of the most inspiring and unforgettable activities that teachers practice in the classroom is to use innovative methods, to reach out to the minds of students and win their hearts.

Okunola (2012) defined innovation as a deliberate change geared

towards achieving a desired goal. Innovation as a change, might be a new concept, idea or practice. It might also be an improvement, re-introduction of a discarded technique or modification on a practice already in use. Whatever form innovation takes, it is usually an exhibition of creativity and ingenuity. Innovation is essential for surviving and thriving in this contemporary time and educators, are now seeing innovation as a form of engine for educational development, economic growth and social dynamism (McWilliam & Dawson, 2008). Chitiba (2012) said that innovation is the process of imparting general knowledge, developing the powers of reasoning, judgement and generally preparing oneself or others intellectually for mature life. The classroom is best room all over the world where teachers and students are in constant interaction. For teachers to achieve that excellence needed for students' academic success, they need to be innovative and creative in their teaching practices. Ng'anga and Oti (2013) defined innovation, as the act of turning new and imaginative ideas into reality. According to this study, innovation is the creation and integration of new improved ideas, knowledge, experiences and processes into an already existing system to make for better outcome.

Collaborative teaching practice is an innovative classroom teaching practiced by the teacher to achieve effective teaching. This practice involves teachers' collaborative work for various students' projects. Teachers can help foster this practice in the classroom by allowing students to learn, study and work in groups. Teachers who adopt the collaborative teaching practice have been seen to achieve high standards of students' academic performance (Obiukwu, 2019). This is in support of the view of Nwogbo and Okeke (2010) who maintained that students learn best when lessons are handled by more than one teacher and when they are working in groups. Aitken (2018) opined that regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in another instructional format. This practice of teaching is one of the best ways to lay the foundation of group teaching and learning. Collaborative teaching practice in this study, is the process of encouraging relationship building, and creating a positive learning environment in the classroom. Instituting collaboration in classroom gives the teachers (male or female) an innovative teaching strategy with positive educational outcome. Nwangwu and Otegbulu (2013) defined a school teacher as one who is professionally trained, certified and well prepared to teach specific subject or subjects in a school thereby helping students to acquire knowledge, skills, abilities and competencies as well as

inculcating in them values and attitudes, thus equipping the learners to live and contribute to the development of their society. This makes the teacher's role in the classroom paramount because they help to foster collaborative practice even among their students.

Statement of the Problem

Secondary school students' poor performance in both internal and external examinations in Anambra State seemed to put the ability of classroom teachers in giving effective services, in doubt. It had been observed that teachers (male and female) in the classroom except those teaching core subjects such as English Language and Mathematics, do not employ the use of innovative teaching practice, such as collaborative teaching practice, to achieve the desired academic performance of students. Most teachers (male and female) use conventional practices such as individualised teaching method during instruction and this is not helping the teacher address current challenges in innovative teaching approaches. This study is highly expedient because non-integration of innovative teaching practice, could keep teachers behind the emerging innovations, technological advancement, employability, global competitiveness and international best practices in teaching and learning. This prompted the researcher to examine the extent to which collaborative teaching practice influence teachers' job performance in public secondary schools in Anambra State.

Purpose of the Study

The general purpose of the study was to examine the extent to which collaborative teaching practice has influenced male and female teachers' job performance in public secondary schools in Anambra State. Specifically, the study sought to:

- Examine the extent to which collaborative teaching practice has influenced male and female teachers' job performance in public secondary schools in Anambra State.

Research Question

This research question guided the study

- To what extent has collaborative teaching practice influenced male and female teachers' job performance in public secondary schools in Anambra State?

Hypothesis

The study was guided further by one null hypothesis which was tested at .05 level of significance.

- There is no significant difference in the mean ratings of male and female teachers, on the extent to which collaborative teaching practice has influenced their job performance in public secondary

schools in Anambra State.

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Research Method

Descriptive survey research design was adopted for the study. The population of the study comprised 6,654 teachers in 263 public secondary schools in Anambra States. Multistage sampling procedure was used to select a sample of 50 male and 100 female teachers teaching the core subjects in the schools, totalling 150 teachers in Anambra State. One research question and one null hypothesis guided the study. A self-developed instrument titled: Collaborative Teaching Practice and Teachers' Job Performance Questionnaire (CTPTJPO) was used for data collection. All items were structured on a four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. The instrument was validated through informed opinion of three experts. The reliability was established using Cronbach Alpha which yielded coefficient value of 0.83. The researcher administered the instrument with the help of three properly briefed research assistants. One hundred and fifty questionnaires were administered while one hundred and forty-five questionnaires were duly filled and successfully retrieved, representing 97% return rate. The research question was answered using mean and standard deviation while t-test was used to test the null hypothesis. The decision rule was that items with

mean ratings that fall below 2.50 were taken as low extent. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents mean ratings. T-test was used to test the null hypothesis. In taking decision on the null hypothesis, if t- calculated value is greater than or equal to the t-critical value, the null hypothesis was

rejected, but if otherwise, it was accepted.

Results

Research Question 1: To what extent has collaborative teaching practice influenced male and female teachers’ job performance in public secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation scores on the extent to which Collaborative Teaching Practice has influenced male and female Teachers’ Job Performance

S/N	Item Description	Male Teachers Mean	(n=50) SD	Decision	Female Teachers Mean	n=100 SD	Decision
1	Collaborative teaching practice enable younger teachers to learn from older and more experienced colleagues	2.85	1.17	HE	2.68	1.10	HE
2	Collaborative teaching encourages relationship building	2.50	1.15	HE	2.54	1.15	HE
3	My students are happy when teachers teach using collaborative practice	2.61	1.16	HE	2.37	1.12	HE
4	My students perform excellently when I teach using collaborative practice	3.67	2.37	VHE	3.50	2.22	VHE
5	Collaborative teaching practice is an efficient way of covering the scheme of work quickly	2.90	1.12	HE	2.75	1.16	HE
6	Collaborative teaching practice make my teaching more	3.12	1.19	HE	2.78	1.14	HE

	constructive, creative and involving						
7	My instruction time is adequate when I team teach	2.86	1.00	HE	2.56	1.13	HE
8	I have a closer bond with other teachers when I team teach	2.12	1.09	LE	2.00	1.03	LE
9	Team teaching makes students assessment easier to compute	2.90	1.18	HE	2.68	1.16	HE
10	Collaborative teaching promotes competitive spirit	2.88	0.98	HE	2.89	0.99	HE
11	Collaborative teaching encourages transparency in scoring	2.52	1.14	HE	2.61	1.16	HE
12	Collaborative teaching curbs victimization of students	3.12	1.19	HE	3.14	1.19	HE

Data presented on Table 1 showed that the mean scores of both male and female teachers are above the cut off mean of 2.50 for items 1,2,3,4,5,6,7,9,10,11 and 12. This revealed that the two groups of respondents agree that collaborative teaching practice to a high extent has influenced their job performance. This implied that teachers who do not collaborate with others, lose the opportunity to learn from other professionals and are denied of the skills needed to make teaching more constructive, creative and involving. The mean score of both male and female teachers for item 8 is below the cut off mean score of 2.50,

indicating low extent. This implied that both male and female teachers did not agree that collaborative teaching practice promotes closer bond with other teachers as they tend to disagree sometimes on preparation time, decreased flexibility and confusion on how to share responsibilities.

HO₁: There is no significant difference in the mean ratings of male and female teachers, on the extent to which collaborative teaching practice has influenced teachers' job performance in public secondary schools in Anambra State.

Table 2: t-test of significant difference in mean ratings of male and female teachers, on the extent to which collaborative teaching practice has influenced their job performance

Source of variation	N	X	SD	t-cal	t-crit	Decision
Male Teachers	50	2.70	1.10			
				0.50	1.96	Accepted
Female Teachers	100	2.60	1.20			

Result on Table 2, revealed that there is no significant difference in the mean scores of male and female teachers on the extent to which collaborative teaching practice has influenced their job performance. The overall t-calculated value of 0.50 is less than the t-critical value of 1.96. Thus, the null hypothesis was not significant.

Discussion

The result of this study revealed that collaborative teaching practice influenced teachers' job performance to a high extent. Teachers in secondary schools who teach core subjects such as Mathematics and English language practice the used of this innovative teaching practice and observed that collaborative teaching practice helped them to learn more from their senior colleague as well as cover a wider area of study within a limited time. This finding agreed with the contentions of Mandel and Eiserman (2016) who observed that collaborative teaching benefits teachers, in that it promotes teachers' growth to creating an opportunity for teachers to learn from another professional on a regular basis. Similarly, Luo (2014) opined that collaborative teaching also provides teachers with a partner

to help them in the process of setting objectives, making plans, delivering lessons and evaluating the outcomes. It further provides teachers with a person whom they could gain inspiration from and who could offer constructive feedback on their teaching. This implied that the use of collaborative teaching practice had a high influence on teachers and enhances their job performance. This finding was also in support of the contention of Chikezie and Ifeakor (2018) who revealed that there was a significant difference in the mean achievement scores of students exposed to collaborative learning strategy and those exposed to conventional teaching strategy. This implied that collaborative teaching and learning practice encourages effective teachers' job performance and students learning. Following this finding, there is need for school principals to encourage teachers in other subject areas in secondary schools to collaborate with other teachers in their lesson delivery. The null hypothesis indicated that there was no significant difference between male and female teachers on the extent to which collaborative teaching practice had influenced their job performance in public secondary schools in Anambra State. This

implied that both male and female teachers agreed that collaborative teaching is an effective method of teaching. This finding agreed with Umezulike and Ndinechi (2014) who observed that team work is an effective strategy used by teachers for teaching in secondary schools.

Conclusion

This study had shown that collaborative teaching as an innovative teaching practice, should be encouraged in teaching all subjects in secondary schools and not just the core subjects. This is because; teachers who adopted collaborative teaching practice seemed to achieve high standards of students' academic performance. It implies that teachers who do not collaborate with others, might lose the opportunity to learn from other professionals and are denied the skills needed to make teaching more constructive, creative and involving thereby, putting the students' academic performance in jeopardy.

Recommendations

Based on the findings of this study, the following recommendation is made:

- School principals, should introduce collaborative teaching in other subjects and not just the core subjects.
- Principals should organize workshops aimed at training teachers in effective application of

collaborative teaching method.

- School principals should encourage interschool exchange visits of teachers to further foster collaborative teaching in secondary schools.

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