

EXAMINING TEACHERS' PERSPECTIVES ON IMPLEMENTING TEAM TEACHING IN A SECONDARY SCHOOL SETTING IN LERIBE, LESOTHO

ABSTRACT

As secondary education globally continues to evolve, teachers are confronted with the ongoing challenge of integrating instructional strategies that best suit the interests of 21st-century students. In navigating this educational shift and trying to enhance the learning experiences of students in contemporary classrooms, team teaching has emerged as a pedagogical approach that fosters collaboration among educators. This qualitative case study investigated teachers' perspectives on implementing team teaching in a secondary school setting in Lesotho. Guided by Albert Bandura's Social Cognitive Theory, the study explored two primary research questions: 1) What are the teachers' beliefs/attitudes towards team teaching instructional strategy? and 2) What are the factors that contribute to teachers' perceptions of the effectiveness and feasibility of team teaching? A purposive sample of eight teachers participated in the study. Findings revealed that teachers hold positive attitudes towards the implementation of team teaching, citing benefits such as student engagement, effective differentiated instruction, and improved academic performance among others. Moreover, factors contributing to teachers' perceptions of team teaching effectiveness included collaboration, team spirit, trust, and administrative support. The study recommends Continuous Professional Development (CPD) to equip teachers with the necessary skills and strategies for effective team teaching and the researchers also recommend implementing mechanisms for ongoing evaluation and feedback to assess the effectiveness of team teaching initiatives

***Keywords:** teachers, team teaching, secondary schools, instructional strategy*

1.0 BACKGROUND TO THE STUDY

As secondary education globally continues to evolve, teachers are confronted with the ongoing challenge of integrating instructional strategies that best suit the interests of 21st-century

students(Ayanwale, 2023; Mokati & Kurata, 2023; Selialia, Mokhets'engoane & Kurata, 2023). This implies that the traditional instructional methods are being re-evaluated to ensure their suitability, and teachers are now entrusted with the responsibility of incorporating innovative and engaging instructional strategies that resonate with the diverse interests and learning styles of modern learners. It is important to note that the student-centric approach is becoming more popular, which focuses on providing personalized and differentiated instruction. Educators are acknowledging the diverse backgrounds, abilities, and interests of students and are adapting their teaching methods accordingly to create inclusive and supportive learning environments (Malik, 2018; Mokhets'engoane & Pallai, 2022; Mokati, 2023).

In navigating this educational shift and trying to enhance the learning experiences of students in contemporary classrooms, team teaching has emerged as a pedagogical approach that fosters collaboration among educators, encouraging them to work together to achieve common learning objectives(Dove & Honigsfeld, 2017; Ebokaiwe, Ajaja, &Kpangban, 2023). These researchers have further argued that this collaborative teaching strategy has gained traction in secondary school settings, promising enhanced student engagement, diversified instructional methods, and improved learning outcomes.

Peace (2019) defines team teaching as a strategy used in the classroom to enhance student engagement and learning outcomes. Along similar lines, Graham (2022) elucidates that team teaching involves educators working together to plan, deliver, and evaluate instruction. Through the research conducted by these scholars,team teaching has been praised for increasing student participation and active learning in the classroom. Furthermore, it is evident in research that team teaching helps educators feel more confident in teaching and provides opportunities for professional development.

1.1 PROBLEM STATEMENT:

Despite the growing interest in team teaching and its demonstrated success in education in different countries globally including Nigeria (Ebokaiwe et al, 2023), a significant gap exists in the literature concerning the perspectives of secondary school teachers engaged in team teaching, especially in the context of Lesotho. For example, the study by Mokati and Kurata (2023) focused on the effectiveness of Bootcamp as an instructional strategy in the 21st-century classroom. Also, an inquiry undertaken by Makara (2016) shed light on the teachers' pedagogical

practices implemented in the Lesotho secondary classrooms. Despite all the efforts by these researchers, there is still insufficient literature on team teaching instructional strategy in the context of Lesotho to draw any firm conclusions regarding its integration in the classroom. This research therefore aims to address this gap by focusing on the attitudes, beliefs, and experiences of teachers regarding team teaching. Understanding the factors that contribute to teachers' perceptions of the effectiveness and feasibility of team teaching is crucial for informing professional development initiatives, shaping educational policies, and enhancing overall teaching practices.

There is a lack of understanding of teachers' perspectives on team teaching, which can be an obstacle to the successful implementation of collaborative strategies in secondary school classrooms. Therefore, this research aims to fill this gap by investigating the experiences and beliefs that shape teachers' perspectives on team teaching. By doing so, this study aims to contribute to the ongoing discourse on collaborative teaching practices, inform educational decision-making, and ultimately improve the quality of teaching and learning in secondary schools.

1.2 RESEARCH QUESTIONS

1. What are the teachers' beliefs/attitudes towards team teaching instructional strategy?
2. What are the factors that contribute to teachers' perceptions of the effectiveness and feasibility of team teaching?

2.0 REVIEW OF RELATED LITERATURE

2.1 The underpinning theory

This study is guided by the Social Cognitive Theory of Albert Bandura. The Social Cognitive Theory of Albert Bandura emphasizes the significance of observational learning, modeling, and social interaction in shaping individuals' behaviors and perspectives (Tumangday, 1977). In the context of team teaching in Lesotho secondary schools, this theory suggests that teachers not only acquire knowledge through direct experiences but also through observation and interaction with their colleagues. Observational learning is a significant concept in the Social Cognitive Theory, suggesting that teachers shape their perspectives on team teaching by observing

colleagues or peers with experience in this strategy (Zhou and Brown, 2015). Positive modeling and successful implementations serve as inspiration, influencing their beliefs regarding the effectiveness of team teaching. The social aspect of learning, which is another aspect of Social Cognitive Theory, emphasizes the importance of interactions with other teachers, administrators, and support staff. Teachers' perspectives may be influenced by discussions, collaborative planning sessions, and shared experiences related to team teaching (Schunk, 2012).

Another concept of this theory is self-efficacy, which is a belief in one's ability to succeed in a specific situation and is particularly relevant in the context of team teaching. Teachers who perceive themselves as capable and confident in implementing team teaching are more likely to hold positive perspectives on its effectiveness (Tumangday, 1977). Although the search results did not directly address the application of the Social Cognitive Theory in Lesotho secondary schools, the general principles of the theory can be applied to understand how teachers' behaviours and perspectives are influenced by observation, modeling, and social interaction within the context of team teaching.

2.2 Conceptualizing team teaching

Team teaching is an instructional strategy that involves the collaborative effort of two or more educators working together to plan, deliver, and assess students' learning experiences (Goetz, 2000). Various terms, such as co-teaching, collaborative teaching, and cooperative teaching, describe this practice across pedagogical contexts (Walsh, 2022). This cooperative approach enriches the learning environment by combining the collective expertise and skills of multiple teachers. However, it comes with challenges, including the need for effective planning and seamless teamwork (Grofcikova & Trníková, 2022). While teachers play a pivotal role in team teaching, some argue that students are equally essential, learning not only from teachers but also from their peers (Allwright, 2005). This broader perspective includes all participants in a lesson, not solely focusing on teachers (Tajino et al., 2016).

2.3 Models of team teaching

Team teaching can take various forms; team teaching, parallel teaching, station teaching, alternative teaching, one teach, one assist and one teach, one observe (Goetz, 2000). Sharon

(1997) identifies alternative models, such as One Group, Two Groups with the same content, Two Groups with alternative information, Multiple Groups with varying content, and One Group with two teachers teaching the same content. Watkins and Caffarella (1999) highlight four types of teams based on variations in working style: parallel teaching, serial teaching, co-teaching, and co-facilitation. Friend and Cook (2003) describe common approaches like One-Teach-One Support, One-Teach-One Drift, Alternative Teaching, Parallel Teaching, Station Teaching, and Team Teaching. Robinson and Schaible (1995) identify six models, and Cook and Friend (1995) classify effective co-teaching models as one teach/one assist (or drift), station teaching, parallel teaching, alternative teaching, and team teaching. These models offer diverse approaches to collaborative instruction, each contributing unique benefits to the learning experience. The study focuses on the following models which are also expounded below, team teaching, parallel teaching, station teaching, alternative teaching, one teach, one assist and one teach, one observe.

Team teaching

The team teaching approach is sometimes called "tag team teaching" while others refer to this approach as having "one brain in two bodies." In this approach, both teachers are in the room at the same time but take turns teaching the whole class (Jang, 2006). With this approach, both teachers are delivering the same instruction at the same time. Teachers do not necessarily plan who takes which part of the lesson, and when one of them makes a point, the other can jump in and elaborate if needed. They may switch roles during the lesson or at different points in the curriculum (Kamai & Badaki, 2012).

Tag team teaching encompasses several benefits. First, it provides both teachers with an active instructional role (Gono & Moraes, 2022). The active involvement allows both teachers to contribute their expertise and teaching styles to foster dynamic learning experiences for students. When two teachers embark on a certain concept, they employ unique teaching styles which seek to address learners' diverse needs. However, team teaching has some challenges. Shumway et al (2006) highlight several challenges including being too demanding for teachers. In fact, may demand more time and trust for teachers to build a working relationship that values each teacher equally in the classroom. Additionally, time could also be needed for planning since this approach needs equal involvement not just in planning, but also in grading.

Parallel teaching

In parallel teaching, sometimes called “split class teaching,” the team splits into subgroups and each teacher teaches the same contents to a subgroup of pupils at the same time (Al-Saaideh, 2010). Notably, the lesson to be taught is generally planned by both teachers. In addition, during the instruction, they may rotate between the subgroups (Simon et al., 2020; Graziano & Navarette, 2012).

Parallel teaching presents some advantages that enhance the learning experience. First, this model could suit well where the content is notably challenging. These smaller group settings enable students to deal with difficult material more effectively, fostering a deeper understanding. Second, both teachers actively engage in the instructional process, ensuring a collaborative approach to teaching. This shared responsibility not only maximizes teacher involvement but also provides students with diverse perspectives and instructional styles (Miao et al., 2023). Third, the student-teacher ratio is significantly reduced through parallel teaching, creating an environment where personalized attention is more feasible. Parallel teaching increases opportunities for student questioning during lessons. This reduction in ratio contributes to an improved quality of instruction, fostering better comprehension among students (De Backer et al., 2023). Fourth, teachers handling large classes find relief through parallel teaching, as it divides the teaching responsibilities. This distribution of workload allows for more focused and personalized interactions, benefiting both students and teachers (Carambo & Stickney, 2009). Lastly, the practice of parallel teaching encourages heterogeneous group work, bringing together students with varying abilities. This diversity in groups promotes collaboration and peer learning, enriching the overall educational experience (Zach, 2020).

While parallel teaching offers advantages, it also comes with its set of challenges. First the success of the parallel model, both teachers must possess strong content knowledge to ensure consistent learning outcomes among students (Shumway et al., 2006). This requirement underscores the importance of educators being well-versed in the material to provide a unified educational experience. Moreover, ensuring lesson closure poses a timing challenge in parallel teaching. Coordinating both teachers to conclude their respective sessions simultaneously requires meticulous planning to avoid confusion and provide a cohesive learning experience for all students (Miao et al., 2023).

Station teaching

In station teaching, educators organize the classroom into different stations or learning centers, each led by a teacher. Students move through these stations, receiving varied instructional methods and activities (Aparecida et al., 2022). The class is typically divided into multiple groups, and the classroom features several learning centers. As students rotate through the stations, teachers deliver the same material in diverse ways to each group, fostering a comprehensive understanding (Shumway et al., 2006). For instance, fractions might be taught using a fraction line at one station and cubes at another. If there are more stations than teachers, some may be student-led, while at least one focuses on independent work or practice. Co-teachers collaborate to plan and teach an in-depth concept aligning with the overall lesson goal (Alacapinar & Uysal, 2020). Learning stations are strategically positioned throughout the classroom, ensuring a balanced and engaging educational experience for students.

The station teaching approach offers several benefits, including an active instructional role for both teachers, the flexibility to customize teaching to each group's needs through flexible grouping, a lower student-teacher ratio, heightened student engagement through resetting focus during station rotations, opportunities for independent student engagement with the content, and the ability to cover more material efficiently (Aparecida et al., 2022). However, it comes with challenges such as the need for substantial planning and material preparation, the possibility of students not moving at the same pace and missing certain stations, potential noise and distraction concerns, and the necessity for pre-teaching expectations for independent work time to ensure effectiveness (Gordon-Messer, 2022).

Alternative teaching

In alternative teaching, one teacher instructs most of the class and the other teacher teaches an alternate or modified version of the lesson to a smaller group of students (Shumway et al., 2006). Alternative teaching is also sometimes described as “big group/small group” teaching. Small groups are often put together based on students’ learning needs. You and your co-teacher will need to find time to look over student data. This will help you figure out which students need support filling in gaps in background knowledge, which students need remediation, or which students could benefit from accelerated learning because they already know the content or have mastered the skills of the large group lesson. Moreover, the model allows for a lower student-teacher ratio (De Backer et al., 2023). It further provides additional support to struggling students

without specifically singling them out. Lastly, it gives a chance to re-teach, review, and pre-teach (Tajino et al., 2016). However, alternative teaching requires strong data collection to group students appropriately. Furthermore, the model may make students feel self-conscious, especially if they're often in a small group (Mason et al., 1993). Lastly, it needs careful planning to make sure students don't miss material being taught to the large group.

One teach, one assist

In the "one teach, one assist" model of co-teaching, one teacher teaches a full group lesson, while the other teacher roams and helps individual students. This is sometimes called "one teach, one support," because the second teacher often provides additional support for learning or behavior management. Debriefing after a lesson is also key. Both of you need to know which students needed extra support during the lesson, what that support looked like, and what each student was struggling with (Drelick et al., 2023). This model allows one teacher to teach a lesson without interruption from students who need assistance. Gives real-time help to students who need it (Drelick et al., 2023). Allows teachers to use proximity to keep students on task. Provides for increased classroom management, which can be helpful if the class makeup is particularly challenging (Abdulbakioglu et al., 2022). Can provide newer teachers with the opportunity to observe more experienced teachers. However, can create a dynamic in which students see one teacher as the one who manages behavior. Can appear as though one teacher is more "in charge" than the other. Sets up a possible expectation that one-to-one support can always be immediate (Saclarides, 2023). Requires solid planning to make sure the supporting teacher is used efficiently. This model of co-teaching can be difficult to negotiate because it may leave one teacher feeling more like an assistant. Building a strong relationship with your co-teacher and talking through when it makes sense to swap roles can make it easier (Drelick et al., 2023). That's key to making sure that both of you have a chance to teach content and provide support to students one-on-one.

One teaches, one observes

In a "one teach, one observe" setting, one teacher serves as the primary instructor, while the other is simply observing students' learning and collecting data. The instructing teacher is at the front of the room teaching all the students, while the other teacher is stationed somewhere inconspicuous to make observations (Cook & McDuffie-Landrum, 2020). This model could help

see which students need additional help. It could also assist in deciding what co-teaching model may be used next to address any identified needs. However, it can create a dynamic in which students see one teacher as the “real” teacher, potentially impacting the co-teaching partnership (Husna & Desstya. (2022). The limited interaction between co-teachers may make it challenging to establish a robust collaborative relationship. Moreover, relying solely on the "one teach, one observe" model may miss out on instructional opportunities that could arise in a more interactive co-taught classroom environment (Shumway et al., 2006).

2.4 Teacher identity and professionalism in team teaching

Teacher identity, which includes attitudes, values, knowledge, beliefs, and experiences, is vital in teaching. In team teaching, where teachers work together, this collaboration can positively impact how teachers see themselves professionally. Effective support for team teaching helps teachers, especially those starting, reflect on their work. Working together allows them to share different perspectives and experiences, shaping a more well-rounded professional identity (Beijaard et al., 2000; Rushton & Reiss, 2021). The school's atmosphere also matters in team teaching. The support and culture in the school affect how confident and committed teachers feel about team teaching (Coşgun & Savas, 2023). A positive school culture enhances the professional identity of teachers involved in team teaching.

With changes in the teaching profession worldwide, team teaching has become a transformative practice. It alters how teachers see themselves by encouraging shared responsibilities and decision-making, offering chances for personal and collective growth, leadership, and a sense of professional independence. Moreover, team teaching can lead to more inclusive decision-making in schools (Drouin, 2023). By bringing together different perspectives and skills, teachers can collectively address challenges and make informed decisions that benefit students and the wider educational community.

3.0 METHODOLOGY

3.1 Research Design

The study employed a qualitative case study design (QCS) that advocates gathering rich data (Nieuwenhuis, 2011; Lichtman, 2013; Gaudet & Robert, 2018). The appropriateness of QCS for this study lies in the assertion by Mokati (2023) that qualitative data collection methods facilitate the acquisition of detailed descriptive data, thereby enabling a deeper understanding of the phenomenon within its natural context. Moreover, as emphasized by Makonye (2016), qualitative research centers on gathering firsthand information directly from the primary sources hence it was found suitable for this study.

3.2 Research Paradigm

The research adopted the interpretivism research paradigm, which prioritizes the understanding of the subjective aspects of human experiences, meanings, and interpretations, as emphasized by Hammersley (2013). Additionally, it prioritizes in-depth exploration and context-specific understanding of the research topic (Saunders et al., 2012). In the current study, this paradigm was adopted as it sought to understand the teachers' perspective on the implementation of team teaching strategy in Lesotho secondary school classrooms.

3.3 Selection of the Participants

For sampling purposes, the study adopted purposive sampling as it allows researchers to strategically select participants based on specific criteria pertinent to the research question, thereby facilitating more focused and meaningful data collection (Creswell, 2013). Eight teachers were selected from a total of fourteen teachers who taught grade 11 learners. The selection was based on one secondary school in Leribe which practice team teaching mainly in grade 11 class. The sample of eight teachers consisted of two teachers from the Department of Mathematics and Science who taught learners mathematics, two teachers from the Commercial Department who taught Accounting in grade 11, two teachers from the Department of Language who taught Religion in grade 11, and lastly, two teachers who taught English from the same department. The sampling strategy is consistent with Creswell's approach (2008), which suggests that researchers should carefully consider their sampling strategy to ensure that it aligns with the goals of their study and the nature of their research questions.

3.4 Data Generation Procedures

Concerning the collection of data, semi-structured interviews were used to collect data. Researchers opted for the use of semi-structured interviews because they yield rich and detailed data. Participants can express their thoughts and experiences in their own words, providing researchers with valuable insights into complex phenomena (Mokati, 2023). The interview questions were held in face-to-face sessions.

3.5 Data Analysis

Regarding the analysis of data, Interpretive Phenomenological Analysis (IPA) was used in this study. IPA involves conducting in-depth interviews with a small number of participants (Smith et al., 2009). These interviews aim to explore the participant's subjective experiences, perceptions, and interpretations of a particular phenomenon hence suitable for this study.

3.5 Ethical Considerations

In this study, strict adherence to research ethics was paramount. Various measures were implemented to establish ethical protocols. Ngozwana (2018) underscores the importance of upholding freedoms such as questioning, exchanging information, and expressing opinions while respecting truth and individuals. In this research, participants were granted permission to engage in tasks and interviews by providing authorization. Moreover, participants retained the right to withdraw from the study at any juncture.

4.0 FINDINGS AND DISCUSSIONS

The study was analyzed as per the research questions.

Research question 1 -*What are the teachers' beliefs/attitudes towards team teaching instructional strategy?*

Concerning this question, most teachers who participated in the study have shown a positive attitude towards team teaching instructional strategy in the classroom. This is supported by the fact that the participants underscored several advantages brought by team teaching in the classroom. For instance, teacher 1 echoed, *"I feel quite good as team teaching makes work easier for me"*. Interestingly, the same sentiments expressed by teacher 1 were corroborated by teachers 2 and 3 when they said, *"Team teaching is good because it enhances students learning outcome. Students understand more the concept since teachers can explain a concept in different ways"*.

Teachers across the responses mentioned that team teaching engages students effectively by presenting content from multiple perspectives, catering to different learning abilities, and fostering a collaborative learning environment. Teacher 4 accentuates, “*Team teaching enhances students' understanding of concepts since teachers can explain them in different ways, which aids in improving learning outcomes*”. Grofčíková & Trníková, (2022) shared a similar view that team teaching enhances the quality of teaching through teacher interactions, promotes the exchange of new teaching approaches, facilitates better lesson planning, nurtures strong working relationships among colleagues, and prevents teaching routines. Additionally, the other advantages listed by teacher 7 include, “*increased student motivation, engagement, and performance, as well as the opportunity for teachers to share information, ideas, and workload*.” Therefore, findings further suggest that team teaching ensures continuity in students' learning even when one teacher is absent, thus addressing students' needs effectively.

The findings suggest that teachers draw from personal experiences to illustrate the positive impact of team teaching. These experiences include improved results, more enjoyable teaching experiences, and the ability to handle workload pressures effectively. Friend et al., (2010) support this by indicating that team teaching has been associated with improved academic performance among students. The researcher suggests that collaborative teaching methods, such as team teaching, can enhance student engagement, motivation, and learning outcomes. By leveraging the expertise of multiple educators, team teaching offers students a more enriched and dynamic educational experience, leading to enhanced academic achievement (Salim et al., 2019). Furthermore, team teaching can create a supportive and interactive classroom environment that encourages active participation and knowledge retention (He et al., 2018).

Another important aspect highlighted by Teacher 3 indicates, “*team teaching allows for effective differentiation, benefiting both slow and fast learners*”. Similar perceptions have been highlighted by Gladman (2014) that team teaching caters to the diverse learning needs of students by providing multiple perspectives and teaching styles in the classroom. Simons et al., (2018) further argue that this approach acknowledges and accommodates individual differences, ensuring that various learning preferences and abilities are addressed. Through team teaching, educators can tailor their instruction to meet the needs of a wider range of students, promoting inclusivity and personalized learning experiences. Furthermore, teachers agree that working

together with other teachers enhances their teaching experience by providing opportunities for learning from colleagues, adopting new strategies, and improving professional development. Teachers 7 & 8 in particular emphasized, *“Collaboration, sharing of ideas, and learning from co-teachers are highlighted as key factors contributing to this enhancement”*.

Teacher 7&8 statement suggests that team teaching not only improves student performance but also contributes to teachers' professional growth. Teacher 5's experience reinforces this notion by emphasizing how collaborating with colleagues helped them overcome difficulties in understanding certain concepts and recognize the importance of teamwork in professional development. Interestingly, it is highlighted by Roberts et al., (2021) that team teaching offers educators the opportunity to feel more confident in teaching complex concepts, enhances professional development, improves understanding of the curriculum, and fosters a consolidated professional identity. Moreover, Liebel et al., (2016) argue that team teaching allows for multiple explanations of intricate topics, contributing to improved teacher development and student learning (

Overall, the responses indicate that teachers perceive team teaching as a valuable instructional strategy that enhances teaching and learning outcomes, fosters collaboration among teachers, and contributes to professional development (Ajaja, &Kpangban, 2023)

Research Question 2 - *What are the factors that contribute to teachers' perceptions of the effectiveness and feasibility of team teaching?*

The effectiveness and feasibility of team teaching hinge on several key factors identified by the teachers involved. Firstly, collaboration and team spirit emerge as foundational elements, where teachers emphasize the importance of working together, sharing ideas, and maintaining a positive collective ethos. Teachers 5 & 6 echoed, *“Oneness and planning together are important factors in team teaching”* Teacher 3 further said, *“Trust among colleagues is deemed vital for fostering a supportive environment conducive to collaboration and innovation”*. Effective team teaching as corroborated by Backer et al., (2021) involves collaborative work among teachers in all aspects of the teaching process, including preparation, delivery, and evaluation of the course. Additionally, team teaching ensures that students have access to a diverse range of content knowledge, which is crucial for effective learning (Mohan et al., 2019). Most importantly, Kurata (2024) indicates that the presence of team spirit among teachers is essential for the success of

team teaching initiatives. When teachers have a strong sense of camaraderie, trust, and mutual respect within their co-teaching teams, they are more likely to collaborate effectively and support each other in delivering instruction

“A conducive environment characterized by mutual respect, cooperation, and effective communication is seen as essential for the success of team teaching”. This has been highlighted by teacher 3 & 1. A positive learning environment and a sense of belonging among teachers in co-teaching relationships contribute to the effectiveness of team teaching (Krammer et al., 2017). These factors collectively shape teachers' perceptions of team teaching, highlighting the importance of collaborative and supportive environments for successful implementation. Moreover, most teachers interviewed were in one accord that the availability of resources and support from school leadership play significant roles in enabling teachers to implement team teaching effectively. This is also supported by Mohan et al. (2019) that administrative support ensures resources and guidance are available for successful team teaching. Adequate time allocation for planning, collaboration, and reflection is recognized as imperative for optimizing the benefits of team teaching. Most importantly, teachers' attitudes and willingness to embrace collaborative practices are central to the strategy's success, with a positive outlook and openness to learning enhancing professional development and teaching outcomes. Lastly, the adaptability of teachers to incorporate new teaching approaches through collaboration underscores the dynamic nature of team teaching and its potential for enhancing teaching and learning experiences.

5.0 CONCLUSIONS AND RECOMMENDATIONS

The findings of this study shed light on teachers' perspectives regarding the implementation of team teaching in a secondary school setting in Leribe, Lesotho. Firstly, teachers displayed positive attitudes towards team teaching, recognizing its potential to engage students, provide effective differentiated instruction, and enhance overall academic performance. These findings align with existing literature emphasizing the benefits of collaborative teaching approaches. Secondly, factors contributing to teachers' perceptions of team teaching effectiveness were identified, including collaboration, team spirit, trust among colleagues, and crucially, administrative support. These factors highlight the importance of fostering a supportive school

environment that encourages collaboration and provides necessary resources for successful team teaching initiatives.

Based on the study findings, several recommendations are proposed to improve the implementation of team teaching and enhance the quality of education in secondary schools in Lesotho. Firstly, the study suggests Continuous Professional Development (CPD) to equip teachers with the necessary skills and strategies for effective team teaching. These programs should focus on collaborative planning, communication, and the integration of diverse teaching styles. Secondly, School administrators should actively support and promote team teaching initiatives by providing resources, time for collaborative planning, and recognition of collaborative efforts. Clear guidelines and expectations should be established to ensure consistency and accountability. Also, it is the responsibility of the administration to foster a collaborative culture within the school by promoting teamwork, trust, and open communication among teachers. Encourage regular collaboration meetings, peer observation, and feedback sessions to facilitate professional growth and collaboration. Lastly, the researchers recommend implementing mechanisms for ongoing evaluation and feedback to assess the effectiveness of team teaching initiatives. This can be achieved through gathering input from teachers, students, and other stakeholders to identify strengths, challenges, and areas for improvement.

REFERENCES

- Abdulkakioglu, M., Kolushpayeva, A., Balta, N., Japashov, N., & Bae, C. L. (2022). Open Lesson as a Means of Teachers' Learning. *Education Sciences*, 12(10), 692. doi: 10.3390/educsci12100692
- Al-Saaideh, M. (2010). A rationale to adopt team teaching in prevocational education in Jordan. *Journal of Instructional Psychology*, 37(4), 269-285.
- Aparecida da Silva, R., Maria Felício, C., Ferreira-Silva, R. M., Ferreira, J. C., & Noll, M. (2023). Station Rotation: An Experience Report of a Teaching-Learning Proposal in Youth and Adult Education. *Revista Electrónica Educare*, 27(1), 317-337. doi: 10.15359/ree.27-1.14472
- Ayanwale, M. A. (2023). Can experience determine the adoption of industrial revolution 4.0 skills in 21st century mathematics education?. *Research in Social Sciences and Technology*, 8(1), 74-91.
- Backer, L. D., Simons, M., Schelfhout, W., & Vandervieren, E. (2021). Let's team up! measuring student teachers' perceptions of team teaching experiences. *Teacher Education - New Perspectives*. <https://doi.org/10.5772/intechopen.96069>
- Beijaard, D., Verloop, N., & Vermunt, J. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, 16(7), 749–764. [https://doi.org/10.1016/S0742-051X\(00\)00023-8](https://doi.org/10.1016/S0742-051X(00)00023-8)
- Carambo, C.; Stickney, C.T. (2009). Coteaching praxis and professional service: Facilitating the transition of beliefs and practices. *Cult. Stud. Sci. Educ.* 4, 433–441.
- Cook S. C., & McDuffie-Landrum K. (2020). Integrating effective practices into co-teaching: Increasing outcomes for students with disabilities. *Intervention in School and Clinic*, 55(4), 221–229.
- Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on exceptional children*, 28.
- Coşgun, G. E., & Savaş, P. (2023). Professional identity development of English teachers: A data- driven model. *Review of Education*, 11(1), e3394. doi: 10.1002/rev3.3394
- Coşgun, G. E., & Savaş, P. (2023). Professional identity development of English teachers: A data- driven model. *Review of Education*, 11(1), e3394. doi: 10.1002/rev3.3394

- De Backer, L., Schelfhout, W., Simons, M., Vandervieren, E., & Rivera Espejo, J. (2023). Impact of Team Teaching on Student Teachers' Professional Identity: A Bayesian Approach. *Education Sciences, 13*(11), 1087.
- Dove MG, Honigsfeld AM (2017) *Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection*. Thousand Oaks, CA: Corwin.
- Ebokaiwe, N. T., Ajaja, O. P., & Kpangban, E (2023). Effects of Team Teaching and Lecture Method on the Retention of Physics Students in Secondary Schools in Delta State.
- Friend, M & Cook, L.(2010). *Interactions: Collaboration Skills for School Professionals*. 6th ed. Boston: Pearson.
- Friend, M. (2008). Co-teaching: A simple solution that isn't simple after all. *Journal of Curriculum and Instruction, 2*(2), 9-19.
- Friend, M., Cook, L., Hurley-Chamberlain, D., & MEd, C. S. (2010). Co-teaching: an illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation, 20*(1), 9-27. <https://doi.org/10.1080/10474410903535380>
- Gaudet, S., & Robert, D. A. (2018). *Journey through qualitative research: From design to reporting*. London: Sage.
- Gladman, A. (2014). Team teaching is not just for teachers! student perspectives on the collaborative classroom. *TESOL Journal, 6*(1), 130-148. <https://doi.org/10.1002/tesj.144>
- Goetz, J. P. (2000). Cooperative learning and team teaching. In *Handbook of research on teaching* (4th ed., pp. 304-339). Macmillan.
- Gono, S., & de Moraes, A. J. (2023). Student appraisals of collaborative team teaching: A quest for student engagement. *Journal of Applied Learning and Teaching, 6*(1), 222,233. <https://doi.org/10.37074/jalt.2023.6.1.26>
- Gordon-Messer, S., Kastelein, K., Nickerson, B., & Byrd, S. (2022). The Station: A Model for Content Co-Design with Rural Youth. *Journal of STEM Outreach, 5*(1), 1-9. doi: 10.15695/jstem/v5i1.05

- Graham, K. M. (2022). Examining Team-teaching Competencies in a Taiwanese Bilingual Academic Subject Classroom: A Bilingual NEST's Autoethnography. *RELC Journal*, 0(0). <https://doi.org/10.1177/00336882221114969>
- Graziano, K., & Navarette, L. (2012). Co-teaching in a teacher education classroom: Collaboration, comprise, and creativity. *Issues in Teacher Education*, 21(1), 109-126.
- Grofčiková, S. and Trníková, J. (2022). Theoretical and practical aspects of team teaching. *Educational Role of Language Journal*, 1(7), 86-92. <https://doi.org/10.36534/erlj.2022.01.08>
- Hammersley, M. (2013). *What is Qualitative Research?* London and New York: Bloomsbury
- He, C., Jing, J., & Sun, Y. (2018). Practical research on tbl-teaching mode in the sports biomechanics course. Proceedings of the 2018 International Conference on Advances in Social Sciences and Sustainable Development (ASSSD 2018). <https://doi.org/10.2991/asssd-18.2018.34>
- Husna, R., & Dessty, A. (2022). One teacher one book literacy program in elementary schools. *Jurnal Pendidikan Sekolah Dasar*, 9(2), pp 56-56. doi: 10.26555/jpsd.v9i2.a25176
- Jang, S. J. (2006). Research on the effects of team teaching upon two secondary school teachers. *Educational research*, 48(2), 177-194.
- Kamai, R., & Badaki, J. V. (2012). Structuring team teaching to enhance teaching and learning of literature-in English and English language in secondary schools. *Methodology*, 3(13).
- Krammer, M., Gastager, A. U., Paleczek, L., Gasteiger- Klicpera, B., & Rossmann, P. (2017). Collective self-efficacy expectations in co-teaching teams – what are the influencing factors?. *Educational Studies*, 44(1), 99-114. <https://doi.org/10.1080/03055698.2017.1347489>
- Kurata, L. Exploring the Viability of Team Teaching as a Solution to Enhance the Teaching and Learning of Religious Education in Lesotho Secondary Schools.
- Lichtman, M. (2013). *Qualitative research in education: A user's guide*. London: Sage.
- Makara, M.C. (2016). Improving Teachers' Pedagogical Practices Through Lesson Study in Secondary Schools in Maseru Lesotho. Central University of Technology {Unpublished Thesis }
- Makonye, J. P., & Fakude, J. (2016). A study of errors and misconceptions in the learning of addition and subtraction of directed numbers in Grade 8. *SAGE Open*, 6(4), 1-10. doi:2158244016671375.

- Malik, T. H. (2018). Defence investment and the transformation national science and technology: A perspective on the exploitation of high technology. *Technological Forecasting and Social Change*, 127, 199-208.
- Mampota, S., Mokhets'engoane, S. J., & Kurata, L. (2023). Connectivism Theory: Exploring its Relevance in Informing Lesotho's Integrated Curriculum for Effective Learning in the Digital Age. *European Journal of Education and Pedagogy*, 4(4), 6-12.
- Mason, D. A., & Good, T. L. (1993). Effects of two-group and whole-class teaching on regrouped elementary students' mathematics achievement. *American educational research journal*, 30(2), 328-360. doi: 10.3102/00028312030002328
- Miao, Q., Lv, Y., Huang, M., Wang, X., & Wang, F. Y. (2023). Parallel learning: Overview and perspective for computational learning across Syn2Real and Sim2Real. *IEEE/CAA Journal of Automatica Sinica*, 10(3), 603-631. doi: 10.1109/JAS.2023.123375
- Mohan, P. P., Swabey, K., & Kertesz, J. (2019). A comparative study of urban, rural and remote teachers' de-privatised practices. *Waikato Journal of Education*, 24(2), 83-94. <https://doi.org/10.15663/wje.v24i2.662>
- Mokati, M. (2023). Exploring teachers' pedagogical content knowledge in teaching quadratic equation using algebraic methods: the case of three high schools in Lesotho (Masters Thesis, The National University of Lesotho).
- Mokati, M., & Kurata, L. (2023). Exploring the Impact of Grade 11 Boot Camp Implementation: A Teacher-Centric Perspective in a Secondary School at Mahobong, Lesotho. *International Journal of Research and Innovation in Social Science*, 7(12), 1568-1579.
- Mokhetsengoane, S. J., & Pallai, P. (2023). Effective Teaching in the 21st Century: Investigating Barriers and Solutions from One University in Assam, India. *American Journal of Arts and Human Science*, 2(1), 19-25.
- Ngozwana, N. (2018). Ethical dilemmas in qualitative research methodology: Researcher's reflections. *International Journal of Educational Methodology*, 4(1), 19-28. <https://doi.org/10.12973/ijem.4.1.19>.

- Niewenhuis, J. (2011). Qualitative research designs and data gathering techniques. In K. Maree, (Ed.). *First Steps in Research*. Pretoria: Van Schaik. 70-92
- Pearce, D.R. (2019). Team Teaching and Team Learning: SSM Applied to the Team-Taught Classroom. In: Tajino, A. (eds) *A Systems Approach to Language Pedagogy*. Translational Systems Sciences, vol 17. Springer, Singapore. https://doi.org/10.1007/978-981-13-6272-9_8
- Roberts, M., Bissett, M., & Wilding, C. (2021). Team teaching as a strategy for enhancing teaching about theory-into-practice. *Innovations in Education and Teaching International*, 60(1), 26-36. <https://doi.org/10.1080/14703297.2021.1966490>
- Robinson, R., & Schaible, R. (1995). Collaborative teaching: Reaping the benefits. *College Teaching*, 43(2), 57-60.
- Rushton, E. A., & Reiss, M. J. (2021). Middle and high school science teacher identity considered through the lens of the social identity approach: A systematic review of the literature. *Studies in Science Education*, 57(2), 141–203. <https://doi.org/10.1080/03057267.2020.1799621>
- Saclarides, E. (2023), "Coaches and teachers co-teaching: exploring the challenges and support of co-teaching as a coaching activity". *International Journal of Mentoring and Coaching in Education*, Vol. 12 No. 3, pp. 300-315. <https://doi.org/10.1108/IJMCE-11-2022-0100>
- Salim, K. R., Abdullah, M., Haron, H. N., Hussain, N. H., & Ishak, R. (2019). A team-teaching model in an informal cooperative learning classroom. *International Journal of Emerging Technologies in Learning (iJET)*, 14(20), 44. <https://doi.org/10.3991/ijet.v14i20.11458>
- Saunders, M., Lewis, P. & Thornhill, A. (2012) “*Research Methods for Business Students*” sixth edition, Pearson Education Limited
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective*. Boston: Pearson Education, Inc.
- Shumway, L. K., Gallo, G., Dickson, S., & Gibbs, J. (2011). *CO-teaching handbook*:
- Simons, M., Baeten, M., & Vanhees, C. (2020). Team teaching during field experiences in teacher education: Investigating student teachers’ experiences with parallel and sequential teaching. *Journal of teacher education*, 71(1), 24-40. <https://doi.org/10.1177/00224871187890>

- Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method, and research*. SAGE Publications Ltd.
- Tajino, A., Tajino, Y., & Uchida, C. (2016). Beyond team teaching: Broadening the scope of collaboration in language education. *Language Education in Asia*, 7(1), 161-176.
- Tumangday, M. S. (1977). "Albert Bandura and Ellen G. White: a Comparative Study of Their Concepts of Behavior Modification through Modeling" Dissertations. 742. <https://dx.doi.org/10.32597/dissertations/742/>
- Walsh, T. (2022). 'Promoted Widely but Not Valued': Teachers' Perceptions of Team Teaching as a Form of Professional Development in Post-Primary Schools in Ireland. *Prof. Dev. Educ.*, 48, 688–704. doi: 10.1080/19415257.2021.1895629
- Watkins, K. & Caffarella, R. (1999). Team Teaching: Face –to-face and On-line. Presentation given at Commission of Professors of Adult Education meeting. An Antonio, TX.
- Zach, S. (2020). Co-teaching—an approach for enhancing teaching-learning collaboration in physical education teacher education (Pete). *J. Phys. Educ. Sport*, 20, 1402–1407.
- Zhou, M., & Brown, D. (2015). *Educational Learning Theories* (2nd ed.). Education Open Textbooks. 1. <https://oer.galileo.usg.edu/education-textbooks/1>