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ASSESSMENT OF TEAM TEACHING PRACTICE BY LECTURERS IN PUBLIC TERTIARY INSTITUTIONS IN DELTA STATE: IMPLICATIONS FOR PROFESSIONAL COMMITMENT

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ABSTRACT

This study was on "The Assessment of Team teaching Practice by Lecturers in Public Tertiary Institutions in Delta State: Implications for Professional Commitment". The main purpose of this study was to assess the extent team teaching is practiced to affect the professional commitment of lecturers in tertiary institutions in Delta state. Four (4) research questions and four (4) hypotheses will guide the study. Descriptive survey research design was adopted in the study. The population of the study was two thousand, one hundred and sixty-eight (2,168) lecturers in the three (3) accredited universities and four (4) colleges of education in the state. Sample size for the study was four hundred and thirty-eight (438) lecturers who were selected through proportionate random sampling technique. The instrument for data collection was a questionnaire titled "Assessment of Team teaching Practice by Lecturers in Public Tertiary Institutions in Delta State: The Implications for Professional Commitment (ATPLPTIDSIPC)" The instrument consisted thirty-two (32) items spread across four clusters and structured in four points rating scale. In order to determine the reliability of the instrument, the internal consistency of the instrument was computed using Cronbach Alpha. The reliability coefficient of each cluster was: 0.88, 0.74, 0.86 and 0.91 respectively. The overall reliability coefficient of the instrument was 0.85 showing that the questionnaire was reliable. The data was collected and analyzed using mean and standard deviation to answer the research questions and t-test to test the null hypotheses at 0.05 level of

significance. Data collected was represented in tables and analyzed using mean score at 2.50 rating and standard deviation. The hypotheses were tested using t-test statistics tested at an alpha level of 0.05 significance. Recommendations will be proffered from the findings of the study. The study revealed that Team teaching practice by lecturers in public tertiary institutions in Delta state have positive effect to a high extent on lecturers' commitment to job performance and commitment to achieving educational goals but positive effect to a low extent on commitment to professional development and collaboration with other staff. Based on the findings, the following recommendations were made among others: The Federal government in collaboration with education policy makers should make practicable policy that will ensure that every new lecturer is assigned to a senior lecturer for adequate mentoring for professional growth; Quality assurance unit of tertiary institutions should sit up and do proper supervision of the ways team teaching is carried out especially participation of staff in team teaching; and Lecturers in team work should ensure to hold regular meetings and deliberate on topics to be taught.

Keywords: Team Teaching; Practices; Lecturers; Public Tertiary Institutions; Professional Commitment

Introduction

Since the beginning of time, organizations go through constant evolution due to many challenges. Teamwork is one of the most noticeable and essential ones in the 21st century. Humans have been driven to form groups and work together to achieve their goals, solve problems, generate more ideas and skills, among other purposes. Khawama, DiDonab and Hernándezc (2017) viewed teamwork as an approach that has been adopted by many organizations where the tasks that are aimed to attain the objectives of the organization are many. The workers therefore work in teams to achieve organizational objectives. In education, team generally comprise staff members who may represent different areas of subject, share the same students and have a common planning period to prepare for teaching. Hence, Moss (2017) defined team teaching as an approach which involves true team work between two or more qualified teachers who work together to make presentation to students' Team teaching is mostly practiced in tertiary institutions due to the vast number of students and lecturers and the large scope of work to be covered.

Tertiary institutions are collection of higher institutions of learning that include; Universities, Polytechnics, and Colleges of Education. It is a place where human minds are trained and knowledge developments are facilitated. It is a community of scholars and researchers, who are keen on improving the quality of existing knowledge or recreating as well as reinterpreting existing social, cultural, economic, scientific or technological findings (Onyeizugbe and Orogbu, 2015). Tertiary institutions, like any other organization relies on its employees who work to stir up the activities/affairs of the organization in order to achieve its objectives and improve organizational performance. Onyeizugbe and Orogbu regarded the lecturers as one of the most important and tangible assets in the tertiary institutions.

Lecturers are teachers and educators who impart knowledge to students in tertiary institutions. Ogogor and Chine (2017) portrayed lecturers as custodians of knowledge in tertiary institutions. They must have excelled in formal education in their different fields which equip them to impart same to their students. Lecturers are committed to continuing education throughout their working lives, hence, they search out and create means of moving education forward. They make researches and write papers. They are not just academic leaders and knowledge boosters but professional teachers. A close look at lecturers' professional functions shows that team work require commitment if it will be well practiced hence, the reason for this study.

Commitment in the teaching profession is an internal force that drives teachers to invest more time and energy in keeping up involvement in the school. According to Mustafa (2017) this willingness of promoting the school creates emotional link between teachers and the school which ultimately inspires teachers to seek ways to enhance teaching profession and establish an effective learning environment to allow students to reach their targets. Mustafa viewed Commitment as a psychological attachment to an organization in which people give their loyalty to its values and goals. Hence, lecturers' commitment can be seen as the emotional bond lecturers demonstrate toward their work. Lecturers' commitment has been recognized as one of the most critical factors in effective teaching as observed by Dang. and Carbvone (2022) that teachers with high level of commitment can make a difference to the learning and achievement of their students. In view of all these, lecturers' professional commitment can be described as the degree to which the lecturer feels devoted, dedicated and loyal to their profession and the school organization. Augustino, Mussa and Muneja (2020) noted that lecturers' professional commitment can be measured in their job performance, professional development, work relationship and their quest in the achievement of educational goal. This work therefore assessed the extent team teaching is practiced to affect lecturers' professional commitment in these specified areas:

Commitment to Job Performance

Job performance is commonly used to refer to whether a person performs his job well, but it goes further than the common usage. Job performance is an extremely important criterion that relates to organizational outcomes and success. It is related to activities, attitudes and behaviours towards one's job. Wapmuk, Botsha, Kusa and Goma (2022) defined job performance as an employee's method of accomplishing a task per the organization's stated standards, and it is measured by the level of contribution to the organization's success. Therefore, it is reflected in the quality and quantity of the task, implying that job performance is related to quality and method of teaching. Job performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, job performance needs to be under the individual's control regardless of whether the job performance of interest is mental or behavioural. The key feature of job performance is that it has to be goal relevant.

Job performance must be directed towards organizational goals that are relevant to the job performance standard.

There are several ways individuals can perform tasks. Shouvik, and Mohammed (2018) proposed an eight factor model of job performance based on factor analytic research that attempt to capture manners in which one can perform a task. They are:

i. Task specific behaviours
ii. Non-task behaviours
iii. Written and oral communication tasks
iv. Individual's day to day commitment to job in extraordinary circumstances.
v. Aspect of personal discipline in individuals' job performance
vi. Playing a good role model, coaching, giving advice or helping maintain group goals.
vii. Supervisory or leadership component like teaching, meting out rewards and punishments.
viii. Managerial and administrative aspects of job performance like setting an organizational goal and assisting a group in achieving its goals.

These can be achieved through well-organized team teaching. Lecturers in tertiary institutions have several jobs to accomplish which is one of the reasons for the prevalence of team teaching in tertiary institutions. It is therefore clear that the extent team teaching is practiced will invariably affect lecturers' commitment to job performance. Hence, the researchers interest in the study.

Commitment to Professional Development

Committed teachers always seek for continuous professional development. Professionalism is the conduct, aims or qualities that characterize or mark a profession or a professional person. It can be depicted as specific rules based on certain level of training, acquired systematic knowledge and skills, gained through education. Hence, Agu (2014) explained that professionalism in education is mastering a specialist, validated and reliable knowledge, demonstrably acquiring the practical skills of the field, being socialized into the culture of the body of the people engaged in the calling and adhering to the principles and ethics of education. This is to say that professionalism is having absolute knowledge of a particular field, possessing and practicing the required skills, principle and ethics of that field and being a member of the association of the field. In agreement to this, Onyema (2017) perceived the nature of professionalism as: The use of skill based on theoretical knowledge; Education and training in those skills certified by examination. A lecturer therefore is a professional. The designation "lecturer" is anyone who teaches full-time or part- time in tertiary institution; Universities, polytechnics or colleges of education. Therefore, the profession of a lecturer is teaching or lecturing in tertiary institution so lecturers are committed to professional development.

Professional development refers to the activities aimed at acquisition of new knowledge and skills for effective job delivery. In tertiary institutions, lecturers' professional development is encouraged through re-training programmes, mentorship, seminars, research publications, conferences,

symposiums, inaugural lectures, Communication and Technology Gadget utilization and so on (Falola, Osibanjo & Ojo, 2014). These three submitted that professional development is a planned and systematic type of training and activities which is aimed at knowledge creation and the management of such knowledge is to produce better output. Training results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively and efficiently. Therefore, training and development play a vital role in the efficiency of professional development and effective team teaching is a booster to professional training and development.

Professional development of teachers may be somewhat different as scholars approach it from different perspectives, but observation show that they all share a common view that professional development refers to the process through which teachers attain greater professional competence and expand their understanding of themselves, their role, context and career. Le Huong, (2022) opined that professional development of lecturers is any experience that lecturers engaged in to widen their knowledge, appreciation, skills, and understanding of their work in line with goals and values of tertiary education Le Huong also noted that team-teaching could contribute to their professional development by allowing them to share responsibilities and help each other. Professional development is therefore, seen as "an ongoing process" and an integral characteristic of a fully professional teacher or lecturer. Tran, Nguyen,Ho, Bui and Hoang (2020) stated that a lecturer is one who seeks further development through learning, not only with respect to moral qualities but also with respect to subject knowledge and teaching skills. Professional development has become very imperative to lecturers this era of global competitiveness in tertiary education. These days, professional development may take the form of mentoring. Where a young lecturer is attached to a more experienced one in team teaching, he or she may be motivated to learn and grow faster on the job.

Commitment to Collaboration with other staff

Team teaching involves a group of instructors, working purposefully, regularly and cooperatively to help a group of students to learn. They set goals together for a course, design a syllabus, prepare individual lesson plan, teach students and evaluate the results. They share insight, argue with one another and even challenge students to decide which approach is better. To do these, they need to collaborate or relate well with each other. Collaboration of teachers simply means teachers joining their knowledge together as a team to achieve a common goal. Muckenthale., Tillmann, & Welb (2020) viewed collaboration of teachers as an intentional interaction between teachers who are connected by a reference to common professional goals or tasks, pointing out that one of the most intensive forms of collaboration is in team teaching where the teachers involved, prepare lessons together, carry out, evaluate and continue a lesson or unit of teaching together. In the light of this, the practice of team teaching and collaboration of teachers cannot be separated because the team is made up of teachers who must relate well in other to achieve their objectives in teaching.

Relationship with colleagues and other staff can make lots of differences in the working environment, goal attainment and performance of workers. Although almost all teachers know the importance of relating well with each other, Krammer, Rossmann and Gasterger (2018) reported that it is only minority of teachers that engage in intense collaboration of planning projects together or involving in team teaching together. Collaboration is necessary for tasks that require creativity, problem solving, and innovation. Collaboration is a competitive method for achieving difficult goals and tasks. As globalization keeps forcing organizations to face more challenges, more tasks are assigned to and performed by work teams. It is speculated that work teams are the most noticeable indicator that organizations are changing towards a collaborative environment. Teachers should therefore not be content with the knowledge of its importance but the practice of team teaching should affect collaboration of teachers even in the tertiary education level.

Theoretical framework

This research work was guided by situational leadership theory. This theory was propounded by Ken Blanchard and Paul Hersey in 1969. It was first named the life cycle theory of leadership. This theory assumes that the most effective style of leadership changes from situation to situation. This suggests that the leadership style changes depending on the situation at hand. Blanchard and Hersey listed the following leadership changes:

1. Coaching leader: the leader focuses on helping individuals build their skills
2. Democratic leader: the leader intentionally involves people in decision making.
3. Autocratic leader: the leader authoritatively provides direction
4. Coercive leader: the leader acts as the ultimate authority

The theory explains why one leader is more effective under certain situations than others. The four principles of this theory are directing, coaching, supporting and delegating. In other words, the theory proposes that a leader should use these principles for effective leadership which can be coaching, democratic, autocratic or coercive depending on the situation.

This theory was relevant for this study because in team teaching, a group of two or more teachers work together to plan, conduct and evaluate the learning activities which is carried out for the same group of learners. The team of teachers has a leader or coordinator of the team who needs to adopt situation leadership for effective team management. The teachers in the team also have learner under them that needs to be managed and taught according to their different situations and needs. Since the teachers have diverse knowledge and personalities and work as a team, it will help them to reach out to the students with diverse problems or situations. The theory will therefore make the following impact in team teaching: the team's leadership will be flexible, adaptability will be encouraged in the team, it will encourage successful collaboration among team members, it will assess maturity level of the people in the team, it will encourage direction and guidance for the team, it will boost team

motivation and it will generally enhance work productivity among team members.

Statement of Problem

Team teaching is swiftly replacing single or individual teaching in all the tertiary institutions. It is observed that team teaching is used in virtually all departments, for almost all courses and sizes of class. Team teaching is aimed at working together harmoniously towards a defined goal by providing the necessary synergy where individual lecturers get empowered in the working relationship to achieve continuous performance improvement and a better understanding of the importance of collective action towards educational goal achievement. However, it is observed that sometimes, there are as many as six lecturers assigned to one course and their activities are sluggish towards accomplishing basic educational tasks. It is also evident that though team teaching has positive effect, there is always one relationship issue or the other to settle among the team members due to limited knowledge about how the work teams function. Moreover, many lecturers seem to be just satisfied with being part of a team in a course without actually contributing to the team work since there are many other lecturers involved. In other words, one may say that, despite the numerous merits of team teaching, it can be a source of frustration if it does not affect the commitment of lecturers. These are the fundamental problems that prompted the researchers of this study to assess the extent team teaching is practiced to affect the professional commitment of lecturers.

Objectives of the study

The main purpose of this study is to assess the extent team teaching is practiced by lecturers in public tertiary institutions in Delta state and the implications for professional commitment. Specifically, the study seeks to:

1. Assess team teaching practice by lecturers in public tertiary institutions in Delta state and its effect on lecturers' commitment to job performance.
2. Examine the extent of team teaching practice by lecturers in public tertiary institutions in Delta state and its effect on lecturers commitment to professional development
3. Ascertain the extent of team teaching practice by lecturers in public tertiary institutions in Delta state and its effect on lecturers' commitment to collaboration with other staff.

Research Questions

1. To what extent does team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to job performance?
2. To what extent does team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to professional development?
3. To what extent does team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to collaboration with other staff?

Hypotheses

The following null hypotheses will be formulated and tested at 0.05 level of significance:

1. The team teaching practice by lecturers in public tertiary institutions in Delta state does not significantly affect lecturers' commitment to job performance.
2. The team teaching practice by lecturers in public tertiary institutions in Delta state does not significantly affect lecturers' commitment to professional development.
3. The team teaching practice by lecturers in public tertiary institutions in Delta state does not significantly affect lecturers' commitment to collaboration with other staff.

Research Method

The descriptive survey research design was employed in this study. This design is considered appropriate for this study because of the large population of lecturers. Therefore, only a sample of the population of lecturers was studied and data was collected through structured questionnaire from the lecturers seeking their opinion on the extent lecturers practice team teaching as to affect professional commitment in tertiary institutions, Delta state.The study was carried out in Delta state. The study population of this study constituted all the lecturers in the three (3) universities and four (4) colleges of education in the state which is two thousand, one hundred and sixty-eight (2,168). The breakdown of the population has university lecturers (1,117) and colleges of education lecturers (1,051). The sample for the study was four hundred and thirty-four (434) representing 20% of the entire population. This is because Taherdoost (2016) advocated that when a population is in a few thousand, a 10 to 30 percent will be adequate sample. The proportionate stratified random sampling technique was therefore used to draw 20% of the lecturers from each of the seven (7) tertiary institutions, the decimals not included. Hence, a sample of four hundred and thirty-four (434) lecturers was drawn. The essence of using the proportionate stratified random sampling technique was to ensure that the sampling is representative of the whole universities and colleges of education.The instrument used for data collection in this study was the questionnaire, titled: "Assessment of Team teaching Practice by Lecturers in Public Tertiary Institutions in Delta State: Implications for Professional Commitment (ATPLPTIDSIPC)" which is based on the research questions that guided the study. The instruments were validated by three (3) experts: one in the Department of Educational Foundations (Educational Administration and Planning), others from Curriculum Department, and all from Federal College of Education (Technical), Asaba. In order to determine the reliability of the questionnaire, fifteen (15) copies of each were administered twice in one university and one college of education in Anambra State which is outside the study area but possess the same characteristics with the target population of study. Thirteen (13) copies of the questionnaire were retrieved. The internal consistency of the instrument was computed using Cronbach Alpha to analyze the data collected. Reliability coefficient was 0.85. The result indicated that the questionnaire was reliable and therefore

considered appropriate for use. The data collected on the research questions were analyzed using mean and standard deviation while t-test statistics was used to test the hypotheses developed for the study at 0.05 level of significance. The bench mark for decision was that the mean scores of 2.50 and above was accepted while items that scored below 2.50 was not accepted.

The t-calculated was compared with the t-critical at 0.05 level of significance. In situations where the t-calculated is less than the t-critical, the null hypothesis was rejected but where the t-calculate was greater than the t-critical, the null hypothesis was accepted.

Data Presentation and analyses

Research Question 1: To what extent does team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to job performance?

Table 1:*Mean and Standard Deviation Scores on the Extent to Which Team Teaching Practice by Lecturers in Public Tertiary Institutions in Delta State Affect Lecturers' Commitment to Job Performance (N=415)*

S/N	Statement	$\bar{x}$	SD	Decision
1	There is no reward for outstanding team performance	3.58	0.80	High Extent
2	No adequate sanction for non-participants	3.33	0.86	High Extent
3	Exhibition of lack of self-confidence before other more experienced staff in class	3.18	0.85	High Extent
4	Many lecturers are absent from team teaching to avoid embarrassment from other team members	2.98	0.84	High Extent
5	Most members of the team do not attend class.	3.54	0.80	High Extent
6	Coaching and role modelling is practiced in team teaching	1.77	0.90	Low Extent
7	Team members are committed to quality teaching	2.09	0.94	Low Extent
8	There is quality assurance in the assessment of students	2.86	0.99	High Extent
	Grand Mean/SD	**2.92**	**0.87**	**High Extent**

Field Survey Data (2023)

Analysis on Table 1 shows mean and standard deviation scores on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to job performance. The analyses also revealed that the respondents rated all items above a mean score of 2.50 except items 6 and 7 with mean scores of 1.77 and 2.09, this implies that lecturers agreed that team teaching practice by lecturers in public tertiary institutions in Delta state to a high extent affect lecturers' commitment to job performance. The evidence of the above response is shown in a grand mean score of 2.92 which also indicates high extent. Furthermore, the grand standard deviation scores of 0.87 indicates that lecturers had a homogenous view on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to job performance.

Research Question 2: To what extent does team teaching practice by lecturers in public tertiary institutions in Delta state affect

lecturers' commitment to professional development.

Table 2: ***Mean and Standard Deviation Scores on the Extent to Which Team Teaching Practice by Lecturers in Public Tertiary Institutions in Delta State Affect Lecturers' Commitment to Professional Development (N=415)***

S/N	Statement	$\bar{x}$	SD	Decision
9	There is always team meeting and team practice	1.77	0.82	Low Extent
10	Team members are encouraged to showcase their knowledge and unique characteristics	2.87	0.96	High Extent
11	More experienced lecturers give direction to the team by taking the lead	2.48	1.06	Low Extent
12	Opportunity is given to improve ones' efficiency in the team	3.00	0.82	High Extent
13	There is team research on some topics to be taught	2.03	0.96	Low Extent
14	Team members meet as a group to provide examination and test marking guide	1.98	0.86	Low Extent
15	All members in the group are involved in the setting and marking of examination	2.22	0.91	Low Extent
16	New areas and ideas of teaching are occasionally discovered and implemented	2.84	0.87	High Extent
17	Junior lecturers adequately learn from senior lecturers during team teaching	1.99	0.96	Low Extent
	Grand Mean/SD	**2.35**	**0.91**	**Low Extent**

Field Survey Data (2023)

Table 2 reveals mean and standard deviation scores on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to professional development. Furthermore, Table 2 indicates that all items were rated below a mean score of 2.50 except items 10, 12 and 16 with mean scores of 2.87, 3.00 and 2.84 respectively. This shows that the respondents agreed that team teaching practice by lecturers in public tertiary institutions in Delta state to a low extent affect lecturers' commitment to professional development. This is evident in a grand mean score of 2.35 which indicates low extent. More so, the grand standard deviation score of 0.91 reveals that the respondents had the same opinion on extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to professional development.

Research Question 3: To what extent does team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to collaboration with other staff?

Table 3:*Mean and Standard Deviation Scores on the Extent to Which Team Teaching Practice by Lecturers in Public Tertiary Institutions in Delta State Affect Lecturers' Commitment to Collaborate with other Staff (N=415)*

S/N	Statement	$\bar{x}$	SD	Decision
18	All the team members are encouraged to contribute to the decisions made in the team	3.21	0.84	High Extent
19	I prefer working alone	1.63	0.71	Low Extent
20	Group decisions are not upheld by some lecturers	3.25	0.81	High Extent
21	Team members support themselves in their various needs	2.50	1.11	High Extent
22	I try to be aware of what other people in the team think about me	2.05	0.92	Low Extent
23	Some members of the team don't care about making good impression for anyone	3.10	0.82	High Extent
24	Trust exist among the team members	2.20	1.00	Low Extent
25	There is always a forum to listen to others and ask questions for better understanding	2.14	1.00	Low Extent
26	Team meeting is held occasionally with every member having knowledge of what will be discussed ahead of time	1.87	0.93	Low Extent
	Grand Mean/SD	**2.44**	**0.90**	**Low Extent**

Field Survey Data (2023)

Data analyzed on Table 3 indicate the mean and standard deviation scores on the extent teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to collaboration with other staff. Table 3 in addition shows that the respondents rated all the items below a mean score of 2.50 except items 18, 20, 21 and 23 with mean scores of 3.21, 3.25, 2.50, and 3.10 respectively. This implies that the respondents agreed that teaching practice by lecturers in public tertiary institutions in Delta state to a low extent affect lecturers' commitment to collaboration with other staff.

The above low extent as revealed in the response of the respondents is also shown in a grand mean score of 2.44. Again, the grand standard deviation score of 0.90 indicates that the respondents had similar view on the extent teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to collaboration with other staff.

Hypothesis 1: The team teaching practice by lecturers in public tertiary institutions in Delta state does not significantly affect lecturers' commitment to job performance based on gender.

Table 4: ***Test of Difference between Mean Scores on the Extent to which Team Teaching by Lecturers in Public Tertiary Institutions in Delta State Affect Lecturers' Commitment to Job Performance Based on Gender***

Gender	Mean	SD	N	df	T	Sig
Male	43.7	7.8	196			
				413	-1.324	.186
Female	44.7	8.2	219			

P > 0.05

Table 4 reveals that t-test was run to test the difference in the mean scores of lecturers on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to job performance based on gender.The result shows no significant difference given that t-value = -1.324 and p-value > 0.05 (.186 > 0.05), thus, the null hypothesis was accepted that the difference in the mean scores of lecturers on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to job performance is not significant based on gender.

Hypothesis 2: The team teaching practice by lecturers in public tertiary institutions in Delta state does not significantly affect lecturers' commitment to professional development based on gender

Table 5: ***Test of Difference between Mean Scores on the Extent to Which Team Teaching by Lecturers in Public Tertiary Institutions in Delta State Affect Lecturers' Commitment to Professional Development Based on Gender***

Gender	Mean	SD	N	df	T	Sig
Male	43.6	8.7	196			
				413	-.930	.353
Female	44.4	8.5	219			

P > 0.05

Analysis in Table 5 reveals that t-test was run to test the difference in the mean scores of lecturers on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to professional development based on gender.The result shows no significant difference given that t-value = -.930 and p-value > 0.05 (.353 > 0.05), hence, the null hypothesis was accepted that the difference in the mean scores of lecturers on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to professional development is not significant based on gender.

Hypothesis 3: The team teaching practice by lecturers in public tertiary institutions in Delta state does not significantly affect lecturers' commitment to collaboration with other staff based on gender.

Table 6: ***Test of Difference between Mean Scores on the Extent to Which Team Teaching by Lecturers in Public Tertiary Institutions in Delta State Affect Lecturers' Commitment to Collaboration with other StaffBased on Gender***

Gender	Mean	SD	N	df	T	Sig
Male	49.9	9.8	196			
				413	3.499	.001
Female	46.7	8.7	219			

P < 0.05

Table 6 indicates that t-test was run to test the difference in the mean scores of lecturers on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to collaboration with other staff based on gender.The result shows a significant difference given that t-value = 3.499 and p-value < 0.05 (.001 < 0.05), the null hypothesis was rejected, therefore, the difference in the mean scores of lecturers on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to collaboration with other staff is significant based on gender

Discussion of findings

The findings of this study revealed that team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to job performance to a high extent, and, the difference in the mean scores of lecturers on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to job performance is not significant based on gender. The result showed that to a high extent, there are no reward for outstanding team performance and no adequate sanction for non-participants. This negated Geng (2020) postulation that reward and culture are fundamental to any culture of safety because they create internal motivations, build team spirit and show that management value workers. The findings also show exhibition of lack of self-confidence before other experienced staff, absenteeism from class to avoid embarrassment. This finding also went contrary to the findings Buckley (2014) that team players cuts across teaching burdens and boosts morale, adding that the presence of another teacher reduces personality problems and bolsters self confidence, improving the quality of teaching and learning. Buckley added that though in team teaching, teachers' strength are combined and weaknesses are remedied, poor teachers are however observed, critiqued and improved by other team members. This negated the finding in this work which showed that there is low extent of coaching and role modeling. This may be the cause of high extent of lack of self-confidence observed in the study.

Another finding of this study revealed that team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to professional development to a low extent, and the difference in the mean scores of lecturers on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to professional

development is not significant based on gender. The study showed that to a low extent, team meetings are held, experienced lecturers give direction and take the lead, team research on topics to be taught are made, all members are involved in setting and marking exams and to a low extent junior lecturers learn from senior lecturers. These findings run contrary to Le Huong (2022) observation that without sufficient time to prepare, team teaching can easily become stressed and the quality of instruction may easily decline, maintaining that team teaching has the capacity to prepare teachers in such a way that they would improve professionally. Mendi 2019) also submitted that team teaching is an effective way of constructing deep learning of concepts by learning alternative ways to teach the same subject matter. This is in support of the finding to a high extent that new areas of ideas of teaching are occasionally discovered and implemented.

The findings also revealed that team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to collaboration with other staff to a low extent, and, the difference in the mean scores of lecturers on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to collaboration with other staff is significant based on gender. The results showed that to a high extent, team members are encouraged to contribute decision making but majority prefer working alone hence, group decisions are not upheld, members of the group don't care about making good impression for anyone, trust among team members, holding of team meeting and creating forum for communication among the team members were all to low extent. From the responses which contradicted the confirmation of Babalola (2018) that team teaching is a great way to demonstrate professional collaboration and it can be said to enhance teachers' relationship with one another. Geng (2020) concurred that team teaching deepens friendship and builds community among teachers who complement one another and share insights. In line with this, Lasagabaster (2018) found out that with team teaching, teachers can brainstorm together and implement innovative solutions together, leveraging their combined expertise and perspectives and strengthening their relationships. Unfortunately, this study revealed that the achievement of all these is to a low extent. There is significance difference to responses on effect of team teaching on lecturers' commitment to collaboration with other staff based on gender which is likely due to the observation of Berkovich (2018) that gender consciousness permeates all social relationship.

Finally, the findings revealed that team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to achieving educational goals to a high extent and the difference in the mean scores of lecturers on the extent team teaching practice by lecturers in public tertiary institutions in Delta state affect lecturers' commitment to collaboration with other staff is not significant based on gender. The study showed that to a high extent, social values are emphasized in team teaching, assignments and research work is adequately given, objectives of lesson is well emphasized and minimum standard is strictly

adhered to though field work is occasional. These findings is in agreement with Inken, Kim and Jan (2017) observation that the dynamic nature of team teaching makes lessons more engaging and interactive leading to improved students' outcome and achievement of educational goal. Moss (2017) in line with the outcome of the above findings maintained that team teaching is the right teaching strategy for transfer of knowledge and achievement of educational goal.

Conclusion

Based on the findings, the study concluded that Team teaching practice by lecturers in public tertiary institutions in Delta state affected lecturers' commitment to job performance and lecturers' commitment to achieving educational goals positively to a high extent. However, lecturers' commitment to professional development and lecturers' commitment to collaboration with other staff were positively affected to a low extent.

Recommendations

Based on the findings, the study made the following recommendations;

1. The Federal government in collaboration with education policy makers should make practicable policy that will ensure that every new lecturer is assigned to a senior lecturer for adequate mentoring for professional growth.
2. Authorities of tertiary institutions should assist in this by creating avenues that will keep senior lecturers active, available and accessible to junior lecturers.
3. Quality assurance unit of tertiary institutions should sit up and do proper supervision of the ways team teaching is carried out especially participation of staff in team teaching.
4. Lecturers in team work should ensure to hold regular meetings and deliberate about the topics to be taught, their challenges and even open up to one another about some personal issues that may hinder the teams' progress.

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