

African Research Review

An International Multi-Disciplinary Journal, Ethiopia

Vol. 4 (3b) July, 2010

ISSN 1994-9057 (Print)

ISSN 2070-0083 (Online)

Effect of Team Teaching on Secondary School Students' Achievement in Business Studies

(Pp. 35-40)

Ibgbu, Victoria O. - Economics Department, Federal Government Girls College, Onitsha
E-mail: ozonneson@yahoo.com

Abstract

The aim of this study was to investigate the effect of team teaching on students' achievement in Secondary School Business Studies in Onitsha North Local Government area of Anambra State. A population of one hundred and eighty students from the local Government Area were randomly selected for the study and it was a quasi experimental study. The instrument for data collection was an achievement test on the subject. The research questions were answered using mean and standard deviation while the research hypotheses were tested using t-test. It was discovered that team teaching has significant effect on the students achievement and so team teaching was recommended for teaching secondary school business studies.

Introduction

Secondary School Business Studies is made up of five areas of specialization namely: Book-keeping, Commerce, Office Practice, Typing and Shorthand. It is not easy for one teacher in the conventional method to teach it to a group of student in the secondary school. The traditional method has a lot of problem or deficiencies. For instance, it makes students to be passive especially lecture method. It does not allow secondary school Business studies students to participate actively in the class and some of them may even sleep during lecture.

For Mills (1979) traditional method of teaching like lecture method offers no scope for class participation. There is then the need to use team teaching in

teaching the subject in order to enhance students' participation and achievement. It makes students to benefit from the expert knowledge of the different teachers that make up the team.

Also the traditional method can bring a lot of argument among students. Discussion method for example can bring a strong disagreement between a group of students who support one view and another group that opposes it. This disrupts the flow of the lesson and the students understanding of the topics in secondary school Business studies.

Furthermore, the traditional method like problem-solving method has many disadvantages. Some of these disadvantages as listed by Njoku (1980) are:

1. It takes time as pupils have to answer on their own to the problems in hand. The teacher must also be able to determine the time for solving the problems.
2. In a bid by the pupils to find out facts to tackle the problem, they may be faced with far too much materials that has to be sorted out. This may confuse and discourage the pupils.
3. The use of the method calls for much skill on the part of the teacher. While he must not supply the answers to problems, he must give the pupils sufficient guidance to make solution relatively easy.

With the above deficiencies, team teaching becomes an innovative method for teaching Secondary School Business Studies. This is to make sure that all the special areas in the subject are well taught. It makes students to be exposed to more specialists thus improving their knowledge. On the part of the teachers, they learn from members of the team thereby developing their professional status. Thus team teaching is required in teaching Secondary School Business Studies so that all the areas can be taught effectively and efficiently to the students in order to improve their achievement in the subject.

Therefore, team teaching involves two or more teachers teaching the same class one subject and each teacher teaching topic or area which he specializes in. for Offorma (1994) team teaching procedure involves two or more teachers teaching the same group of students.

In Secondary School Business Studies, students achievement can be shown according to sex, that is sex differences in achievement. It could be in form

of males' and females' achievement. Some behaviours that differentiate girls from boys are as a result of how their brains work. Reinhard (1998) stated that scientists have discovered that some of the behaviours that differentiate boys from girls are the result of differences in the way their brains develop.

Moreover, in Secondary School Business Studies, effect of team teaching on Junior Secondary School One (JS1 and Junior Secondary Three (JSIII) students' achievement can be compared to determine which of them is better usually students are registered into classes according to the year they enter school. Those who enter school the same year also leave the same year and are registered in the same class. Thus pupils of the same class have the same age range. JSI students comprise of ten to eleven or twelve (10-12). While those in JSS III comprise of thirteen to fourteen or fifteen (13-14 or 15) years of range. This means that JSI students are younger than JSII students some people think it is easier to teach older students than younger ones. Eichhom in 1966 discovered that many applicants who have not taught think it is easier to teach adolescents than younger ones. He went further to group students using developmental grouping where students with common developmental needs and concerns are grouped together.

The purpose of this study is to determine the effect of team teaching on students' achievement in Secondary School Business Studies in Onitsha North Local Government Area of Anambra State.

Specifically the study aims at:

1. Determining the achievement of students taught Secondary School Business Studies by team teaching and those taught with conventional method.
2. Finding out the achievement of male and female students taught Secondary School Business studies by team teaching.
3. Finding out the achievement of JSI and JSIII students taught Secondary School Business Studies by team teaching.

Research Questions

Three research questions were posed for the study and they are:

1. What are the relative mean achievement scores of students taught Secondary School Business Studies by team teaching and those taught by conventional method?

2. What are the relative mean achievement scores of male and female students taught Secondary School Business Studies by team teaching?
3. What are the mean achievement scores of JSI And JSIII students taught Secondary School Business Studies by team teaching?

Hypotheses

To guide the focus of the study, three research hypotheses were tested and they are as follows:

1. There is no significant difference in the mean achievement scores of students taught secondary school Business Studies by team teaching and those taught by conventional method.
2. There is no significant difference in the mean achievement scores of male and female students taught Secondary School Business Studies by team teaching method.
3. There is no significant difference in the mean achievement scores of JSI and JSIII students taught Secondary School Business Studies by team teaching.

Research Method

The research design is a quasi experimental in which a population of Junior Secondary School one, two and three (JSI, II and III) students of Onitsha North Local Government Area of Anambra was used for the study. A total of one hundred and eighty students randomly selected were used for the study. An achievement test on the subject was used for data collection. Four experts did the face and content validation of the instrument (one specialist in English Language two specialists in Business Studies and one in Measurement and Evaluation).

The instrument was administered by the researcher with the help of the teachers used in the study. The data collected were analyzed using mean and standard deviation to answer the research questions and t-test was used to answer the research hypotheses.

Results

From the result, the mean achievement scores of the experimental group is higher than that of the control group. Also the calculated t-test is greater than the critical t-test. This means that there is significant difference in the mean

achievement scores of students taught secondary school business studies by team teaching and those taught with conventional method. The result also shows that the mean achievement scores of male students is almost the same with that of the female students. The calculated t-test is less than the critical t-test. Thus there is no significant difference in the mean achievement scores of male and female students taught Secondary School Business Studies by team teaching. In addition, the mean achievement scores of JSI and JSIII students taught Secondary School Business Studies have little or no difference. The calculated t-test is less than the critical t-test. Hence there is no significant difference in the mean achievement scores of JSI and JSIII students taught Secondary School Business Studies by team teaching.

Conclusion

- (1) The result of the study shows that team teaching is effective and efficient in teaching Secondary School Business Studies.
- (2) The result of the study also reveals that team teaching has positive effect on both male and female students as well as JSI and JSIII students achievement in Secondary School Business Studies.

Recommendation

Secondary School Business Teachers as well as other integrated secondary school subject teachers should use team teaching method in teaching.

Post Experimental Vs Post Control

Variables	No	Mean	SD	DF	Cal-t	Crt-t	Decision
Washington Grammar School, Onitsha.							
Experimental group	50	67.9	14.9	98	12.367	1.960	Rejected
Control group	50	34.5	12	98	12.367	1.960	Rejected

Male Post Experimental Vs Female Post Experimental

Variables	No	Mean	SD	DF	Cal-t	Crt-t	Decision
Washington Grammar School, Onitsha.							
Males' group	30	68.5	15	48	0.847	2.00	Accepted
Females' group	20	67	11.5	48	0.847	2.00	Accepted

JSI Post Experimental VS JSIII Post Experimental

Variables	No	Mean	SD	DF	Cal-t	Crt-t	Decision
Army Day Secondary School, Onitsha.							
Experimental group (JSI)	50	72	14.9	48	0.0625	1.00	Accepted
Washington Grammar School, Onitsha.							
Experimental group (JSIII)	30	71	14.4	48	0.0625	1.00	Accepted

References

- Mills, H. R. (1979). *Teaching and Training*. London: Macmillan Press Ltd.
- Njoku, F.A. (1980). *Practical Hints on Principles and Practice of Education*. Onitsha: Africana Feb. Publishers Ltd.
- Offorma, G.C. (1994). *Curriculum Implementation and Instruction*. Onitsha: Uni-World Education Publishers Nig.
- Reinhard, B. (1998). Report Casts Doubt on the value of Single Sex Schools. *Education Week*. Vol. 17.