

**TEACHING TOGETHER: BUILDING STRONGER CLASSROOMS THROUGH
COLLABORATION**

By

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ABSTRACT

This study examined how collaborative teaching can build stronger classrooms in colleges of education. The study adopted an ex-post facto research design. The population of the study consisted of students in Akwa Ibom State College of Education, Afaha Nsit, and lecturers in the School of Education and the Directorate of General Studies. The study sample comprised 150 students and 15 lecturers from the School of Education. Researchers made instruments (questionnaires) that were used: one for the students and another for lecturers. The data obtained were analyzed using Pearson Product Moment Correlation (PPMC). The findings showed that there is a strong positive and significant relationship between collaborative teaching and students' academic achievement and learning outcomes. Also, there is a significant relationship between collaborative teaching and lecturers' professional growth and mentorship in Akwa Ibom State College of Education, Afaha Nsit. Recommendations were made, among others, that teachers should collaborate in order to impact positively students' academic achievement and learning outcomes. Also, collaborative teaching should be implemented in colleges of education, whether in the departmental or general courses, as this will encourage professional growth for young lecturers while the seniors will act as mentors.

KEYWORDS: Teaching, Collaborative Teaching, Collaborative Classrooms.

INTRODUCTION

Nigeria joined the world to celebrate 2025 Teacher's Day with the theme "Teaching Together: Building Stronger Classrooms through Collaboration." This theme is very apt, as there is an urgent need for synergy, unity, and integration among teachers or educators in our educational institutions, as this will bring about the desired results we hope to see in our students—better academic performance and enhanced social relationships between students/students, students/staff, staff/staff, etc. Teaching together and building classrooms through collaboration means that teachers and students are expected to work together and cooperatively as a team in order to create a more effective and inclusive learning environment. A1 Overview elaborated on this by saying the approach involves both teachers collaborating with each other and students colluding with one another through activities that promote teamwork, mutual respect, and shared learning. The goal is to leverage collective strengths to

improve teaching practices and enhance students' engagement, motivation, and academic achievements.

Simply defined, collaboration takes place when members of a learning group work together as equals in order to help or assist students succeed in the classroom. It may take the form of sharing the different units of the lesson with different teachers, sharing ideas, co-teaching, team teaching a class, aligning teaching strategies, or having different teachers evaluate the students at the end of the lesson. All these are for the benefit of the students, better understanding of the material learned, and forging teamwork among the different teachers collaborating.

Celebre (2025) posited that, in a rapidly changing global environment, students need more than knowledge to be successful beyond the classroom. They need adaptable, transferable, and creative thinking skills. Co-teaching (team teaching), when executed thoughtfully, offers a structure that supports students with diverse learning needs while also promoting higher-order thinking. He maintained that, rather than a simple presence of two teachers in one classroom, effective co-teaching is a coordinated partnership with clear goals, shared responsibilities, and intentional instructional strategies.

Teachers can collaborate or partner with students by

- pooling their knowledge (and resources) to develop new strategies for imparting knowledge and information to the learners
- working together to support students that may require special attention in the classroom
- sharing insights, teaching methods, and new discoveries among themselves, as these may lead to professional growth
- Teacher collaboration fosters a supportive environment where educators can share insights, align teaching strategies, and address challenges collectively, leading to improved student outcomes. When this is done by leveraging technology and information communication devices, students will stand a better chance of realizing the objective of learning. Teachers CONNECT opined that collaboration is the backbone of a thriving educational environment. It empowers teachers to share knowledge, solve problems collectively, and create a unified approach to teaching. Thus, it
- enhances better student outcomes
- promotes professional growth opportunities
- Acts as a supportive community and relieves stress
- enhances consistent teaching quality
- Fosters innovation and creativity by encouraging teachers to experiment with new teaching methods and technologies.

The different types of teacher collaboration include the following:

1. **Co-teaching:** This means two or more teachers are working together to plan the lesson, teach the lesson, and assess the students. This style is best for individualized attention and a mix of teaching styles. It makes learning to be dynamic and is ideal for large class sizes. One teacher will teach and the other(s) will assist the students while the lesson is going on. For example, in a mathematics class, a teacher may be teaching and giving class work while the assisted teacher will go round the class to supervise and mark the students' work as they work on the questions.

2. **Team teaching:** this involves two or more teachers planning and achieving lessons together. In team teaching, teachers may focus on specific content areas or different activities. For example, in a Christian Religious Studies class, a teacher can take Topic 1: The Creation Story, and Topic 2, The Fall of Man, can be taken by another teacher, while Topic 3, The Tower of Babel (Disobedience), may be handled by another teacher. This style of collaborative teaching is done to promote teamwork and shared responsibility.
3. **Mentorship:** Mentorship means the guidance provided by a mentor, especially an experienced person in an educational institution. Thus, it involves a relationship whereby a more experienced and a more knowledgeable person guides and nurtures the professional development or growth of another person. In collaborative teaching, a more experienced teacher can mentor a less experienced colleague, whereby he offers guidance, advice, and support. This aims at helping new teachers navigate challenges they may come across while teaching, improves their instructional practices, and helps them feel more confident while teaching.

Statement of the Problem

Akwa Ibom State College of Education, Afaha Nsit, adopted the idea of teacher collaboration as a form of teaching in Education and General Studies courses from the 2019 / 2020 academic session. Before now, education courses were taught by different lecturers assigned to each school (faculty). But with this introduction (team teaching), students from all five schools are brought together in one hall, and individual lecturers are assigned to handle each of the course contents. For example, EDU 214 – Micro Teaching: Theory is divided into the following contents:

S/N	Weeks	Contents	Lecturers
1	One	- The Concept and Process of Micro-teaching - Relevance of Micro-teaching to Teacher Education	
2.	Two	Micro-Teaching Practicum with emphasis on Teach/Re-teach Cycles	
3.	Three	Set Induction	
4.	Four	Stimulus Variation	
5.	Five	Reinforcement	
6.	Six	Non-Verbal Communication	
7.	Seven	Questioning	
8.	Eight	Closure	

9.	Nine	Evaluation	
10.	Ten	Merits and Demerits of Micro-teaching	
11.	Eleven	Tests	
12.	Twelve	Assignments	
13.	Thirteen	Revision	
14.	Fourteen	Examinations	

One can notice that the course is shared out to lecturers, and they teach based on the assigned topics. With this, it is hoped that collaborative efforts among lecturers will enhance better classroom delivery, thus improving on students' performance in the course.

Students and lecturers have had reasons to commend while some complain. This means that the lecturers have to teach a large group of students (during their lectures), and at times, over 500 students in one hall.

With this background, the researchers sought to know the opinions of the lecturers involved in this collaborative teaching and the opinions of the students who receive collaborative teaching in education and general studies courses (meanwhile, their departmental courses are still handled by individual lecturers).

The lecturers were apt to give the following as possible merits and demerits of the collaborative teaching.

Merits

1. Shared teaching experience: you do not need to go to the class every day – the lessons are shared out to the different lecturers.
2. It encourages new lecturers to read and prepare adequately before entering the class so that students will not feel that they do not have mastery of the subject matter.
3. Lecturers try not to miss his/her section of the course, as this may affect the lesson and the delivery of the next topic. This is very important because knowledge is built upon from the simple to the complex.
4. At the end of the semester, lecturers who taught the course come together and share their experiences and consider possible changes that can help improve teaching.
5. It helps minimize favoritism on the part of a lecturer to particular students. Students are assessed and scored by all the lecturers that handled the particular course, thus discouraging 'sorting' and other fraudulent acts by lecturers.
6. It allows for diverse teaching methods and styles among the different lecturers handling a particular course.

Demerits

Some lecturers came up with some complaints, such as:

1. The time allotted for their topic was not enough for proper delivery of the lesson. Most lessons were rushed in order to keep to the scheduled time and date. Thus, your mind is to complete your topic, not minding how fast you may go or not going into details in the topic assigned to you.
2. Loss of autonomy: lecturers complain that they do not have control over the instructions and the students.
3. Public holidays and other college unpredictable activities caused many disruptions in the scheduled lectures, as the 'coordinator' of the course had to bring out new scheduling each time there was such an event. Most times, the semester academic calendar did not foresee these events, and this may cause a curriculum lag that makes it difficult to cover the entire syllabus.
4. The class is always too large for a particular lecturer to teach alone. At times, you can handle a class of over 500 students, and not up to 50 of them will pay good attention to what you are teaching. This is the major complaint by the lecturers. Even when the college tried to bring in a public address system to be used while teaching these classes, it could not be sustained.
5. Sometimes, the course coordinator may fail to include questions from the section taught by a particular lecturer, and this has brought conflict of interest and personality clashes among lecturers who taught a particular course.
6. Differences in individual teaching styles can bring confusion and insolence to the students.
7. Less individual attention is given to students, and this can affect their academic achievement and performance (passive learning).
8. Limited critical thinking: Lecturers, due to large class size, may rely on easier-to-grade assignments and examinations (like objective or multiple choice and subjective questions) instead of essay-written types of questions.

On the Part of the Students

Commendation:

1. Some students expressed gratitude that no individual lecturer will force them to 'sort' after the examination. Also, the idea of forcing them to buy a particular text or reading material is reduced.
2. They were happy that they were able to gain the experience from 7 to 10 lecturers handling a particular course, unlike their departmental courses that are handled by individual lecturers. Thus, it affords them the opportunity to know and judge the mental acumen or the mastery level of a particular topic by a particular lecturer. Students can say authoritatively that this lecturer knows the subject and this one does not understand what he/she is teaching and cannot impart the needed knowledge.
3. Some students expressed happiness that, unlike the departmental courses, where a lecturer teaches few of them and often gives tests, assignments, and term papers to write on, in education and general studies courses, lecturers do not 'bother' them with these. Instead, the lecturers will just give one compulsory question during the examination and will use that for their continuous assessment.

Complaints:

1. Difficulty in seeing and hearing: due to large class size, most students cannot see the board or hear the lecturer clearly. They therefore resort to missing these classes.
2. Forceful purchase of textbook or course materials: Students complained that they were 'forced' to buy the texts as recommended by the lecturer; if not, they may not be able to answer any question during the examination because of the large class size that prevented them from going for the lectures or hearing what the lecturer was teaching.
3. Students also complained that some lecturers' styles of teaching or teaching methods do not flow with the lectures given. They cited examples whereby a lecturer came to the class and divided them into five groups, assigning each group to a unit of what she was meant to teach. Then, the lecturer asked them to teach the different units of the lessons (according to their groupings) to their fellow students. Another lecturer, according to the students, came to the class and instead of teaching them the topic, converted it to a term paper, which she never asked them to submit.

Objectives of the Study

The general objective of the study is to examine how collaborative teaching can build stronger classrooms in colleges of education. The specific objectives are as follows:

1. To examine the impact of collaborative teaching on students' academic achievement and learning outcomes.
2. To assess how collaborative teaching practices influence students' engagement, motivation, and active participation in the classroom.
3. To examine the impact of collaborative teaching on professional growth and mentorship among lecturers in colleges of education.

Research Questions

1. Does collaborative teaching impact students' academic achievement and learning outcomes?
2. Does teacher collaborative teaching practice influence students' engagements, motivation, and active participation in the classroom?
3. Does collaborative teaching influence professional growth and mentorship among lecturers in colleges of education?

Research Hypotheses

1. There is no significant relationship between collaborative teaching and students' academic achievement and learning outcomes.
2. There is no significant influence between collaborative teaching and students' engagements, motivation, and active participation in the classroom.
3. There is no significant influence between collaborative teaching and professional growth and mentorship among lecturers in colleges of education.

Reviewed Literature

Teaching, according to AI Overview, is the process of imparting knowledge, skills, and values to others, facilitating learning and growth, by guiding individuals to understand, think critically, and develop their potential, involving systematic methods, communication, and creating supportive environments. It went on to say that teaching is both an art (creative instruction) and a science (structured methods) encompassing activities like planning, explaining, demonstrating, and assessing to nurture intellectual and personal development.

Thus, the aim of teaching is to pass the knowledge across to students under supportive environments. But when one is compelled to teach over 500 students at the same time, without any assisting technological equipment, one wonders whether the aims and objectives of the teaching have been achieved. It is therefore hoped that collaborative activities such as lesson planning, data analysis, peer observation, curriculum development, mentoring, and coaching would be used in our teaching methods to improve students' achievement and performance in the classroom.

In a study on the role of teacher collaboration in improving students' outcomes in private institutions, Singh, Kumar, et al. (2023) examined the various dimensions of teacher collaboration and its impact on students' academic achievement, personal development, and overall well-being. Teachers and administrators from private institutions were involved. They found out that teacher collaboration within private institutions positively correlates with improved students' outcomes. Collaborative activities such as lesson planning, peer mentoring, and cross-disciplinary teamwork are prevalent and contribute to a more enriched educational experience. They highlighted the following impact of teacher collaboration on many elements of students' performance:

- alignment of the curriculum
- differentiated instruction
- instruction that is driven by data
- the exchange of successful teaching methods, instructional resources, and assessment strategies.

In answering the question "What is the role of teacher collaboration in improving students' outcomes?" Billabong High International School (2025) posited that teacher collaboration is a critical component that can improve educational accomplishments. By pooling their knowledge, expertise, and resources, educators may create cutting-edge teaching methods that raise students' engagement to success and achievement. Also, teachers may enhance their teaching skills by sharing knowledge, encouraging each other, and providing each other the feedback they need. They mentioned the following as what makes teacher cooperation important.

- enhanced professional development
- better learning for students
- enhanced work satisfaction
- lower teacher turnover: teachers are more likely to stay in their jobs.

They also mentioned the benefits for teacher collaboration to include the following:

- high student achievement: improves students' learning

- enhanced professional development of teachers
- enhanced instructional coherence and consistency
- improved teacher performance and support.

They mentioned the challenges of collaboration to include the following:

- lack of time
- communication and lack of trust
- resistance to change: some teachers may find it difficult to change their 'known' teaching method to accommodate this.

Collaborative teaching, according to Okeke (2025), is a transformative approach in education, particularly in Nigeria, where traditional teaching methods struggle to meet the needs of diverse learners, including students with disabilities. She maintained that collaborative teaching provides an engaging and supportive environment for all students. It helps reduce teacher overload, boost professional development, and ensure curriculum coverage. She recommended it due to high student-teacher ratios and scarce resources in our public institutions. The strategy is based on the principles of cooperation and consensus building. It emphasizes mentorship, particularly for less experienced teachers, and is designed to improve students' outcomes while promoting teachers' professional growth.

Methodology

The study adopted an ex post facto research design. This design was used because it involves collection and evaluation of data from respondents as it is from the study area without any manipulation or alteration by the researcher. The study was conducted in Akwa Ibom State College of Education, Afaha Nsit, to determine how collaborative teaching can build stronger classrooms and impact students' academic achievement and learning outcomes in colleges of education. It comprised two sets of respondents: students in Akwa Ibom State College of Education, Afaha Nsit, and lecturers in the School of Education and the Directorate of General Studies. A sample of 150 students, 50 each from Years 1, 2, and 3, N.C.E. students, and 15 lecturers from the School of Education were used. Data were organized and analyzed using structured questionnaires; one for the students and another for lecturers. The study made use of Pearson Product Moment Correlation (PPMC) in answering the research questions and in testing the null hypotheses at a 0.05 level of significance.

Results

Research Question One: Does Collaborative teaching impact students' academic achievement and learning outcomes?

Table 1: Summary of PPMC relationship between collaborative teaching and students' academic achievement and learning outcomes.

Variables	Σx Σwhy	Σx^2 Σx^y	Σxy	r	Remark
Collaborative teaching	3442	42654	152566	.622	
Students' academic achievement and learning outcomes	3215	41782			

Table 1 reveals that the correlation index is .622 indicating a high positive correlation between collaborative teaching and students' academic achievement and learning outcomes. This shows that lecturers coming together to teach a particular course or courses has a very high positive relationship with students' academic achievement and their learning outcomes in Akwa Ibom State College of Education, Afaha Nsit.

Hypothesis One: There is no significant relationship between collaborative teaching and students' academic achievement and learning outcomes.

Table 2: Summary of PPMC significant relationship between collaborative teaching and students' academic achievement and learning outcomes.

Variables	Σx Σy	Σx^2 Σx^2	Σxy	r	df	r-crit	Decision
Collaborative teaching	3442	42654	152566	.622	375	0.136	Rejected
Students' academic achievement and learning outcomes	3215	41782					

Table 2 reveals that the correlation index is .622 at 375 degree of freedom and .05 level of significance and the critical r-value is 0.136. The real is greater than the r-crit, thus the null hypothesis is rejected. Therefore, there is a significant relationship between collaborative teaching and students' academic achievement and learning outcomes in Akwa Ibom State College of Education, Afaha Nsit.

Research Question Two: Does teacher collaborative teaching influence students' engagements, motivation and active participation in the classroom?

Table 3: Summary of PPMC relationship between collaborative teaching and students' engagements, motivation and active participation in the classroom

Variables	Σx Σy	Σx^2 Σx^2	Σxy	r	Remark
Collaborative teaching	4778	66537	168924	.734	Very High positive relationship
Students' engagements, motivation and active participation in the classroom	4246	52862			

Table 3 reveals that the correlation index is .734, indicating a high positive correlation between collaborative teaching and students' engagement, motivation, and active participation in the classroom. This shows that lecturers coming together to teach a particular course or courses have a very high positive relationship with students' engagements, motivation, and active participation in the classroom at Akwa Ibom State College of Education, Afaha Nsit.

Hypothesis Two: There is no significant influence between collaborative teaching and students' engagement, motivation, and active participation in the classroom.

Table 4: Summary of PPMC significant relationship test between collaborative teaching and students engagements, motivation and active participation in the classroom.

Variables	Σx Σy	Σx^2 Σy^2	Σxy	r	df	r-crit	Decision
Collaborative teaching	4778	66537	168924	.734	375	0.136	Rejected
Students engagements, motivation and active participation in the classroom	4246	52862					

Table 4 reveals that the correlation index is .734 with a level of significance at 375 degrees of freedom and .05 level of significance, and the critical r-value is 0.136. The real is greater than the r-crit. The null hypothesis is therefore rejected. This indicates a high positive correlation between collaborative teaching and students' engagement, motivation, and active participation in the classroom at Akwa Ibom State College of Education, Afaha Nsit.

Research Question Three: Does collaborative teaching influence professional growth and mentorship among lecturers in colleges of education?

Table 5: Summary of PPMC relationship between collaborative teaching and professional growth and mentorship among lecturers in Colleges of Education

Variables	Σx Σy	Σx^2 Σy^2	Σxy	r	Remark
Collaborative teaching	2442	31478	11623	.614	Positive relationship
Professional growth, mentorship among lecturers.	2011	27824			

Table 5 reveals that the correlation index is .614, indicating a positive correlation between collaborative teaching and professional growth and mentorship among lecturers in colleges of education. This shows that lecturers that lecturers coming together to teach a course (courses) can foster cooperation, professional growth, growth, and mentorship, particularly for less experienced ones at Akwa Ibom State College of Education, Afaha Nsit.

Hypothesis Three: There is no significant influence between collaborative teaching and professional growth orator mentorship among lecturers in colleges of education.

Table 6: Summary of PPMC significant relationship test between collaborative teaching and professional growth and mentorship among lectures in Colleges of Education.

Variables	Σx Σy	Σx^2 Σy^2	Σxy	r	df	r-crit	Decision
Collaborative teaching	2442	31478	11623	.614	375	0.136	Positive relationship
Professional growth and mentorship among lectures in Colleges of Education.	2011	27824					

Table 6 reveals that the correlation index is .614 at 375 degree of freedom and .05 level of significance, and the critical r-value is 0.136. The real is greater than the r-crit, thus, the null hypothesis is rejected. Therefore, there is a significant relationship between collaborative teaching and professional growth and mentorship among lecturers in Akwa Ibom State College of Education, Afaha Nsit.

Discussion of Findings

In the relationship between collaborative teaching and students' academic achievement and learning outcomes, the result of the analysis shows that the correlation index is .622, indicating a very high positive correlation between collaborative teaching and students' academic achievement and learning outcomes. The hypothesis test confirms that there is a significant relationship between the two variables in Akwa Ibom State College of Education, Afaha Nsit. This finding is in line with Bassey (2025), where he opined that collaboration fosters a supportive environment for educators, and when done with modern technological and information devices, students are in the best position to realize the education objectives of each lesson.

In the relationship between collaborative teaching and students' engagements, motivation, and active participation in the classroom, the result of the analysis shows that the correlation index is .734, indicating a high positive correlation between collaborative teaching and students' engagements, motivation, and active participation in the classroom. The hypothesis test confirms that there is a significant relationship between the two variables in Akwa Ibom State College of Education, Afaha Nsit. This finding is in line with Musa (2025), when he stated that collaborative teaching fosters an interactive, supportive, and dynamic learning environment for students, and these can foster their social and cognitive growth. Also,

Sharma (2026) opined that a collaborative learning experience can prove beneficial to the students as it improves their communication skills, builds stronger critical thinking, boosts their confidence, enhances their social skills, and leads to higher retention of knowledge.

In the relationship between collaborative teaching and professional growth and mentorship among lecturers in the College of Education, the result of the analysis shows that the correlation index is .614, indicating a positive correlation between collaborative teaching and professional growth and mentorship among lecturers in the College of Education. The hypothesis test confirms that there is a significant relationship between the two variables in Akwa Ibom State College of Education, Afaha Nsit.

This finding is in line with Okeke (2025), where she stated that collaborative teaching helps reduce teacher overload, boost professional development, and ensure curriculum coverage while emphasizing mentorship, particularly for less experienced teachers, and promotes teachers' professional growth. Also, it is in agreement with AI Overview, where it stated that collaborative teaching promotes professional development by embedding learning into daily practice rather than relying on one-off workshops. It does this through skill diversification, reflective practice, continuous improvement in diverse teaching methods, and reduced burnout.

CONCLUSION

This study has shown a strong positive and significant relationship between collaborative teaching and students' academic achievement and learning outcomes. Also, there is a significant relationship between collaborative teaching and students' engagement, motivation, and active participation in the classroom. There is also a significant relationship between collaborative teaching and lecturers' professional growth and mentorship in Akwa Ibom State College of Education, Afaha Nsit.

RECOMMENDATIONS

Based on the findings, it is therefore recommended that:

1. Teachers should collaborate in order to impact positively students' academic achievement and learning outcomes, students' engagements, motivation, and active participation in the classroom.
2. Also, collaborative teaching should be implemented in colleges of education, whether in the departmental or general courses, as this will cause professional growth for young lecturers, and the seniors will act as mentors to the less experienced ones.

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