RESEARCH ARTICLE

PERCEPTIVE VIEWS OF LECTURERS ON TEAM TEACHING FOR EFFECTIVE INSTRUCTIONAL DELIVERY IN OFFICE TECHNOLOGY AND MANAGEMENT PROGRAMMES IN POLYTECHNICS IN DELTA STATE, NIGERIA

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ABSTRACT

The study was designed to identify the perceptive views of lecturers on team teaching for effective instructional delivery in Office Technology and Management (OTM) programmes. The forty (40) lecturers in OTM programmes in the three Polytechnics in Delta State formed the population for the study. The study was a survey research design. Two questions which were validated by three experts were used for the study. The questionnaires were subjected to reliability test using Cronbach Alpha formula which yielded 0.87 and 0.79 respectively. The questionnaires were analyzed using mean and standard deviation while the hypotheses for the study were analyzed using t-test statistics. The study found that lecturers perceive team teaching as a means of enhancing effective teaching and as a collaborative problem solving technique. It was recommended among others that, institutions of higher learning should embrace team teaching as it reduces the workload of lecturers, and also help in mentoring newly employed and facilitate professional development.

INTRODUCTION

Office technology and management (OTM), is a programme of study in the polytechnics Nigeria. OTM programme is also offered as an option in Business Education programmes in the universities and colleges of education in Nigeria. The objectives of the polytechnic education in Nigeria include the training of the manpower in the applied sciences, technology and commerce to impart the necessary skills leading to the production of craftsmen, technicians and other skills personnel's who will be enterprising and self reliant. (NBTE 1989). Office Technology and Management programme came into being in 2004 to replace secretarial studies, following persistent calls by stakeholders and the general public for a review of the curriculum in line with acceptable standards due to the introduction of ICT which revolutionized the workplace (Odede and Nwaodume 2018). Though the curriculum is due for a review, which is yet to be done. OTM programme incorporate six components in its design which includes Office Applications, Office Technology, Business, Administrative management, Numerical components, General Studies and students industrial work experience scheme (SIWES). According to Chigbusun and Davouyakubu (2009), the design of the OTM program provides students with in-depth administrative office preparation to meet the demands and challenges in business environment. Through the program, students can obtain business skills, marketable skills, ICT

skills, and managerial skills as well as cognitive skills that are transferable to other employment situation. OTM program component is focused towards a global initiative with an objective that portends new academic direction in favour of ICT; it is a source of exposing recipients to various opportunities including self employment (Ikelegbe 2015). On inception of office technology and management programme , in 2004, many of the lecturers were not acquainted with the new courses introduced, since they were not taught with such courses during their schooling year. However some of the lecturers quickly presented themselves for training in order to have knowledge of the subjects, especially the ICT courses such as web design software, publisher software and office application, etc. while in some instances, lecturers resulted to share teaching in the area of expertise in order to deliver lectures effectively. Several years have gone by, but it seems this method of shared teaching or collaborative teaching has been adopted permanently by most of the OTM programmes.

Perception is the ability to see, hear, or become aware of something through the senses. It is the way something is regarded, understood or interpreted. Perception process allows us to experience the world around us, get information about properties and elements within our environment that are critical to our ability to understand the true nature of something. Nazral (2015) believed that perception is the ''process by which individual select, organize and interpret the input from their senses to give meaning and order to the world around them. The components of perception include the perceiver, who is the target of perception and the situation which is the factor that influence the perceiver. Basically, perception is a mental process which involves gaining understanding and using our senses to detect and recognize

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something which then allows us to process the information and discover the emotions and react to the situation we see. Team teaching according to Plank (2018) is used to describe several related structures, all of which somehow involve more than one instructor working together with a single group of students. In the views of Anderson and Speck (1998), the logistics of team teaching arrangement can vary, in some models, all instructors work together on every aspect of the class. In others, instructors divide up responsibilities for the courses, either along lines of content areas and class meeting (with each instructor being the expert) or according to the different tasks of teaching, for example, one person responsible for designing activities, another for grading assignment, another for delivering content and so forth. Amanda (2014) stated that collaborative team teaching often occurs in inclusion classrooms. In a co-taught class, general education and special education teacher's work together to plan lessons, teach, monitor students' progress and manage the class. It's an approach that makes it easier to teach all students the same content and hold them to the same educational standards.

In team teaching, teachers together set goals for course design syllabus, prepare individual lesson plans, teach students and evaluate the result. They share insights, argue with one another and perhaps even challenge students to decide which approach is better. New teachers may be paired with veteran teachers, innovations are encouraged and modifications on class size, location, time are permitted (Amanda 2014). According to Okwo in Olibie, Nwana and Akudolo (2002), the purpose of innovative techniques and media in education is to improve the effectiveness and efficiency of the components of or the entire educational system''. In this regard, team teaching aims at cooperative utilization of resources based on identified needs of the learners, in order to improve the efficiency and effectiveness of the education system. Amanda (2014) equally notes that in working as a team, it brings about independence and conflict resolution. Team members set the course goals and content, select common materials such as text and films and develop text and final examination for all students. They set the sequence of topics and supplement materials; they also give their own interpretation of materials and use their own teaching styles. According to oriazowanlan (2013) collaborative and cooperative efforts of lecturers as colleagues could produce greater coherence and integration to the daily work of teaching. However, Plank (2018) position that whatever the rationale for a team taught course is, one cannot assume students understand the reason or how it impacts their learning. In fact, they may see team teaching as two teachers splitting the workload, or, worse, complicating the class for them. If students are to benefit from the collaboration, they need to understand why it is there and how it works. Teachers should take the time not only on the first day, but throughout the course-to explain how the team teaching structures will help them reach the course learning goals.

Statement of the Problem: It has been observed that since the inception of Office Technology and management programme in 2014, most of the courses introduced by National Board for Technical Education, (NBTE) has been shared by Lecturers in the programme as against individualistic approach to teaching and problem solving techniques. It has been reported that some lecturers are not happy with the development. Against this backdrop, the study tends to determine the perceptive views of lecturers on team teaching for effective instructional delivering in Office Technology and Management programs in Delta State.

Purpose of the Study

The main purpose of this study was to determine the perceptive views of lecturers on team teaching for effective instructional delivering in office technology and management programmes in polytechnics in Delta State. Specifically, the study sought to determine.

- Perceptive views of lecturers on team teaching in enhancing lecturers' effective instructional delivery.
- Perceptive views of lecturers on team teaching as a collaborative problem solving technique for effective instructional delivery.

Research questions

The following research questions were raised to guide the study.

- How does lecturers' in OTM perceive team teaching as a means of enhancing effective instructional delivery?
- How does lecturers' in OTM perceive team teaching as a collaborative problem solving technique for effective instructional delivery?

Hypothesis

The following hypotheses were tested at 0.05 level of significance

- There is no significant difference in the mean rating of male and female lecturers in OTM programmes, on their perception of team teaching as a means of enhancing effective instructional delivery
- There is no significant difference in the mean rating of more experienced and less experienced lecturers in OTM programs, on their perceptive views of team teaching as a collaborative problem solving technique.

MATERIALS AND METHODS

The research designed adopted for this study is a survey and the study population consisted of 40 lecturers in Office Technology and Management programme, from (3) polytechnics in Delta State. No sample was drawn because the population size was not large. A 25 items structured questionnaire was used for eliciting information from the population. The instrument for the study was validated by three experts and was subjected to reliability test using Cronbach Alpha formula which yielded 0.87 and 0.79 respectively. The questionnaire items were rated using four point Likert type scale nominal values, thus; strongly Agree (SA=4), Agree (A=3) Disagree (D=2), strongly Disagree (SD=1).

The descriptive statistics of mean and standard deviation were used to analyze the data and in answering the research questions and to determine the homogeneity of responses. The standard mean score adopted for the study was 2.50. Any value equal to or more than 2.50 was accepted while any value less than 2.50 was not accepted.

Research question 1: How does lecturers' in Office Technology and Management programmes, perceive team teaching as a means of enhancing effective instructional delivery?

Table 1. Mean and standard deviation of perceptive views of lecturers' on team teaching as a means of enhancing effective instructional delivery

S/N	ITEMS	MEAN	SD	REMARKS
1	Team teaching enhances teaching proficiencies.	3.48	0.60	Agreed
2	Team teaching enables better bonding between students and teachers in OTM.	3.05	0.71	Agreed
3	Team teaching promotes supportive collaboration.	3.25	0.56	Agreed
4	Team teaching breaks traditional lecture boredom.	2.55	0.85	Agreed
5	Team teaching can produce greater coherence and integration to daily work of teaching.	2.85	0.64	Agreed
6	Team teaching enables lecturers take useful decisions to improve their teaching styles.	3.30	0.61	Agreed
7	Team teaching promotes stimulation and deeper scholarly connections and discoveries.	3.42	0.78	Agreed
8	Team teaching promotes better involvement of students.	3.61	0.62	Agreed
9	Team teaching promote variety of ideas	3.51	0.67	Agreed
10	Team teaching helps in staff development.	2.60	0.81	Agreed
11	Team teaching exposes lecturers to innovations and better skills.	3.08	0.82	Agreed
12	Team teaching assist newly employed lecturer's to adapt to the acceptance of teaching standard.	3.35	0.64	Agreed
13	Team teaching enables lecturers to acquire better knowledge from colleagues.	2.85	0.95	Agreed
14	Team teaching promote participation/interaction	3.40	0.71	Agreed
15	Team teaching enables lecturers to test and compare new practices to develop new approach to teaching	3.09	0.70	
		3.38		Agreed
	Grand mean and deviation		0.71	Agreed

Table 2. Mean and standard deviation of perceived views of team teaching as a collaborative problem solving technique for effective instructional delivery

S/N	ITEMS	MEAN	SD	REMARKS
1	Team teaching promote collaborative problem solving if lecturers have similar ideas that are not overlapping	3.45	0.59	Agreed
2	Team teaching eradicate resentment that could hinder lecturers effective instructional delivery	3.01	0.62	Agreed
3	Team teaching enables cooperation that provides solution to observed deficiencies in individual lecturer	2.67	0.72	Agreed
4	Team teaching eradicate over confidence among lecturers and promote collaborate problem solving	3.15	0.75	Agreed
5	Team teaching breaks the barrier of privacy among lecturers	3.60	0.97	Agreed
6	Cross checking grades average between instructors will not be viewed by subordinates as a distrust of his/her abilities	2.40	1.25	Agreed
7	when roles are shared among lecturers, it assist in covering of courses syllabus among lecturers	3.45	0.68	Agreed
8	Rotation of roles among lecturers enhances learning and relieve boredom	2.85	0.75	Agreed
9	Team teaching bring multiple perspective to a class and enhance students interest in learning	2.50	1.23	Agreed
10	If agreement is reached on common grading standard collaborative problem solving will be achieved	3.00	0.65	Agreed

Table 3: t-test result on perceptive views of male and female lecturers' of OTM on team teaching as a means of enhancing effective instructional delivery.

S/N	Variable	N	X	SD	DF	t-cal.	t-crit.	Decision
1	Male	18	3.11	0.77	38	0.35	1.96	Accepted
2	Female	22	3.38	0.72				

Table 4: t-test result on perspective views of male and female lecturers' on team teaching as a means of enhancing effective instructional delivery

S/N	Variable	N	X	SD	DF	t-cal.	t-crit.	Decision
1	More experienced	25	2.70	0.60	38	0.55	1.96	Accepted
2	Less experienced	15	2.56	0.74				

Data in table 1 indicate that lecturers in Office Technology and management programme rated all items for the study as agreed. With a grand mean of 3.38 which is above the boundary limit of 2.50 set for the study, is an indication that respondents are in agreement with the items listed for the study.

Furthermore with the standard deviation which is between 0.60 - 0.95 which indicates low variability in the responses of lecturers, showed that respondents perceived all items listed for the study as means of enhancing effective instructional delivery in Office Technology and Management programmes in Delta State.

Research Question 2: How does lecturers' in Office Technology and Management perceive team teaching as a collaborative problem solving technique for effective instructional delivery?

Data in table 2 reveals that lecturers in Office Technology and Management agreed that team teaching is viewed as a collaborative problem solving techniques. With a grand mean of 3.01, which is above the set boundary limit, is an indication that respondents are in agreement with items presented for the study. The standard deviation which ranges between 0.59 and 1.25 is a further indication that the responses of lecturers are not far apart.

Hypothesis 1: There is no significant difference in the mean rating of male and female lecturers' in Office Technology and Management programme on their perspective views of team teaching as a means of enhancing effective instructional delivery.

The findings of the t-test statistics on table 3 reveals that the t-calculated value of 0.35 is less than the t-critical value of 1.96 at 58 degree of freedom (fd). This indicate that there was enough evidence to accept the null hypothesis which stated that there is no significance difference in the mean rating of male and female lecturers in OTM programmes on their perceptive views of team teaching in enhancing effective instructional delivery.

Hypothesis 2: There is no significant difference in the mean rating of more experienced and less experienced lecturers' in OTM programmes, on their perspective views of team teaching as collaborative problem solving technique for effective instructional delivery. Data in table 4 indicate that the t-calculated of 0.55 is less than the t-critical value of 1.96 at 58 degree of freedom (df). Therefore, there was enough evidence to accept the null hypothesis which stated that there is no significant difference in the mean rating of more experienced and less experienced lecturers in OTM programmes, on their perceptive views of team teaching as a collaborative technique for effective instructional delivery.

Discussion of Results: The discussion of findings is based on the result generated from two research questions and two corresponding hypotheses. The result in Table 1 reveals that, lecturers in OTM programmes in Delta State Polytechnics, perceived team teaching as a mean of enhancing effective instructional delivery. The grand mean of 3.38 was above the mean score value of 2.50 set as the boundary limit. The findings showed that team teaching enhances proficiency, enable better bonding between students, promote supportive collaboration among lecturers, produce better coherence and integration, improve teaching career, promote variety of ideas and help in staff development. Others include; exposes lecturers to innovation and better teaching skills, assist newly employed lecturers to adapt to standards, enable lecturers to acquire better knowledge, promote participation/interaction and to test and compare new practices to develop new approach to teaching. The result of null hypothesis one in table 3 showed that there was no significant differences between male and female lecturers on their perceptive views of team teaching as a means of enhancing effective instructional delivery. This depicts that gender of the lecturers has no influence on the identified items presented for the study.

The findings are in line with oriazowanlan (2013) who stated that working as a team enables lecturers become more open and receptive and will avoid any form of sentiment, which may be inimical to their effective instructional delivering practice. The result of the study in research question two in Table 2 also showed that lecturers in Office Technology and Management perceived team teaching as a collaborative problem solving techniques for effective instructional delivery. The grand mean of 3.01, showed that all respondents agreed to items presented for the study. The findings showed that team teaching promote collaborative problem solving if lecturers have similar ideas that are not overlapping, team teaching can eradicate resentment, provide solution to observed deficiencies, eradicate over confidence and break barriers to privacy among lecturers. Others include roles are shared among the lecturers and this bring about multiple perspective to class and enhance students interest, and that if agreement is reached among common grading system, team teaching could act as collaborative problem solving technique.

The result of null hypothesis 2 in table 4 revealed that there was no significant difference between more experienced and less experienced lecturers on their perceptive views of team teaching as a collaborative problem solving techniques. The homogeneity of responses is a further indication of agreement of respondents' views. This indicates that years of experienced has no influence on the identified items. The findings is in line with Amanda (2014) who theories that " working as a team enable teachers model respect for differences and assist in conflict resolution because team members together set the course goals and content, select common materials such as texts and films and develop test and final examination. In an ideal situation team teaching allows for better interaction between lecturers, students and allows for better evaluation.

Conclusion

The study revealed that lecturers in Office Technology and Management perceive team teaching as a means of enhancing effective instructional delivery. The study equally revealed that lecturers perceive team teaching as a collaborative problem solving technique in Office Technology and Management programmes in polytechnics in Delta state.

Recommendation

- Institution of higher learning should encourage team teaching to lighten individual work load of lecturers.
- Lecturers should be open and allow team teaching; this will help in shared ideas in order to be effective.
- In today's technological world, innovation is the order of the day. When lecturers meet to decide on areas to include in the curriculum content, and design areas of additional skills needed by students together, it will broaden knowledge of lecturers.
- Lecturers should embrace team teaching as it will help one another to develop trust and get to know each other better, this will help students get to know the team.
- Team teaching help in mentoring newly employed and facilitate professional growth and development. It provides opportunities to test and compare new practices in order to develop new approaches. It is recommended as it helps in solving problem collaboratively.

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