

EFFECTS OF COLLABORATIVE TEACHING METHODS ON THE ACADEMIC PERFORMANCE OF GOVERNMENT STUDENTS IN SENIOR SECONDARY SCHOOLS IN ABIA STATE, NIGERIA

By

DR. O.A. MBONU

Educational Management & Policy

School of Education

Federal College of Education (Technical) Umuozu,

Anambra State, Nigeria

vinachi2001@yahoo.com, +2348034075368

Abstract

The study examined the effects of use of collaborative teaching methods in students offering Government in Bende Local Government Area of Abia State, Nigeria. Three research questions and three null hypotheses guided the study. The study adopted the descriptive survey research design. The population of the study comprised 1728 students and 48 teachers. Stratified random sampling technique and balloting by replacement were used to select the number of research subject. To get the sampled subject 5% of the students were randomly selected from each of the 20 secondary schools selected, no sampling was done on teachers for their size is manageable. After sampling, the total number of students and teachers used for the study were 134 which were made up of 86 students and 48 students. The instrument for data collection was 12 items in questionnaire. Data collected were analyzed using mean, standard deviation and t-test statistics. The findings of the study revealed that using lead, observe, assist, teach-re-teach, simultaneous teaching, instructional station, supplemental teaching and co-teaching rotation collaboration methods in classroom teaching and learning there will be improvement in students academic performance in Government. It was recommended among others that our present curriculum of instruction for teacher education in the country should be reviewed towards meeting the needs and aspirations of the learner in the area of use of modern technologies in teaching. Other recommendations include exposing teachers to seminars, conferences, workshop and encouraging the use of collaborative team teaching to enhance learning in schools through training, improvement of teachers knowledge, skills and adopting to the use of lead, observe, assist, teach-re-teach, supplemental teaching and co-teaching rotation methods amongst others to enhance the teaching and learning of Government in schools.

Keywords: collaboration, teaching, pedagogy

Introduction

Over the years, the importance of teaching and learning of Government in secondary schools throughout the country has long been recognized. This is because of the realization that the knowledge acquired from the study of the subject had helped students who are leaders of tomorrow to know how important the subject is in re-shaping the political and socio-

economic development of the country. The views of some scholars and political scientists like Ibezim, (2006), Ogunna (2009), Ojo (2010) and Onuoha (2015) in their various works stressed the importance of the subject in political and socio-economic development of the country. They emphasized the need for students and teachers to collaborate with one another to ensure that the teaching of Government in secondary schools does not follow the line of history. This is based on the fact that Government as an academic field of study in secondary schools is the only subject that inculcates the spirit of nationalism and patriotism to students unlike other subjects.

According to Okafor (2010) and Anyaele (2017), this stems from the fact that through the teaching and learning of Government, students will know their rights, duties and obligations as citizens of the country. It will aid in the liberation of their minds from political ignorance and diseases, to one of having the zeal to defend their country in the face of war, hunger and diseases. The understanding of the system of Government and its implication to the people's welfare will go a long way in re-shaping their desire to be a good Nigerian.

Thus, the study of Government in secondary schools through the collaborative efforts of students, parents and teachers would not only help to prepare students on leaving schools to take part in active politics in government as administrative officers, personnel officers and professional politicians, but will also help in stimulating, arousing their interest and curiosity as students or citizens of the country to take part in active politics thereby helping to prevent the emergence of tyranny and dictatorship in the country (ojo, 2010).

This is why today Government as an institution is regarded as those groups of persons whose main function in a state is to make law, maintain law and order, protect lives and properties as well as defend the country from internal and external aggression (Ibezim,2010). It is in realization of these functions, roles and duties of government to the people that the study of Government as a subject is included as one of the subjects to be taught in senior secondary school throughout the country and tertiary institutions as main course for students.

To achieve these noble objectives, State and Federal Ministry of Education were mandated under the National Policy of Education (2004) to ensure that teaching materials and new pedagogies to be adopted while teaching the subjects at classroom level is modified along the recent development in technology. Government went a step further to recruit trained qualified teachers who are knowledgeable and skillful in imparting the subject and improving the quality of students offering Government as a subject. According to Robins and John (2004) government in attempt to reposition the teaching and learning of the subject, went further to organize re-fresher courses, sandwich programmes , seminars, conferences, workshops, in-service training and symposium for Government teachers. Unfortunately, all efforts made to improve the academic performance of students in Government have been on steady decline.

Despite all efforts made by successive governments to make teaching and learning of Government subject an interesting and acceptable to the students and teachers, Government continued to be the most neglected subject by secondary school students,(Ibezim,2006). According to John (2016) and Ogunna (2017) the sudden decline noticed in 2004, 2005, 2006, 2014, 2015 and 2016 to 12% was rooted to non challant attitude of students and teachers towards the learning and teaching of Government as a subject in schools. Other scholars like Okeke (2017) based his argument on lack of infrastructural facilities and poor pedagogies of instruction adopted by the teacher while teaching the subject. This is an

indication that the type of pedagogies adopted in teaching a particular subject do affects the performance of students in schools. In order to enhance student's academic performance in the subject - Government, different scholars like Offiah and Okonkwo (2011); Awofala and Nneji (2012) have employed different pedagogies to improve student's interest in the subject. In the views of Carnine (2012), it becomes necessary because the present pedagogies being used by Government teachers throughout the country is no longer yielding the desire results as only the most intelligent students will understand the sequential skills required for learning of the subject while the below average students that have low intelligent quotient (IQ) will struggle to acquire thereby not working in line with the Education For All (EFA) aims towards learning. This stems from the fact that some Government teachers do use pedagogies like questioning method, lecture method, and rote learning method in teaching students which do not have any link between the student's old knowledge with the new knowledge. The resultant effect was that students found it difficult to comprehend the new concepts and the old one, thereby creating problem in teaching and learning of the subject, Government. Perhaps, this may be the reason, why Anyachebelu (2005) observed that learners ability to grasp new information depend largely on the ability of the teacher to build linkage between the existing knowledge and the new learning.

In line with the above finding, Ofodile (2015) found out that prior knowledge of pre-requisite concepts will only improve students' academic performance if teachers employ the right pedagogies in teaching the subject. This means that meaningful learning processes can only occur when there is maximum interaction between the learners existing knowledge and the present one being delivered. This entails that the pedagogies adopted at any point in time while teaching is going on the classroom is very vital towards improving learning in students.

It is how the introduction of collaborative teaching in government, can help in the improvement of students academic performance in secondary schools that we are going to discuss under the following concepts: Teaching, effective collaboration, types of teaching collaboration and the benefits of collaborative teaching to the learner. This is what the present study wants to achieve in this study. Ugha (2008) affirmed the above by stating categorically that teaching activities must be undertaken by a more experienced and knowledgeable person that can cheerfully and smoothly achieve objectives by using different pedagogies to achieve goals of different topics in students.

Thus, pedagogy is the different teaching methods a teacher employ in teaching different subjects in order to impact knowledge and skills to learner under guidance of a curriculum of instruction. This shows that for any meaningful teaching to take place in classroom, teachers must understand how to induce, motivate and maintain student's interests in all activities in the classroom like discussions, teaching, learning, group work, project and demonstration (Ogbonnaya, 2014). This entails that the teacher who is a facilitator would implore the usage of collaboration which involves all hands coming together to achieve a maximal result.

Hornby (2017) was in an opinion that collaboration is something done by several people or groups of people working together in a project, class or research work. Such collaborative effort according to him will assist the learner or the user the opportunity to achieve desired interests, knowledge, skills, ability, attitude and aspirations which over the years he has been finding difficult to achieve due to circumstances beyond his control. This is because collaboration assists students to learn more when they are actively involved in the process.

In the opinions of Rau and Hey (1990) and Ugwuoke (2015) teachers should learn how to use collaborative methods in teaching in order to enhance learning. According to them such efforts will not only assist the students or (users) teachers the opportunity to achieve desired interest, knowledge, skills, ability, attitude and aspirations which over the years has eluded him to be actively involved in the teaching process. This is because students learn better in groups and the retention of the knowledge is always on high side (Ugha,2008). Thus, working together with other educators is an important feature of collaborative approach to teaching because it helps professional teachers to work together as a team to teach and deliver better instruction. This shows that collaborative approach to teaching even though may initially look challenging as the team strive to work together but it offers educators an opportunity to learn and support each other and most importantly help to share the daily workload and benefits derived from such collaboration (Hoydon,2018)

In the views of Ugha (2008), collaborative teaching is the opportunity or assistance given to the learner to achieve desired interest, knowledge, skills, ability and attitude of collegiality which each teacher brings to the team. This will definitely enhance their professional growth and development. Moreso, working together as a team will help teachers focus on their competencies and be better positioned to plan ahead towards enhancing learning and building stronger and more reliable relationship with colleagues and students. his why Stepanek (2018) noted that, unity is strength when there is team work and collaboration but when there is none, wonderful things cannot be achieved. Thus, Ofojebe, Ezugoh and Mbonu (2018), believed that getting teachers to collaborate and interact with each other is one way of ensuring that quality services are rendered which aids towards boosting students academic performance and achievements.

For collaborative teaching to be effective, the practitioners according to Stepanek (2018) should first of all book regular times to meet together as a team, so as to get to know each other's knowledge and skills. Secondly, to develop a communication plans to adopt while teaching. Thirdly, plan how to divide the work. Fourthly, discuss how you will practice the method. According to him this will enable the team to know each other's strengths and weaknesses, interests, attitudes and aspirations of those colleagues they are working with. It will also help the team to set time lag for the teaching, set the aims and objectives to be achieved, set evaluation or assessment criteria, methodology to adopt while communicating with the teachers (colleagues) and students.

Collaboration therefore requires thoughtful consideration on the part of the educators (teachers). He must set aside time for developing lessons and decide in advance appropriate learning approaches to use with specific students or groups. School principals should ensure that teachers have shared planning times- spend time before and after school to continue to coordinate their efforts due to time lag. Principals and teachers should be careful in pairing teachers for collaborative teaching since they can make or mar/break successful teaching partnership. This is because collaborative teachers need to bring their best strength and practices to the team while remaining flexible to adapt to new pedagogies that can benefit student learning.

Collaborative teaching, sometimes called co-operative teaching or team teaching helps to present a united front so that students perceive each other as being equal in knowledge and authority thus leading to more respectful learning environment. This will enable both the teachers and students to gain understanding from the variety of instructional approaches

adopted. Therefore, it is advisable to adopt collaboration teaching approach in all across all instructional levels and subjects.

Various names and distinctions have been given and made to this form of teaching. According to Johnson and Smith (1991) and Ugwuoke (2015) these variety of collaborative teaching styles may be used interchangeably by team teachers to mean the same thing but their methodology differs. These collaborative teaching include co-operative learning, collaborative learning, collective learning, learning communication, peer teaching, peer learning, reciprocal learning and team learning. Others are informal learning groups, formal learning groups and study team group.

For the purposes of teaching and learning of Government in secondary school the following types of teaching collaborations models as developed by Hoydon (2018) will be adopted. They are,

- **Lead, Observe and Assist Collaboration:** This is a model in which one teacher presents new content while the co-leader observes students and assists any who may be off-task or struggling to cope with concepts.
- **Teach And Re-teach:** This allows the lead teacher to present new material and activities while the co-instructor reviews previous information and skills for retention purposes.
- **Simultaneous Teaching:** In using this method the teacher divides the class into two smaller groups and both teachers present the same material at the same time.
- **Instructional Stations:** Here, students rotate between several stations or receive new instruction or work on activities monitored by teachers.
- **Supplemental Teaching:** this enables one teacher to instructs the majority of learners while the other takes a small group aside to work on different instructional goals related to readiness or literacy skills.
- **Co-teaching Rotation:** finally here both teachers present new information rotating between presentation and support roles during the lesson.

The benefits to be derived from using the above collaborative teaching methods in teaching Government to students at secondary schools level is that it will afford the teachers and students the opportunity to evaluate and differentiate various concepts and variables available to teachers and students in teaching and learning of Government. It will help the teacher to stimulate and arouse the interest of the students on the subject through face to face interaction with the teacher. By so doing both the teacher and the students can learn from each other the best instructional techniques to adopt thereby helping to expand their teaching repertoire and students learning ability. Co-operative teaching experience will also provide them with mutual support and assistance for planning and implementing lessons, assessing student's progress, sharing professional concerns and addressing students' learning needs and aspirations.

Most importantly, teaming will allow more opportunities for students to understand the content thereby maximizing individual learning potential. Based on the different ways collaborative teaching can be used to ensure effective classroom organization and management, it is no longer news that it still remains a popular instructional model in secondary school teaching and learning in Nigeria. This is because it would allow teachers to impart information to a broader range of learners viewing approaches that spark student's

imagination while supporting individual learning differences. Since collaborative teaching is thus considered very vital in student's academic performance in secondary schools, this study tries to find out the effects of use of collaborative teaching on academic performance of secondary school students that are offering Government as a subject in Bende Local Government Area of Abia State.

Statement of Problem

For some time now, there has been much hue and cry by educationist in the Abia state over the low number of passes, credit and distinctions recorded at the senior secondary school certificate Examination (SSSCE) level in Government despite all the efforts made by government, parents and teachers to ensure that teaching and learning of Government in the secondary schools in the state is a smooth one with students learning and performance enhanced. Perhaps, the cause of this poor performance in secondary school may be that teacher's pedagogy is bad or that the students themselves do not like teacher's instructional materials in use coupled with teacher's incompetence, teachers poor classroom management which mostly results out of ratio of students and teachers among others. Hence, leads to continued negative effects on teaching and learning of Government in Bende Local Government Area of Abia state. Therefore, there is need to address the problem caused by the application of wrong method in teaching and learning of Government in secondary schools.

Sequel to the above, it becomes imperative for teachers to change their methods of teaching so that objectives and goals of the different topics in the subject Government are achieved. When these are met, there are chances that there will be quality instruction to students for they will perform highly and achievement will be excellent. This will reduce the worriers of stakeholders over the low grades recorded by students at senior secondary schools in Government. In addition, the negative attitude of students will change because there will be change in pedagogies of teachers handling this subject.

Therefore, the researcher deems it fit to look at another method of instruction called collaborative teaching which is more inspiring and involves the working together of groups by several people to instruct and mentor groups of students to enhance teaching and learning. With effective collaboration in teaching and learning the quality of instruction will be enhanced because collaboration is based on sharing ideas and strategies in a professional manner with a focus on meeting the diverse and unique needs of students (Ezugoh, Ofojebe & Mbonu, 2018).

Based on this, the researcher deem it necessary to find out the effects of use of collaborative teaching on the academic performance of secondary school students offering Government in Bende Local Government Area of Abia state.

Purpose of the Study

The main purpose of this study is to find out the effect of use of collaborative teaching on the academic performance of secondary school students in Government. Specifically, the study sought to determine;

1. the mean achievement scores and standard deviation of students taught using lead, observe, assist and teach-re-teach collaborative teaching methods to enhance students

academic performance in Government in Bende Local Government Area of Abia state, Nigeria.

2. the mean achievement scores and standard deviation of student taught using simultaneous and instructional stations collaborative teaching methods to enhance student's academic performance in Government in Bende Local Government Area of Abia state, Nigeria.
3. the mean achievement scores and standard deviation of students taught using supplement and co-rotation or co-teaching collaborative teaching methods to enhance students academic performance in Government in Bende Local Government Area of Abia state, Nigeria.

Research questions

The following research questions guided the study:

1. What is the difference between the mean achievement scores of using collaborative teaching methods of lead, observe, assist and teach-re-teach to enhance students' academic performance in Government subject in Bende Local Government Area of Abia state, Nigeria.
2. What is the difference between the mean achievement scores of using collaborative teaching methods of simultaneous and instructional station to enhance student's academic performance in Government subject in Bende Local Government Area of Abia state, Nigeria.
3. What is the difference between the mean achievement scores of using collaborative teaching methods of supplement and co-rotation to enhance student's academic performance in Government subject in Bende Local Government Area of Abia state, Nigeria.

Hypothesis

The following null hypotheses tested at 0.05 level of significance were formulated for the study:

Ho₁. There is no significant difference between the mean achievement scores of using collaborative teaching methods of lead observe, assist and teach-re-teach to enhance students academic performance in Government subject in Bende Local Government Area of Abia state, Nigeria.

Ho₂. There is no significant difference between the mean achievement scores of using collaborative teaching methods of simultaneous and instructional station to enhance student's academic performance in Government subject in Bende Local Government Area of Abia state, Nigeria.

Ho₃. There is no significant difference between the mean achievement scores of using collaborative teaching and co-teaching rotation to enhance student academic performance in Government subject in Bende Local Government Area of Abia state, Nigeria.

Methods

The design for the study was a descriptive survey design was adopted for the study, which is sought to collect data from the participants (teachers & students) with a view to examine using collaborative teaching method to enhance student's academic performance in Government in Bende Local Government Area of Abia state, Nigeria. This design was employed in order to conduct a field survey and gather data from public secondary schools teachers and students in Abia state. The population of the study was drawn from 40 secondary schools in 10 villages in Bende Local Government Area at the state that are offering Government at the senior secondary school level (SS1, SS2, and SS3). The population comprised of 1768 respondents made up of 1720 students and 48 teachers. The respondents were chosen in order to ensure that those used in the study had knowledge of the variables and could supply the information needed for the study. Stratified random sampling technique was used to constitute the number of research subjects of this study (teachers and students). Out of 20 secondary schools in the Bende local government area, 10 secondary schools were randomly selected through balloting with replacement.

The instrument for data collection was developed by the researcher and is titled, Questionnaire on the Effects of using Collaborative Teaching on the Academic Performance of Students offering Government (QECTAPSSSG). A-12 item survey instrument was structured on a 4-point likert rating scale of strong Agree 4pts (SA) Agree (A) 3pts, Disagree (D) 2pts and strong Disagree (SD) 1pt. The items were developed through information obtained from literature review and was based on three research questions and three null hypothesis. The items elicit information on using collaborative teaching to enhance student's performance in government subject in secondary schools in Bende local government area of Abia state. The instrument was face validated by two experts, one from Department of Measurement and Evaluation and Educational administration and planning Abia State University, Uturu. Their comments and criticism helped in restructuring the focus of the study. The validated instrument was trial tested outside Bende local government area of Abia State with teachers and students that possess the same characteristics. This was done to ensure reliability of the instrument using Spearman's Rank order co-efficient correlation methods. The result of the co-efficient was 0.89. This shows that the instrument was reliable and could measure what it was suppose to measure. The data was distributed by the five teachers involved in collaborative teaching and collected by them after the respondent responded to the distributed research instrument. Data collected were analyzed using mean standard deviation (SD) and t-test for the three research question and three research questions and three null hypotheses respectively. A score above 2.50 on likert type scale was accepted (A) while any score below it was rejected (R). A T-test score below 1.96 was accepted as not significant while any t-test score above 1.96 was rejected as significant.

Results

Research question no one:

What is the difference between the mean achievement score of using collaborative teaching methods of lead, observe, assist and teach-re-teach to enhance students academic performance in Government subject in secondary schools in Bende local government area of Abia State?

Table 1: mean responses of teachers and students on the use of lead, observe, assist and teach-re-teach methods of collaborative teaching to enhance academic performance students in Government subject in secondary schools in Bende local government area of Abia State.

S/N	QUESTIONNAIRE ITEMS	TEACHERS			STUDENTS		
		$\bar{X}$	SD	DEC		SD	DEC
	Collaborate teaching:						
1	Helps co-leader in the classroom to observe students performance at close range.	3.33	0.78	A	3.16	3.66	A
2	Helps the teacher to aid student who may be off-task or struggling with the concepts of the subject.	3.16	0.70	A	2.95	0.76	A
3	Helps the teacher to present new material and activities in class	3.00	0.76	A	2.83	0.86	A
4	Helps the co-teacher to review previous information and skills for retention purposes in class.	3.00	0.75	A	3.16	0.66	A
	Grand mean score	3.12	0.74	A	3.02	0.73	A

The result on table 1 above shows that Teachers and students agreed to items (1-4) with Teachers rating mean scores of 3.33,3.16,3.00 and 3.00 with standard deviation (SD) scores of 0.78,0.70,0.76 and 0.75 with grand mean score of 3.12 and 0.74 respectively.

This implies that using collaborative teaching models of lead, observe, assist and teach-re-teach in teaching and learning of Government subject in secondary schools in Bende local government area it will enhance students academic performance.

Research question no two:

What is the difference between the mean achievement scores of using collaborative teaching methods of simultaneous teaching and institutional station to enhance student's academic performance in Government subject in secondary schools in Bende local government area of Abia State?

Table 2: mean responses of teachers and students on the use of simultaneous teaching and instructional station to enhance student's academic performance in Government subject in secondary schools in Bende local government area of Abia State?

S/N	QUESTIONNAIRE ITEMS	TEACHERS			STUDENTS		
		$\bar{X}$	SD	DEC	$\bar{X}$	SD	DEC
	Collaborate teaching:						

5	Helps to divide the class into smaller group thereby enhancing student's academic performance.	3.16	0.88	A	3.33	0.79	A
6	Helps to aid co-teacher to present to present the same material for teaching at the same time.	3.00	0.72	A	2.79	0.77	A
7	Helps the teacher to rotate students between several stations to receive new instructions.	3.50	0.86	A	3.00	0.55	A
8	Helps students to work on activities monitored by teachers.	3.33	0.79	A	3.29	0.63	A
	Grand mean score	3.74	0.81	A	3.09	0.68	A

A look at Table 2 above shows that both Teachers and students agreed that using collaborative teaching will enhance the academic performance of students doing Government subject in secondary schools in Bende local government area of Abia State. Teachers rated items (5-8) 3.16, 3.00, 3.50 and 3.33 with standard deviation score of 0.88, 0.72, 0.86 and 0.79 with grand mean score of 3.24 and SD score of 0.81. Student's on the other hand, rated the same items (5-8) 3.33, 2.75, 3.00 and 3.29 with SD score of 0.79, 0.77, 0.55 and 0.63 with grand mean score of 3.09 with SD score of 0.68. This implies that using collaborative teaching methods of simultaneous teaching and instructional station will enhance the teaching and learning of Government subject in secondary schools in Bende local government area of Abia state.

Research question no three:

What is the difference between the mean achievement scores of using collaborative teaching methods of supplemental teaching and co-teaching rotation to enhance student's academic performance in Government subject in secondary schools in Bende local government area of Abia State?

Table 3: mean responses of teachers and students on the use of supplemental teaching and co-teaching rotation to enhance student's academic performance in Government subject in secondary schools in Bende local government area of Abia State.

S/N	QUESTIONNAIRE ITEMS	TEACHERS			STUDENTS		
		$\bar{X}$	SD	DEC	$\bar{X}$	SD	DEC
	Collaborate teaching:						

9	Aid division of labour while instruction is going on.	3.83	0.78	A	3.25	0.80	A
10	Enable co-teacher to work on different instructional goals related to the readiness or literacy skills while the other teacher concentrates on the other one.	3.16	0.73	A	3.12	0.58	A
11	Helps both teacher in rotation of new information	3.33	0.77	A	2.91	0.67	A
12	Helps in the presentation of new information support roles during the lessons.	3.00	0.76	A	3.08	0.61	A
	Grand mean score	3.33	0.76	A	3.09	0.66	A

A look at Table 3 above revealed that categories of respondents (teachers and students) agreed that collaborative teaching method will enhance the teaching and learning of Government subject. Teachers rated the items (9-12) 3.83, 3.16, 3.33 and 3.00 with standard deviation (SD) score of 0.78, 0.73, 0.77 and 0.76 with grand mean and SD scores of 3.33 and 0.76 respectively. Students on the other hand rated the same items (9-12) 3.25, 3.12, 2.91 and 3.08 with SD mean score of 0.80, 0.58, 0.67 and 0.61 with grand mean and SD scores of 3.09 and 0.66. This implies that using collaborative teaching methods of supplemental teaching and co-teaching rotation will enhance student's academic performance in Government subject in secondary schools in Bende local government area of Abia State.

Hypothesis one:

There is no significant difference between the mean achievements score of using collaborative teaching methods of lead, observe, assist and teach-re-teach method to enhance student's academic performance in Government subject in secondary schools in Bende local government area of Abia State.

Table 4 shows t-test Analysis of Teachers and students mean achievement score on using collaborative methods of lead, observe, assist and teach-re-teach to enhance students academic performance in Government subject in secondary schools in Bende local government area of Abia State.

VARIABLES	N	$\bar{x}$	SD	DF	Level of sig	t-cal	t-tab	Decision
Collaborative teaching methods using lead, observe, assist and teach-re-teach.								
Teachers	6	3.12	0.74					

Students	24	3.02	0.73	28	0.05	0.09	1.96	Accept
----------	----	------	------	----	------	------	------	--------

Table above showed that the calculated t-value is 0.09 while the critical t-value, the null hypothesis is accepted. That is to say, there is no significant difference between the mean achievement score of teachers and students on using collaborative methods of lead, observe, assist and teach-re-teach to enhance students academic performance in Government subject in secondary schools in Bende local government area of Abia State.

Hypothesis:

There is no significant difference between the mean achievement score of using collaborative teaching method of simultaneous teaching and instructional stations methods to enhance students' academic performance in Government subject in secondary schools in Bende local government area of Abia State?

Table 5: shows t-test Analysis of Teachers and students mean achievement score on using collaborative teaching methods of simultaneous teaching and instructional stations methods to enhance students' academic performance in Government subject in secondary schools in Bende local government area of Abia State.

VARIABLES	N	$\bar{x}$	SD	DF	Level of sig	t-cal	t-tab	Decision
Collaborative teaching methods using simultaneous teaching and instructional stations								
Teachers	6	3.24	0.81	28	0.05	1.96	0.13	Accept
Students	24	3.09	0.68					

Table 5 above showed that the calculated t-value is 0.13 while the critical t-value is 1.96. Since the calculated t is less than the t-value, the null-hypothesis is accepted. That is to say, there is no significant difference between the mean achievement score of Teachers and students on using collaborative teaching methods of simultaneous teaching and instructional station methods to enhance students academic performance in Government subject in secondary schools in Bende local government area of Abia State.

Hypothesis three:

There is no significant difference between the mean achievement score of using collaborative teaching method of supplemental teaching and co-teaching Rotation methods to enhance student's academic performance in Government subject in Bende local government area of Abia State.

Table 6: shows t-test Analysis of Teachers and students mean achievement score on using collaborative teaching methods of supplemental teaching and co-teaching Rotation methods to enhance student's academic performance in Government subject in Bende local government area of Abia State.

VARIABLES	N	$\bar{x}$	SD	DF	Level of sig	t-cal	t-tab	Decision
Collaborative teaching methods using supplemental teaching and co-teaching Rotation.								
Teachers	6	3.24	0.81	28	0.05	1.96	0.13	Accept
Students	24	3.09	0.68					

Table 6 above showed that the calculated t-value is 0.23 while the critical t-value is 1.96. Since the calculated t is less than the t-value, the null hypothesis is accepted. That is to say, there is no significant difference between the mean achievement score of Teachers and students on using collaborative teaching methods of supplemental teaching and co-rotation methods to enhance student academic performance in Government subject in Bende local government area of Abia State.

Discussion:

From the result of the data analysis, it is obvious that there are similarities between the responses of teachers and students. The results of research question one indicated that using lead, observe, assist and teach-re-teach method as a technique of collaborative teaching method will enhance student's academic performance in Government subject in secondary schools in Benda local government area of Abia State. The findings is in line with Ugwuoke (2015) views that students learn best when working in a small groups as this tend to assist them learn more of what is taught to them and retain it longer than when the same content is presented to them alone or under other instructional formats regardless of the subject matter. This view was further supported by Hoydon (2018) who observed that collaborative approach to teaching even though may initially look challenging as the team strive to work together, it offers educators an opportunity at the long run to learn from and support each other and most importantly, share the daily workload and benefits derived from such collaboration.

The research question two indicated how simultaneous teaching and instructional stations methods of collaborative teaching enhances students academic performance in secondary schools through the division of the class into two smaller groups and both teachers present the same material at the same time. Also that student can rotate between several stations to receive new instruction or work on activities monitored by teachers. This findings is in line with Stepanek (2018) observation that using this types of collaborative teaching will enhance unity, since unity is strength when there is team work and collaboration, but that when there is none, wonderful things cannot be achieved. He therefore advised that practitioners of these methods of teaching should meet together as teams to get know each other and plan how to rotate their teaching through effective communication plan. This view was further supported

by Ugha (2008) and Ogbonnaya (2014) who noted that application of any collaborative teaching must be based on the understanding that ability does not always correspond with students physical and chronological growth and development but must be based on teachers and student working together through discussions, group work, survey and demonstration. This means that for any theory and practical of how to apply simultaneous teaching and instructional stations in collaborative teaching of government in secondary schools.

Research question three is on the use of supplemental teaching and co-teaching Rotation as part of collaborative teaching method. The study shows that while one teacher instructs the majority of learner to learn, the other takes a small group aside to work on different instructional goals related to readiness or literacy skills. Also, that teacher using this methodology is presented with the opportunity for new information by rotating between presentation and support roles during the lesson. The use of this type of team teaching which is one of the models of teaching collaboration enhances academic performance of students in class. This findings is in line with the views expressed by Anyachebelu (2005) that learners ability to grasp new information depend largely on the ability of the teacher to build linkage between the existing knowledge and the new learning. In line with the above finding Ofodile (2015) found out that prior knowledge of pre-requisite concepts will improve students' academic performance. This means that meaningful learning process can only occur when there is collaborative effort or interaction between the learners existing knowledge and the present one being delivered. The findings is also in line with the observation made by Hornby (2017) that collaborative effort will assist the learner or the user of the methodology the opportunity to achieve the desired interest, knowledge, skills, ability, attitude, aptitude and aspirations which over the years he had been finding it difficult to achieve due to circumstances beyond his control. This is because the use this collaborative teaching methods assist students to learn more when they are actively involve in the process in a small group. All the null hypothesis tested at 0.05 level of significant shows that, there was no significant difference between the mean achievement score of teachers and students on the use of collaborative teaching methods to enhance students academic performance in schools.

Conclusions:

Considering the findings of the study, there is need for prompt action to be taken on the part of educational service administrators (curriculum experts, inspectors, supervisors, principals and teachers) on how to use these types of teaching collaborative methods to enhance learning in secondary schools particularly in teaching and learning of Government subject. This is because the use of these models of teachings (lead, observe, assist, teach-re-teach, simultaneous teaching, instructional stations, supplemental teaching and co-teaching rotation) will not only increase the number of students offering government but also enhance students academic performance in different subjects taught in schools not just in Government subject. On the part of collaborative teachers, there is the need for them to bring their best strengths and practices to bear on the team while remaining flexible to adapt to new methodologies that can benefit student learning in government. In this way, teachers will continue to grow in knowledge, professional skills and development in the application and understanding of varieties of instructional approaches to learning since collaboration is a wonderful teaching method that will boost educational objectives thereby leading to excellence in students performance.

Recommendations

Based on the findings, the following recommendations were made bearing the effects of the use of collaborative teaching models to enhance academic performance students in government.

1. Our present curriculum of instruction should be reviewed towards meeting the needs and aspirations of the learner. Stake holders in education services should organize in-service training, re-fresher courses, seminars, conferences and workshop for classroom teachers on the application of collaborative teaching methods for teachers to enable them improve their knowledge and skills.
2. Team teachers in the applications of teaching collaborations should learn to present united front so that students perceive each other as being of equal importance in knowledge and authority, thus leading to more respectful learning environment
3. School administrators should set up collaboration schedules a year ahead in order to ensure that teachers will have shared planning times.
4. Collaborative teachers should bring their best strengths and practices to the team while remaining flexible to adapt to the new methodologies being introduced so that students can benefit from it.
5. Government through state and Federal Ministry of Education should encourage or emphasis the use of lead, observe, assist teach-re-teach, simultaneous teaching, instructional stations, supplemental teaching and co-teaching rotation models of collaborative teaching in schools while teaching and learning is going on in the classroom because it delivers better outcomes for everyone in teaching,
6. Government should encourage collaborative teachers to improve themselves professionally on the use of this models in teaching and learning since the method will offer them the opportunity to assess and differentiate instruction for students more readily as they can learn new instructional techniques from one another to expand their teaching repertoire.
7. Finally, collaborative team teachers should impart more knowledge and skills to a broader range of learners using collaborative models approach that spark students' imaginations while supporting individual learning differences.

References

- Abia State Education Commission (2017) Department of planning and statistical unit, Umuahia, Abia State.

- Anyachebelu, F.E (2005) Effective strategies for improving Teaching and learning in schools. Lagos papyrus.
- Anyaele J.U. (2017) Comprehensive Government for Senior Secondary School: Lagos A. Johnson Publishers Ltd.
- Awofala, A. O. A and Nneji, L.M (2012) Effect of farming and Team assisted individualized Instructional strategies on students' Achievement in Mathematics: Journal of Science Teachers Association of Nigeria 47(1). 60-71
- Carnine, D (2002) Educational Tools for Diverse Learners. School of psychology Review vol. 23, 341-350
- Hornby, A.S. (2017) (9th ed) Oxford Advanced Learner's Dictionary Oxford, University press.
- Hoydon, S.P (2018) Educator to child Ratio, Department of Education and Training www education vic gov.a Victoria
- Ibezim, C.C (2006) methodology of Teaching Government in schools, Owerri, unpublished manuscript Department of Government, Alvan Ikoku Federal College of Educations.
- John, J.B (2006) writers and politics in Nigeria. London. Hodder and Stoughton Ltd.
- Johnson, D.W, Johnson, R.T. and Smith K. A (1991) cooperative learning: increasing college learning instructional productivity Ashi FRIC Higher Education Report No. 4 Washington D.C School of Education and Human Development, George Washington University.
- National policy on Education (2004) Abuja Federal Government Press Ltd.
- Offiah, F.C and Okonkwo C.O (2011) co-operative learning strategy and students Academic Achievement in Chemistry: UNIZK Journal of STM Education 1 (2015) Effect of peer tutoring instructional method on Academic Achievement in Agricultural Science among Senior Secondary School students in Dunukofia Local Government Area. Journal of education for professional growth 10(1) PP100-116.
- Ogbonnaya N.O. (2014) (ed) Classroom organization and management issues, principles and practices. Awka, Meks publishers (Nig).
- Ogunna, E.C. (2009) Senior Secondary School Government for Nigerian Students: Onitsha. Chinedum Press Ltd.
- Ojo, O.A. (2010) (4thed) political science and Government for Nigeria for West African students. Ilesha; Imollesha press and sons.
- Okafor,L.K. (2010)(3rd) instructional materials and Educational technology Okigwe, sir White press Ltd.

- Okeke, E.A C. (2007) “The imperative of professionalization of Teaching in Nigeria, a keynote Address at the South-East Zonal meeting of stakeholders in Teaching profession organized by Teachers Registration council of Nigeria, Abuja.
- Onuoha I.I. (2015) Government made easy; Ondo. Ola printing press Ltd.
- Onwuka U. (1984) co-operative method in Ugha (2008) (3rd) curriculum Development for Africa, Onitsha; African Feb publishers limited.
- Rau, W and hey1, B.S. (1990) Humanizing the college classroom collaborative learning and social organization among students: Teaching sociology 18 (2) 141-155.
- Robinson M and Davidson (2004) Chambers 21st century Dictionary Ediriburgh: Chambers Harrap publishers Ltd.
- Stepanek M.K. (2018) further reference and reading <http://www.education.vic.gov.au/childhood/providers/fundingpages/improvedchildrati onkindergarten.aspx>.
- Ugha O. (2008) (3rd). Curriculum Development for Africa. Onitsha Africana Feb.Publishers limited.
- Ugwuoke S.C (2015). Routine practices in the classroom and collaborative learning (Group) in Ogbonnaya N.O (2014) (ed) classroom organization and management issues, principles and practices Awka meks publishers (Nig).