

**EVALUATION OF TEAM TEACHING APPROACH UTILIZATION BY
LECTURERS AND STUDENTS IN COLLEGE OF EDUCATION, AFAHA NSIT**

By

Joyce David EDUOK, Ph.D.,
Department of Curriculum and Teaching
Akwa Ibom State College of Education, Afaha Nsit,

Eddiong Isonguyo SILAS, Ph.D.,

And

Ntiedo Asuabanga UDOM
Department of Technical Education
Akwa Ibom State College of Education, Afaha Nsit.

ABSTRACT

This study evaluated the utilization of the team teaching approach by lecturers and students in the College of Education, Afaha Nsit. Two research questions and one hypothesis guided thirty (30) lecturers in the School of Education, as well as the entire study. Survey research design was adopted for the study. The population of the study consisted of all the thirty (30) lecturers in the School of Education as well as all the three hundred (300) Nigeria Certificate in Education (NCE) students for the 2025/2026 academic session. No sampling was done because of the manageable size of the respondents. The instrument used for the study was a structural "questionnaire" titled "Evaluation of Team Teaching Approach Utilization by Lecturers and Students Questionnaire (ETTAULSQ)." The instrument was validated by the experts in measurement and evaluation in the Department of Educational Foundations, College of Education, Afaha Nsit, Akwa Ibom State. The test-retest method was used to ascertain the reliability of the instrument using the Cronbach alpha coefficient. A reliability coefficient of 0.75 was obtained. The data collected was analyzed using weighted mean and standard deviation for research questions, while an independent t-test was used in analyzing the hypothesis. The result shows that lecturers perceived that the team teaching approach significantly improves students' academic performance. The result also showed that students perceived that the team teaching approach significantly improves students' academic performance. Based on the findings, the following recommendations were made: lecturers should be encouraged to utilize the team teaching approach; they should also be monitored in order to ensure that they go for their lectures when it is their turn to teach the students.

KEYWORDS: Evaluation, Team teaching, College of Education.

INTRODUCTION

Colleges of education are institutions that train teachers for primary and junior secondary schools. They offer programmes that lead to the award of the Nigeria Certificate in Education (NCE), which is a minimum teaching qualification in Nigeria. Colleges of Education play a crucial role in shaping the quality of education in Nigeria by producing competent and motivated teachers. The institution provides pedagogical training and education for individuals who aspire

to become teachers by equipping students with necessary knowledge, skills and competencies required to excel in the teaching profession. The first teacher training college was established by the colonial government to train teachers for local schools, specifically for training primary school teachers in 1909 in Oyo. However, in 1960, the Ashby Commission report recommended the establishment of Teacher Grade 1 colleges, which would offer a two-year teacher training programme based on a school certificate. As a result of the report, five Advanced Teachers Training Colleges (ATTCs) were established in the 1960s by federal and regional governments with the aid of UNESCO. The five advanced teacher training colleges were established in Lagos, Ibadan and Zaria in 1962. Later it was also established in Owerri and Abraka in 1963 and 1968, respectively. These colleges aimed to improve teacher quality and contribute to the growth of education. The colleges were coeducational with sponsorship from either federal or regional governments. Some of the advanced teachers' training colleges were elevated to the status of colleges of education because of their high standards and the reputation of their graduates. In fact, Eduok and Essienette (2024) opine that teacher education, if implemented effectively, has the potential of improving the educational sector generally because high-quality teachers will contribute significantly to a high-quality education system. Today, Nigeria has numerous colleges of education building upon the foundation established during the colonial era. Bearing the above in mind, there is a need to utilise appropriate and relevant instructional approaches, such as the team-teaching approach, that will create a variety of learning experiences for the learners (Tinamajia and Antti, 2013).

Team teaching, according to Eduok and Eduok (2024), entails a group of teachers who are actively involved in all facets of subject development, including creating learning activities, assigning topics in a unit plan, scheme of work, or lesson plan, and developing an appropriate assessment tool. They also submitted that when one of the teachers teaches, the topics, units, and other planned activities are distributed equally. This allows the members who are not teaching to spend time on evaluation, grading, creating instructional materials, and providing support to the member who is teaching by helping with demonstration and practical exercises in small groups. Team teaching promotes a collaborative, multi-faceted approach to instruction, combining subject expertise and various teaching techniques to create an engaging learning environment (Haruna, 2021). By sharing planning and delivery responsibilities, teachers can address students' needs more effectively, enriching their educational experience. Furthermore, team teaching fosters professional collaboration among educators, enabling them to refine their instructional techniques and enhance student learning through active engagement and critical thinking (Awodun and Alake, 2023). With multiple instructors available, students benefit from immediate feedback, which helps clarify concepts and improve academic performance (Eduok, 2014, and Davis, 2021). Additionally, the integration of different teaching perspectives fosters a broader understanding of the material, offering students alternative approaches to problem-solving (Eduok and Asagha, 2016).

A plethora of studies have examined the impact of team teaching and retention on academic performance across various subjects and educational levels. For instance, Akpan, Usoro, Akpan, and Ekpo (2010) studied the effects of team teaching on students' performance in introductory technology among junior secondary school students in Akwa Ibom State, Nigeria, using a pre-test post-test non-randomized experimental design; 316 students from four schools participated. The results indicated that students taught using team teaching significantly outperformed those taught by a single instructor, leading to recommendations for adopting team teaching in introductory technology instruction. While this study targeted introductory

technology students, the current research examines biology students. Again, Ahmed, Bello, Alabi, Sulaiman, and Ahmed (2022) investigated the effects of team teaching on senior school students' achievement in adaptation using a 20-item Adaptation Achievement Test (AAT) with 99 participants. A quasi-experimental design was used, and hypotheses were tested via paired t-tests and ANCOVA. Results showed no significant difference in achievement when students were taught using team teaching, regardless of gender or initial performance levels. The study concluded that team teaching alone did not enhance learning outcomes and recommended integrating multiple teaching methods for better results in biology education. This study is very relevant to the current study because it studies effects of team teaching on senior school students' achievement, while the current research studies impact of team teaching on senior school students' performance. Zhang and Huang (2022) examined the impact of team teaching on biology education in rural secondary schools in China. A total of 300 students participated in a quasi-experimental study. The researchers found that students who received team-teaching instruction showed greater understanding and retention of biology topics, particularly in areas like ecology and genetics. Ajayi and Ayeni (2019) explored the effect of team teaching on the academic performance of senior secondary school students in Lagos State, Nigeria. Using a quasi-experimental design with a sample size of 200 students, the study revealed that the experimental group had significantly better performance in their biology assessments compared to the control group. Similarly, Akinbode, Adeboju, and Yusuf (2020) examined the influence of team teaching on the retention of biology knowledge among students in secondary schools in Ibadan. A quasi-experimental design was employed with a sample size of 150 students across three secondary schools. The results of the study revealed that team teaching significantly improved students' retention of biological concepts, particularly in areas such as cell biology and human physiology. From the above, it can be deduced that team teaching is an approach that helps improve students' academic performance; hence, it should be encouraged in the teaching and learning environment.

Statement of the Problem

Generally speaking, colleges of education are institutions of learning where teachers for the basic education sub-sector are trained. This therefore means that students at this level should be exposed to a variety of teaching methods that will help them understand teaching and the teaching profession. In fact, the National Commission for Colleges of Education (NCCE) minimum standard for general education in 2020 clearly states that a variety of teaching methods should be adopted by lecturers in teaching the students in colleges of education. Consequently, College of Education Afaha Nsit, in her quest towards ensuring that her students are properly trained in order for them to meet the 21st-century demands of a teacher, has adopted the team-teaching instructional approach for about five years now. Yet it still appears as though graduates of the program are not well trained for efficiency in the teaching profession. This situation has necessitated the researcher investigating the effect of the team-teaching approach in the College of Education, Afaha Nsit. The problem of this study is put in question form: What are lecturers' and students' perceptions of the team-teaching approach in the College of Education, Afaha Nsit?

Objectives of the Study

The study sought to evaluate the utilization of team-teaching approach by lecturers and students in College of Education, Afaha Nsit. Specifically, the study sought to;

1. examine lecturers' perception of team-teaching approach in College of Education, Afaha Nsit.
2. investigate students' perception of team-teaching approach in College of Education, Afaha Nsit.

Research Questions

The study was guided by the following research questions

1. How do lecturers perceive team teaching approach in College of Education, Afaha Nsit?
2. How do students perceive team teaching approach in College of Education, Afaha Nsit?

Hypothesis

The following hypothesis was tested at 0.05 level of significance

Ho₁ There is no significant difference in the way lecturers and students perceived team teaching in College of Education, Afaha Nsit.

Methodology

Survey research design was adopted for the study. Survey research design, according to Ibanga (2020), allows the researcher to carry out a survey of a given population for the purpose of exploring, describing, or explaining certain attributes that are unique to them. The study is conducted in the College of Education, Afaha Nsit, Akwa Ibom State. The population of the study consisted of all the lecturers in the School of Education, College of Education, Afaha Nsit, and all three hundred (300) Nigeria Certificate in Education students for the 2025/2026 academic year. No sampling was done because of the manageable size of the respondents. A structured questionnaire titled "Evaluation of Team-Teaching Approach Utilization by Lecturers and Students Questionnaire (ETTAULSQ)" was used for data collection. The instrument was validated by an expert in measurement and evaluation in the Department of Educational Foundations, College of Education, Afaha Nsit, Akwa Ibom State. Fifteen and thirty copies of the instrument were administered to lecturers and students of the Federal College of Education, Ididep, Akwa Ibom State. The test-retest method was used to ascertain the reliability of the instrument. The result was analyzed using the Cronbach alpha coefficient. A reliability coefficient of 0.75 was obtained, indicating that the instrument was reliable for the study. Thirty-five and three hundred copies of the instruments were administered to the lecturers and students, respectively, with the help of two research assistants. All copies of the instrument administered were retrieved and used for analysis. Research questions were analyzed using weighted mean and standard deviation, while the hypothesis was tested using independent t-test statistics.

Results

Research Question 1: How do lecturers perceive team teaching approach in College of Education, Afaha Nsit?

Table 1: Mean responses of how lecturers perceive team teaching approach in College of Education, Afaha Nsit.

S/N	Item	$\bar{X}$	SD	Decision
1.	Team teaching encourages lecturers to come to class	3.51	3.04	A
2.	Students benefit from team teaching when they are exposed to different methods of teaching from the various lecturers	3.87	3.22	SA
3.	Course content are covered at the appropriate time	3.01	2.96	A
4.	Students' academic performance has improved as a result of the use of team teaching approach	2.99	2.68	A
5.	Students benefit from the wide range of lecturers' experience	3.74	3.51	SA
6.	Attendance in Class has improved as a result of team teaching approach	3.91	3.58	SA
7.	Team teaching has reduced the incidence of sorting	3.83	3.63	SA
8.	Team teaching has reduced the incidence of sex for grade	3.77	3.69	SA
9.	Team teaching has reduced the incidence of students victimization	3.59	3.44	SA
Grand Mean		3.57		SA

Research Question 2: How do students perceive team teaching approach in College of Education, Afaha Nsit?

Table 2: Mean response of how students perceive team teaching approach in College of Education, Afaha Nsit.

S/N	Item	$\bar{X}$	SD	Decision
1.	Team teaching encourages lecturers to come to class	3.81	3.66	SA
2.	Students benefit from team teaching when they are exposed to different methods of teaching from the various lecturers	3.76	3.51	SA
3.	Course content are covered at the appropriate time	2.99	2.51	A
4.	Students' academic performance has improved as a result of the use of team teaching approach	3.50	3.44	SA
5.	Students benefit from the wide range of lecturers' experience	3.68	3.58	SA
6.	Attendance in Class has improved as a result of team teaching approach	3.45	3.31	A
7.	Team teaching has reduced the incidence of sorting	3.63	3.45	SA
8.	Team teaching has reduced the incidence of sex for grade	3.50	3.44	SA
9.	Team teaching has reduced the incidence of students' victimization	3.48	3.36	A
Grand Mean		3.53		SA

HO₁: There is no significant difference in the way lecturers and student perceived team teaching in College of Education, Afaha Nsit.

Table 3: t-test table on the difference in the way lecturers and student perceived team teaching in College of Education, Afaha Nsit.

Variables	N	$\bar{X}$	SD	t-cal	t-crit	Df	Decision
Lecturers	30	3.57	2.31	2.02	2.47	328	Accepted
Students	300	3.53	2.36				

Significant at 0.05, df = 328

Table 3 above shows that the calculated t-value of 2.02 is less than the critical t-value of 2.47 at 0.05 level of significance with a degree of freedom of 2. Thus, the null hypothesis is accepted. This shows that there is no significant difference in the way lecturers and students perceived team teaching approach in College of Education, Afaha Nsit.

Discussion of findings

The results in Table 1 show that lecturers perceived that team teaching encourages lecturers to come to class; students benefit from team teaching when they are exposed to different methods of teaching from the various lecturers; course content is covered at the appropriate time when they utilize the team teaching approach; students' academic performance has improved as a result of using the team teaching approach; students benefit from the wide range of lecturers' experience; attendance in class has improved as a result of the team teaching approach; and it has reduced the incidence of sorting, reduced the incidence of sex for grade, and reduced the incidence of students' victimization. This is in agreement with Haruna (2021), Awodun and Alake (2023), Eduok (2014), and Davis (2021), who submitted that team teaching promotes combining subject expertise and various teaching practices and also helps improve students' academic performance.

The result in Table 2 shows that students perceived that team teaching encourages lecturers to come to class. Students benefit from team teaching when they are exposed to different methods of teaching from the various lecturers. Course content is covered at the appropriate time when they utilize the team-teaching approach. Students' academic performance has improved as a result of using the team teaching approach. Students benefit from the wide range of lecturers' experience. Attendance in class has improved as a result of the team teaching approach; it has reduced the incidence of sorting, reduced the incidence of sex for grade, and reduced the incidence of students' victimization. This is in consonance with Haruna (2021), Awodun and Alake (2023), Eduok (2014), and Davis (2021), who submitted that team teaching promotes combining subject expertise and various teaching practices and also helps improve students' academic performance.

The result in Table 3 shows that there is no significant difference in the way lecturers and students perceived the team teaching approach in the College of Education, Afaha Nsit. This is in agreement with Ajayi and Ayeni (2019), who submitted that students taught using the team teaching approach performed significantly better than those taught using the conventional

teaching method. This is true because lecturers and students unanimously agree that team teaching significantly improved students' academic performance.

CONCLUSION

Based on the findings, the following conclusions were made;

1. Lecturers perceived that team teaching approach significantly improves students' academic performance.
2. Students perceived that team teaching approach significantly improves students' academic performance.

RECOMMENDATIONS

Based on the findings, the following recommendations were made;

1. Lecturers should be encouraged to utilize the team teaching approach in teaching.
2. Lecturers should be monitored to order to ensure that they go for their lectures when it is their turn to teach the students.

References

- Ahmed, M. Bello, G, Alabi, H, Sulaiman, M. & Ahmed A (2022) Effect of team teaching on Senior Secondary School students' achievement in adaptation in Ilorin, Nigeria. *Journal Bio-dokotika* 10 (2) 78-84.
- Ajayi, T & Ayeni A (2019) Effect of team teaching on the academic performance of Senior Secondary School students in Biology in Lagos State, Nigeria. *Lagos State Educational Research Journal* 7(2) 55-67.
- Akinbode, O, Adeboju, P & Yusuf S (2020) Influence of team teaching on retention of biology knowledge among Nigerian Secondary School students. *Journal of Science Education in Nigeria*. 9 (1) 29-40.
- Akpan, G, Usoro, H, Akpan, I & Ekpo A (2010) Effect of team teaching on students' performance in introductory technology in secondary schools in Akwa Ibom State, Nigeria. *An International Multi-disciplinary Journal Ethiopia* 4 (3b) 41-54.
- Awodun, A & Alake E (2023) Effect of team-teaching strategy on students' academic performance in basic science in Junior Secondary Schools in Ekiti State, Nigeria. *International Journal of Early Childhood Special Education (INT-JECSE)* 15 (5) 132-141.
- David, S (2021). Two teachers, one classroom: The challenges and rewards of team teaching (Unpublished graduate project). Faculty of Education. Curriculum and Leadership, University of British Columbia. <https://open.library.ubc.ca>.
- Eduok, J. D (2014). Challenges of administrating curriculum and instruction in secondary schools in Akwa Ibom State. *Journal of Pristine*, 9(1), 136-143. ISSN 2250 – 9593.
- Eduok, J. D & Asagha, E. N (2016). Teaching geometrical concepts in Akwa Ibom State schools: evaluation of instructional practices in students' performance and retention ratings. *International Journal of Progressive and Alternative Education (ASPROAEDU)*, 2(1) 323-340. ISSN: 2408-6452
- Eduok, J. D. & Eduok, M. D (2024). Teachers' perception on curriculum adaptation for learners with learning disability in inclusive classroom. *Journal of Science Education and Humanities. Full-text Available Online at <https://www.akscoejoseh.org.ng>*. 8(2), 67-78. ISSN: 1117 -1669, e-ISSN: 2971-7841
- Eduok, J. D & Essienette, I. A, (2024) Primacy of planning a responsive curriculum and quality teacher education programme in Akwa Ibom State. In Etudor-Eyo, B.A. Akuegwu (Eds). *The primacy of planning for quality Education*. Uyo; Uniuyo printing press.
- Haruna, M (2021) Team teaching approach on academic performance of students in Faculty of Education. *The Universal Academic Research Journal* 2 (1) 58-63.

Ibanga, D (2020) *Research methodology and qualitative- quantitative operations in SPSS*. Abuja; Krispolos publishers.

Tinamaija, G & Antti T. (2023) The use of team teaching methods to increase students interest and achievement. *World Psychology* 2 (1) 1 -10.

Zhang, Y and Huang S (2022) Team-based learning improves academic outcomes in microbiology. *Journal of Educational Microbiology* 17(3) 211 – 225.