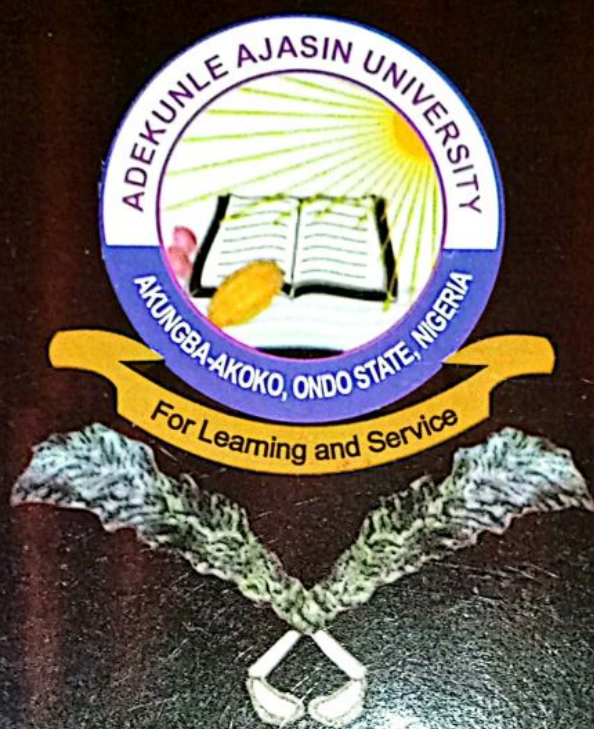




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Effects of Team Teaching on Students' Performance in Christian Religious Studies in Secondary Schools in Ilorin Metropolis

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Abstract

The act of teaching is to bring about a change in behaviour and facilitate the transmission of knowledge in the students. Two teachers may teach the same group of students and the outcome might be different due to the methods and approaches used. The aim of this study was to investigate the effects of team teaching on students' performance in Christian Religious Studies (CRS). A total of 156 senior secondary school students from Ilorin Metropolis were randomly selected for the study. Data for the study was collected using Christian Religious Studies Achievement Test (CRSAT) which was developed and validated by the researcher. The reliability co-efficient of the instrument was determined using Cronbach Alpha statistic and a reliability co-efficient of 0.79 was obtained. The data obtained were analysed using t-test statistic for research results. Students taught Christian Religious Studies through team teaching approach performed significantly better than students taught by the conventional approach. It was therefore recommended that every reasonable effort be made to encourage teachers to adopt team teaching approach in the process of teaching CRS.

Keywords: Team teaching, conventional method, performance

Introduction

The traditional approach adopted in the teaching of Christian Religious Studies (CRS) has been designated as individualistic teaching approach. According to Nwoji (2000) individualistic teaching approach is an approach whereby single teacher teaches a class of students and singularly evaluates them. This method makes the teacher all in all in the classroom setting. Another approach that could be used to facilitate instruction and learning in CRS is team teaching. Team teaching is traditionally a pedagogic approach or process in which more than one teacher is involved in instruction within a classroom. According to Mbakwem (2010) team teaching is a formal teaching arrangement in which two or more teachers work together in planning, implementing and evaluating instruction of a large group of learners for the purpose of maximising learning. Team teaching leads to better student performance in terms of greater independence and assuming responsibility for learning. Exposure to views and methods of more than one teacher can develop a better understanding among students and make learning a lot easier. Several scholars such as Okeke and Ojikutu (2008), Sule (2008) and Ibegbu (2010) have successfully used team teaching in their various fields other than lecture method where one teacher teaches.

Implementation of CRS curriculum in the classroom is plagued with several problems

including the choice of the right teaching strategies. This has resulted in poor performance of the students in their senior secondary school examination in CRS. Studies carried out by scholars like Abimbade (2001), Faneye (2012) and Edorhe (2010) revealed that the achievement of many students in Christian Religious Studies have fallen drastically. It is a common knowledge that many teachers and parents have complained about the abysmal failure their children in public examination. This is evident in the Junior Secondary Certificate Examination Chief Examiners report on Christian Religious Studies. The report shows that, students' achievement in Christian Religious Studies has been persistently poor from 2014-2019. (WAEC, 2019)

There is also lack of qualified and adequate facilities in schools, until enough teachers are provided for the schools and adequate steps need to be taken to make effective use of the existing facilities in the implementation of CRS curriculum. (Ojo, 2016) Team teaching appears to be the most likely option in resolving the instructional problems.

The influence of gender in students' academic achievement has been a major concern to educational researchers for long, yet no consistent result has emerged. Udofia(2009) reported that gender has no significant influence on achievement, while Mbaba(2006) and Ugonabo(2009) reported otherwise. The situation therefore sustains the curiosity of researchers and thus makes it necessary to continue investigating the influence of gender and team teaching on students' mean performance in CRS. The focal point of the problem for this research has been necessitated by the limited or absence of research evidence to indicate the influence of team teaching among other related variables on students' performance in CRS.

The purpose of this study is to determine the effect of the use of team teaching on students' mean performance in CRS. Specifically, the study aims at:

1. Determining the mean performance of students taught by team teaching and those taught with conventional method
2. Finding out the mean performance of male and female students in CRS taught using team teaching approach.
3. Finding out the mean performance of male and female students in CRS taught by using conventional method.

Research Questions

Three research questions were posed for the study as follows:

1. What are the differences between the mean performance of students' in CRS when taught using team teaching approach and when taught using the conventional approach
2. What is the difference between the mean performance of male and female students in CRS when taught using team teaching approach
3. What is the difference of the mean performance of male and female students in CRS

when taught using the conventional approach.

Hypotheses

To guide the focus of the study three research hypotheses were raised and tested as follows:

1. There is no significant difference between students' mean performance in CRS by team teaching and those taught by conventional method.
2. There is no significant difference between the mean performance of male and female students in CRS when taught by team teaching method
3. There is no significant difference between the mean performance of male and female students' in CRS when taught by the conventional method.

Methodology

The research design involved a pre-test, post- test non randomised and quasi- experimental design. The population for the study comprised all 156 CRS students in senior secondary schools in Ilorin metropolis. A total of One hundred and fifty-six students randomly selected were used for the study. A self-developed achievement test on CRS was used for data collection. Two experts did the face and content validation of the instrument. To ascertain the reliability of the instrument, it was tested with 50 senior secondary school two students from a school which was not selected for the investigation. The data obtained was subjected to split-half Spearman Brown's formular. The reliability coefficient was 0.73 which indicated that the instrument was reliable.

Research Results

Research Question One: What is the difference between the mean score performance of students in CRS when taught using team teaching approach and when taught through the conventional method.

Table 1:Pre-test and Post-test Performance of CRS students in team teaching and Conventional approach

Teaching Approach	N	Pre-test Mean	Post- test Mean	Mean Gain
Team Teaching	74	12.17	40.18	27.80
Conventional Approach	82	12.34	24.54	12.02

Data analysis in table 1 indicates that the mean gain in scores of CRS student taught using team teaching approach (27.80) was greater than the mean scores of students taught by conventional method (12.02) The analysis also indicates that of post test scores of CRS students taught using team teaching approach (40.18) was greater the mean of post- test scores of students taught by conventional approach (24.54). This implies that CRS students taught using team teaching approach performed better than those taught by conventional approach.

Research Question 2: What is the difference between the mean performance of male and female students in CRS when taught using Team teaching approach?

Table 2: Male and Female students' mean performance in CRS when taught using team Teaching

Teaching Approach	N	Pre-test Mean	Post- test Mean	Mean Gain
Team Teaching	44	12.07	43.93	31.58
Conventional Approach	30	11.90	42.75	30.76

Table 2 shows that the mean score gain of male students of CRS taught using team teaching approach (31.58) was a little higher than the female students taught using team teaching approach (30.76)

Research Question 3: What is the difference between the mean performance of male and female students in CRS when taught by conventional approach?

Table 3: Male and Female students' mean performance in CRS when taught using conventional approach

Teaching Approach	N	Pre-test Mean	Post- test Mean	Mean Gain
Team Teaching	54	12.53	27.84	15.81
Conventional Approach	28	12.29	26.78	14.99

Table 3 clearly indicates mean score gain of male (15.81) and female (14.99) students performance in CRS taught by the conventional approach. However, the post test performance of male and female students in the conventional method (27.84) was higher than the post test performance of female students (26.78) in the same group

Hypothesis 1: There is no significant difference between students mean performance in CRS students when taught by team teaching and conventional method

Table 4: Comparison between the post-test performance of CRS students when taught by team teaching and conventional method

Teaching Approach	N	Mean score	df t-value	Calculated P= .05	Table t	Decision
Team Teaching	74	40.18	154	3.12	1.96	Sig.
Conventional Approach	82	24.54				

The calculated t-value (3.12) as indicated in table 4 exceeds the critical t-value of t(1.96 at 0.05) under 1.54 degrees of freedom. The null hypothesis was therefore rejected in favour of the alternative one. The students' mean scores difference significantly under the two teaching methods.

Hypothesis 2: There is no significant difference between the mean performance of male and female students in CRS when taught using team teaching method.

Teaching Approach	N	Mean score	df	Calculated t-value	Table t P=.05	Decision
Team Teaching	44	43.93	72	0.22	1.96	Not Sig.
Conventional Approach	30	42.75				

The calculated t-value of 0.22 is less than the critical t-value of (1.96) the null hypothesis was accepted on the basis of no significant difference between the mean performance of male and female students when taught CRS using the team teaching method.

Hypothesis 3: There is no significant difference between the mean performance of male and female students when taught CRS using conventional method

Table 6: Comparison between the post mean performance of male and female students in CRS when taught using team conventional method.

Teaching Approach	N	Mean score	df	Calculated t-value	Table t P=.05	Decision
Team Teaching	54	27.84	80	0.24	1.96	Not Sig.
Conventional Approach	28	26.78				

Table 6 indicated that the calculated t-value of 0.24 is less than the critical t-value 1.96. The null hypothesis was accepted because there is no significant difference between the mean performance of male and female students in CRS when taught using the conventional method.

Findings of the Study

The results of the study are as follows:

1. Students taught CRS through team teaching method performed significantly better than students taught with conventional method.
2. Male students in the team teaching method performed better in CRS than male students in conventional method

3. Female students in the team teaching method performed better in CRS than the female students in the conventional method.
4. There is no significant difference between the mean performance of male and female students in CRS when taught using team teaching method.
5. There is no significant difference between the mean performance of male and female students in CRS when taught using conventional method.

Discussion of the Findings

The results of the investigation showed that a significant difference exists between the performance of students, both male and female taught using the team teaching method and those taught using the conventional method. This finding has supported the efforts of Jackson and Davis (2000) as well as Roffier (2002) that team teaching creates high professional growth and improved school climate which result in school improvement in terms of students' performance. The superiority of team teaching method over conventional method has confirmed efforts of Whitefield (2000) and Washinton (2001) in their reports that there has been significant improvement in the performance of students' team taught by a group of teachers over the performance of students in the conventional method. The implication here is that the present crops of CRS teachers in the schools should see the need of getting together to plan and carry out the teaching of the subject using the team teaching approach. This also calls for the need for the Ministry of Education and relevant agencies to make the provision for and encourage available CRS teachers to employ teach teaching approach in CRS. Team teaching approach has more growth merits than conventional approach.

The result also showed no significant difference between the mean performance of male and female students in CRS when taught by team teaching and when taught by conventional methods alone. This implies that the male students do not perform better than the female students in CRS irrespective of whether they are team taught or taught by conventional method. There is no significant difference in the academic performance of male and female students in CRS has supported the findings of Nwoji (2000). Team teaching is devoid of sex bias and does not discriminate on gender basis. It is therefore adequate for both the male and females.

Conclusions

On the basis of research results and discussion of the findings the following conclusions may be drawn. Team teaching enhances male and female students' performance in CRS. Team teaching is superior to conventional approach because the former has more merits than the later.

Recommendations

Based on the findings and conclusions of this investigation the following recommendations are proffered.

1. CRS teachers should get together and jointly plan and carry out the teaching of the subject in their schools.
2. The Ministry of Education and relevant agencies should as a matter of policy deploy teachers who specialise in different components of CRS to jointly teach the subject in schools offering CRS.
3. The State Ministry of Education should organise seminars and workshops to educate CRS teachers about the benefits of team teaching procedures and approaches.
4. The Ministry of Education should provide the relevant CRS instructional materials for the teaching of the subject.

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