



Selected Teacher Factors and the Use of Collaborative Instruction of English in Secondary Schools in Trans-Nzoia County, Kenya

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Abstract

Educational reforms in Kenya seek to enable the learner to become an engaged, empowered and ethical citizen. This can be achieved through provision of quality instruction that provides every learner opportunity to learn. This requires highly knowledgeable, reflective professional teachers having meaningful pedagogical skills to facilitate learning. Collaborative instruction, sometimes called cooperative teaching or team teaching, involves educators working in tandem to lead, instruct and mentor groups of learners. It is a significant concept in the field of English language teaching that involves teachers in sharing expertise, decision-making, lesson delivery, and assessment. The purpose of this study was to investigate selected teacher factors and the use of collaborative instruction in the teaching of English language in public secondary schools in Trans-Nzoia County, Kenya. The study was guided by the objective to determine the influence of the teacher's gender on the use of collaborative instruction in English. The study was guided by the Vygotsky's Socio-Cultural Theory. The study adopted a descriptive survey design. The target population was of 314 respondents that were Heads of Department languages, Heads of Subject English and Teachers of English in Kwanza Sub-County. Simple random sampling was used to sample the respondents from the target population. Questionnaires and interview schedules were used as instruments for data collection. Both quantitative and qualitative data was collected. Before the actual data collection, a pilot study was carried out to establish the reliability of the research instruments. Quantitative data was analyzed using descriptive and inferential statistics while qualitative data was transcribed and reported verbatim and thematically. The findings of the study in line with the objective on gender yielded a Chi-Square value of 2.252 at 3 degrees of freedom and p-value of .522 >.05. From the findings it was concluded that, teacher's gender has no significant influence on the use of collaborative instruction. Therefore, the study recommends that, both genders should be involved in the design development and implementation of curriculum activities with the view of enhancing collaborative instructions and the Ministry of Education should provide detailed and appropriate guidance on the usage of collaborative instruction

Keywords: Collaborative instruction, teacher's gender and public secondary schools.

1. Introduction

Collaborative teaching, a significant concept in the field of English language teaching, involves teachers in sharing expertise, decision-making, lesson delivery, and assessment. It is a common practice for instructors in many schools and universities where English is taught as a foreign/second language in intensive programs or departments to be involved in collaboration in many ways ranging from co-planning to constructing and co-teaching their language classes (Taşdemir & Yıldırım, 2017).

Co-planning may involve two teachers working together to develop assessments, review assessment data, make decisions for flexible grouping, design tiered assignments, and make other curriculum adaptations. This may take place within professional-learning communities or between two educators (e.g., gifted education teacher and general education teacher) (Mofield & Phelps, 2020).

Ayenalem et al. (2022) identified four different types of collaborative elements, including storytelling and scanning for ideas, aid and assistance, sharing, and joint work. Collaboration is an approach that allows two or more professionals to come together to contribute individual expertise to develop shared expertise. Cooperation can be defined as “working together to accomplish shared goals”, whereas collaboration is “a method that implies working in a group of two or more to achieve a common goal, while respecting each individual's contribution to the whole”.

Collaboration make teaching less stressful and more satisfying. In a study by Gaskaree et al. (2023) Teachers of English as Foreign Language working in individual teaching contexts need to make a transition to team-teaching to successfully fulfill their roles as team teachers. Two teachers worked together in pairs to successfully involve in planning, teaching, and assessing learners. Also, Liu et al. (2021) suggest that distributed leadership is positively and indirectly associated with both teacher job satisfaction and self-efficacy, while instructional leadership is indirectly associated with teacher job satisfaction through the mediation effects of supportive school culture and teacher collaboration.

Khasawneh et al. (2023) investigated the influence of teacher collaboration within Professional Learning Communities (PLCs) and collaborative teaching practices on the development of professional skills and academic achievements of students. The results of this study underscore the importance of recognizing the advantageous effects that collaborative teaching methodologies can have on the academic achievements of students. This necessitates the provision of adequate time for collaborative activities, encouraging supportive leadership within educational institutions, and allocating sufficient resources for collaboration.

Through collaboration, joint work is fostered to reach specific student learning goals and competition among colleagues is prevented. “While collaboration is widely seen as a way to do more with less, few studies have focused on the mechanisms that allow successful collaborations to overcome competitive friction, particularly at the local level, where resources are most constrained and economic pressures most intense.” (Jenkins, J., & Graves, L. (2024).

The study was guided by the Vygotsky’s Socio-Cultural Theory. Social Learning theories help us to understand how people learn in social contexts (learn from each other) and informs us on how

we, as teachers, construct active learning communities. According to Vygotsky (1978), an individual's cognitive system is a result of social interaction.

Gender is a teacher-related factor that is constantly researched due to the major influence it has on aspects of teaching and learning. The teachers will find many difficulties and problems towards the teaching learning process.

Research by Burton and Hafeli (2019) found that female teachers tend to employ more collaborative instructional strategies compared to male teachers. This aligns with social expectations and gender norms that depict women as more nurturing and focused on relationship-building. Teacher gender can also shape communication and interaction styles within collaborative instruction. Female teachers often exhibit more cooperative and inclusive communication styles, encouraging student collaboration and interaction. Male teachers, on the other hand, may adopt more direct and assertive communication styles, which could influence the dynamics and outcomes of collaborative instruction differently.

In social surveys, women are often described as communal and caring, and there is evidence that, at least in the United States, the attribution of communal traits to women rather than men has increased over time (Eagly et al., 2020).

Lee, S. and Martinez, M. (2021) investigated the role of teacher gender in collaboration patterns within classroom settings, exploring how male and female teachers engage students in collaborative learning activities and promote teamwork and communication skills.

Women are more collaborative than men in the role of both buying agents and supply agents. Gender affects behaviors, as both genders are more collaborative when paired with women than when paired with men. All-women supply chain pairs outperform all other gender pairings in supply chain efficiency. The results suggested that women exhibit an advantage over men in supply chain collaboration, and that employing women is advantageous irrespective of gender diversity concerns. (Ma, S., Hao, L., & Aloysius, J. A. 2021)

2. Research Methodology

The study was carried out in public secondary schools in Kwanza Sub-County of Trans-Nzoia County, Kenya. The county covers 2495.5 square kilometers to the western side of Mt. Elgon in the former Rift Valley Province. Trans-Nzoia County has high performing schools like St. Brigids Girls in Kiminini Sub-County, St. Antony Boys, St. Joseph's Boys in Saboti Sub-County which are national schools and St. Joseph's Girls in Saboti Sub-County is an Extra-County school. Kwanza Sub-County schools have not featured among the well performing schools in Trans-Nzoia County and more so in English language. This has made the research to be done selected teacher factors and the use of collaborative instruction of English in public secondary schools in Trans-Nzoia County, Kenya.

The study adopted a descriptive survey design. The design was used because it generates answers in a form that makes it easy for researchers to carry out a simple statistical analysis to interpret what the data is saying. Both quantitative and qualitative data was collected. Questionnaires and interview schedules were used as the main instruments of data collection in this research. A questionnaire was designed for the teachers of English. Both closed and open-ended questions were available in the questionnaires to enable the respondents to have a chance to express themselves well when answering the different questions. The interview targeted HODs and HOSs.

The target population of the study were Heads of Departments (H.O.D) Languages, Head of Subject English and teachers of English in public secondary schools in Kwanza Sub-County. The study stratified the target population in the following categories; Heads of Departments (HODs), Head of Subjects (HOSs) and teachers of English.

Table 1: Target Population

Category	Target population
H O D Languages	49
HOS English	49
Teachers of English	216
Total	314

Purposive sampling was used to pick on heads of departments and heads of subjects while simple random sampling was used to sample teachers of English. The analysis of qualitative and quantitative data was reported. Quantitative data was analyzed using descriptive and inferential statistics while qualitative data was transcribed and reported verbatim and thematically.

3. Influence of Teacher’s Gender on the Use of Collaborative Instruction

The objective of the study sort to determine the influence of teacher’s gender on the use of Collaborative Instruction. A number of items were considered to address this objective. Item 1 under objective one sought to get from the respondents their view on how gender influences their efficiency in using collaborative instruction. The responses on this item are as indicated on table 2;

Table 2: Influence of Gender on efficiency in use of collaborative instruction

Response	Male	Percentage (%)	Female	Percentage (%)
Strongly agree	05	10.64	13	20.63
Agree	19	40.43	20	31.75
Disagree	02	4.26	03	4.76
Strongly disagree	21	44.68	27	42.86
Total	47	100	63	100

From table 2, the number of male teachers of English that strongly agreed and those who agreed the cumulatively was 24 (51.07 %) while female teachers of English who strongly agreed and those who agreed the cumulatively was 33 (52.38 %). The male teachers of English who disagreed and those who strongly disagreed cumulatively was 23 (48.94 %) while female teachers of English who disagreed and those that strongly disagreed the cumulatively was 30 (47.62 %). This shows

little difference between the two genders in their view on influence of gender on efficiency in use of collaborative instruction. This contrary to research done where by Women tend to be more socially sensitive than men, they tend to have a stronger relational orientation due to their heightened communal traits and to be more emotionally intelligent than men. According to study by Feng (2023), female students were more likely to perform well in listening, talking, and integrating during class whereas male students tended to engage more in irrelevant behavior in collaboration.

A chi-square test was carried out to determine the statistical significance of the influence of teacher’s gender on the use of collaborative instruction. This was done at 0.05 level of significance. The analysis yielded the results represented in the table below;

Table 3: Gender * Use of Collaborative Instruction Cross Tabulation

Count		Use Of Collaborative Instruction				Total
		Strongly Agree	Agree	Disagree	Strongly Disagree	
Gender	Male	5	19	2	21	47
	Female	13	20	3	27	63
Total		18	39	5	48	110

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.252	3	.522
Likelihood Ratio	2.326	3	.507
Linear-by-Linear Association	.332	1	.564
N of Valid Cases		110	

The analysis yielded a Chi-Square value of 2. 252 at 3 degrees of freedom and p-value of .522 > .05. This implies that there is no statistically significant influence of teacher’s gender on the use of Collaboration Instruction. It shows that both male and female teachers were in agreement in their view that male teacher did not have difficulty in the use of collaborative instruction.

This contrary with research by Margot, K. C., and Kettler, T. (2019) who indicated that while teachers value STEM education, they reported barriers such as pedagogical challenges, curriculum challenges, structural challenges, concerns about students, concerns about assessments, and lack of teacher support. Teachers felt supports that would improve their effort to implement STEM education included collaboration with peers, quality curriculum, district support, prior experiences, and effective professional development.

Item 2 sought to find out if male teachers of English had difficulty in using Collaborative Instruction. The responses on this item are as indicated on table 4;

Table 4: Male teachers have difficulty in the use of collaborative instruction

Response	Male	Percentage (%)	Female	Percentage (%)
Strongly agree	03	6.38	09	14.29
Agree	12	25.53	18	28.57
Disagree	09	19.15	19	30.16
Strongly disagree	23	48.94	17	26.98
Total	47	100	63	100

From table 4, the number of male teachers of English that strongly agreed and those who agreed cumulatively were 15 (31.91%) while female teachers of English who strongly agreed and those who agreed cumulatively were 27 (42.86 %). The male teachers of English who disagreed and those who strongly disagreed cumulatively were 32 (68.09 %) while female teachers of English who disagreed and those who strongly disagreed the cumulatively were 36 (57.14 %). This finding is contrary to Burton and Hafeli (2019) who found that female teachers tend to employ more collaborative instructional strategies compared to male teachers. This appeared to be contrary to some of the respondents. This is because both genders collaborate.

A chi-square test was carried out to determine the statistical significance of male teacher's difficulty in the use of collaborative instruction. This was done at 0.05 level of significance. The analysis yielded the results represented in the table below;

Table 5: Gender * Male Teachers have Difficulty in Use of Collaborative Instruction Cross Tabulation

Count		Male Teacher Have Difficulty Use of Collaborative Instruction				Total
		Strongly Agree	Agree	Disagree	Strongly Disagree	
Gender	Male	3	12	9	23	47
	Female	9	18	19	17	63
Total		12	30	28	40	110

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.481	3	.090
Likelihood Ratio	6.567	3	.087
Linear-by-Linear Association	4.202	1	.040
	110		

N of Valid Cases

The analysis yielded a Chi-Square value of 6.481, at 3 degrees of freedom and p-value of $.090 > .05$. This implies that both male and female teachers were in agreement in their view that male teacher did not have difficulty in the use of collaborative instruction. This is in line with Lee, S. and Martinez, M. (2021) investigated the role of teacher gender in collaboration patterns within classroom settings, exploring how male and female teachers engage students in collaborative learning activities and promote teamwork and communication skills.

Item 3 provided qualitative data from the respondents. The item sought to find out problems that either female or male teachers encounter when using Collaborative instruction. The information captured is reported verbatim as picked from the open-ended questionnaire items and is presented below. Teacher 012 stated,

“Few numbers of instructors/teachers and lack of resources to team teach.”

Teacher 044 stated,

“Whereby we’ve four streams per class, collaborative instruction becomes a challenge because of difference in syllabus coverage per teacher”

Teacher 042 commented,

“Some principals don’t want teachers employed on BOM to teach senior classes.”

Teacher 049 wrote,

“Large numbers of learners in a class.”

Teacher 052 stated

“Some teachers find it hard to adhere to using collaborative instruction due to negative attitude towards the method.”

Teacher 110 stated,

“Sometimes I find it hectic especially when students come back to me to clarify on areas that gives me a feeling that colleagues have not done a good job that I end up reteaching and hence double work.”

From the responses, time was another problem encountered by the teachers of English when using collaborative instruction. The timetable allocates only 40 minutes per lesson since the double lessons were removed by the ministry of education and a split double introduced because learners tend to grasp little unless it is a practical lesson. As presented from the views of the following respondents. Teacher 016 commented

“1. Time- if the time collides.

2. Availability of the person to co-teach.”

Teacher 035 wrote,

“1. Inadequate time to do collaborative instruction.

2. Learner’s negative attitude towards English.”

Teacher 014 also commented,

“Sometimes the allocated time for the lesson is not efficient for collaborative instruction.”

Based on the above responses the researcher observed that a teacher will find it difficult to collaborate if he or she has more than one lesson in a day. This is line with Appavoo, P (2019) who showed that tutors’ role was vital in encouraging learners delve in Collaborative Learning (CL). Respondents deplored the lack of appropriate infrastructure and meeting places to hold CL meetings. They also reported lack of awareness of the benefits of CL and difficulty in finding time due to family and professional commitment as some of the obstacles to CL.

From the responses, when lessons collide it becomes a big problem to teachers of English since it might bar them from using collaborative instruction. The problem is asking another teach to come in for a lesson to teach content that requires two or more lessons. The teacher might fail to finish that content and finding for them another lesson could be a challenge since they might be committed elsewhere or have their own lesson to attend to. Teacher 017 commented,

“Collision of lessons with the collaborative partner”

Teacher 023 added,

“Lack of team teaching and lesson collision.”

Teacher 008 wrote,

“Workload and clashing of timetable.”

He was supported by teacher 051 who stated,

“Some lessons maybe at the same time which makes it difficult to do collaborative instruction.”

Teacher 030 highlighted two areas as problems she encountered when using collaborative instruction,

- “1. Lesson clashes on the timetable.
2. Methods of teaching by the teachers that lead to learners understanding differently.”

Some teacher of English reported that when a teacher is new to the learners, it takes them time to get to understand his or her teaching style since they were used to their previous teacher. They are used to the teacher that teaches them daily. Wabwoba, C. N. (2019) who concluded that all teaching methods mentioned in the study contribute to performance for example Collaborative teaching methods should be enhanced and the use of lecture method should be discouraged. This study is expected to provide useful information on instructional methods like collaborative methods to be used in schools, use of lesson plans and language of instruction. Teacher 31 stated,

“Sometimes it’s hard to teach another class since the students are used to their teacher and his/her teaching method.”

Teacher 057 reported,

“Learners need time to adapt to other teachers of the subject.”

Teacher 089 had the same view when she stated,

“Learners are exposed to different teachers and they take time to adapt.”

Lack of cooperation was another common problem highlighted by teachers of English. Previous research suggests that teachers do not look for opportunities to share with colleagues; they avoid communicating in ways that make others feel imposed upon (Ertesvåg, 2011). According to teacher 006,

“There are uncooperative teachers who do not want to associate with others.”

Teacher 025 stated,

“Lack of cooperation and commitment on the other teacher’s side”

Teacher 024 also stated,

“Insufficient cooperation from other teachers.”

Teachers 026 commented,

“Your counterpart may lack commitment and inconsistency in handling the given topic.”

Teacher 036 noted,

“Most teachers personalize their classes and they don’t give their best effort when given classes other than their own to teach.”

Women are more collaborative than men in the role of both buying agents and supply agents. Gender affects behaviors, as both genders are more collaborative when paired with women than when paired with men. The results suggested that women exhibit an advantage over men in supply chain collaboration, and that employing women is advantageous irrespective of gender diversity concerns (Ma, S., Hao, L., & Aloysius, J. A. 2021). This is contrary to what a female teacher 016 stated,

“Male teachers are more cooperative than female teachers.”

Teacher 018 wrote,

“As a male teacher, I encounter the problem of utilizing collaborative instruction.”

From the responses, some teachers mentioned some issues affecting the students like absenteeism, lack of participation from all learners and difficulty in understanding concepts as examples of problems they encountered in the use of collaboration. Teacher 009 stated,

“As a male teacher, I face the problem of having to deal with students who don't wish to get along or are slow learners.”

Teacher 045 also stated,

“Some students are slow learners hence teachers find it hard in promoting collaborative instruction.”

Teacher 046 commented,

“Some learners are time takers hence finding it hard to use collaborative instruction.”

Teacher 050 stated the problem that he encountered was,

“Students understanding concepts.”

Item 4 sought to explain how respondents utilize collaborative instruction in teaching of English in their schools. The following qualitative data was obtained from the respondents. Teachers share

subject contents which encourages utilization of collaborative instruction was one of the issues highlighted by the respondents. Teacher 004 added,

“Different teachers focus on teaching specific topics that they are comfortable in through all the classes.”

Teacher 016 stated,

“Teachers share lessons which they referred to as team teaching like in teaching subject content, revision exercises and marking of examinations.”

Teacher 025 added on the same by stating,

“Teach teaching - chunking of topics.”

According to teacher 044,

“We make good use of collaborative instruction by teaching in topics as well as team teaching (conveyor teaching). It helps in easy and fast syllabus coverage.”

To add, teacher 062 explained,

“Team teaching is effective in syllabus coverage and learners benefit when learning from different teachers.”

From the responses, teachers of English have areas that they enjoy teaching or have specialized in and therefore they help one another by asking a colleague to assist in a topic or area that one is not good at. According to teacher 031,

“By assigning different topics to different teachers according to their experience and specialization.”

Teacher 024 had a similar view by stating,

“We have divided teaching areas into smaller units and allocated them as per specialization.”

Also, teacher 051 stated,

“By asking a colleague to assist in teaching a concept that I am not conversant with.”

Teacher 035 stated,

“As a department, we utilize collaborative instruction in teaching of English by assigning teachers specific areas they can comfortably handle in form 4 and form 3 so that team teaching is efficient. This has yielded tremendous results especially in performance of the learners.”

Also, according to teacher 028 she stated,

“I involve other teachers of English in areas they are competent in such that they get to teach my classes while I teach theirs.”

Teacher 005 commented,

“Teaching for other teachers when they are away. Requesting a teacher who is good in a certain area to teach on my behalf is how we utilize collaborative instruction.”

Teacher 082 stated,

“Recognizing the fact that we have different strengths in various areas, teachers tend to teach what they are most comfortable with across the streams during lessons.”

Some respondents stated that, during the form four revision for KSCE in third term, different teachers help in the revision of different topics or even in different papers. Teacher 034 wrote,

“Done during revision sessions, various subject teachers co-revise topically.”

Teacher 003 highlighted,

“We take different topics that one is highly versed in thus making teaching easier. Teachers are assigned with topics to teach like teaching of set books especially on themes and styles and even a topic like participle phrases that some teachers might not be well versed with.”

Teacher 042 commented,

“Selecting topics and paper category that a teacher finds it best for him or her to teach by leaving them to handle those topics”

Teacher 036 stated,

“We utilize collaborative instruction especially to polish candidates (form fours) and to give them variety of teaching methods and personnel.”

Teacher 007 commented,

“Form four classes benefit from team teaching where learners are given variety of teaching method by different teachers.”

Comment by teacher 053,

“We share different areas to teach students. Sometimes we put students in groups and discuss with them, each teacher handling different groups.”

From the responses, some teachers had different views regarding their utilization of collaborative instruction. According to teacher 009,

“Small group and peer teaching design is employed in teaching English. In most cases, they identify the weak students then group them differently and try to pay more attention to them. Use of group work, random assessment tests and marking of different sections helped in the utilization of collaborative instruction.”

Teacher 027 stated,

“I adopted layman's approach and rot learning. The more it's done, the more it sinks.”

From the responses, when lessons are at the same time, one teacher can teach according to his or her specialization. This view was brought out by teacher 039.

“Lessons can be allocated at the same time and also use shared resources as they are few and incorporating various perspectives to ensure accuracy, completeness and overall quality in utilization of collaborative instruction.”

Teacher 071 with a different view stated,

“Collaborative instruction is utilized through debate sessions, essay writing competitions as a language of instruction.”

From the conducted interviews with both the HODs and HOSs, they had different views on how they use collaborative instruction as presented from the views of the following respondents. HOD 001 explained,

“We utilize collaborative instruction through a teacher teaching another teacher's lessons. Teachers good at specific areas also help as well as examiners present in the school go to all the classes to teach. Scheming is done together on a termly or yearly basis and record of work books are central for the department.”

HOS 002 also added,

“A teacher teaches my class and I teach theirs.”

From the HODs interview responses, teacher's gender on use of collaborative instruction in English can influence the understanding and content delivery but it might not be true at all times. HOD 005 remarked by saying,

“I utilize collaborative instruction by asking a colleague to assist in teaching a concept that I am not conversant with.”

HOD 007 said,

“I utilize collaborative instruction by assigning topics of instruction to the teacher who is well versed in the area of teaching.”

HOD 006 mentioned,

“We share different areas to teach students sometimes we put students in different groups and discuss with them, each teacher handling different groups.”

From the responses of HODs, working together as colleagues by sharing lesson when handling senior classes of form four and form three was highlighted. The revision of from four becomes very effective when teachers shared the classes. HOD 008 remarked,

“We make use of collaborative instruction especially in teaching of set books.”

HOD 009 reported,

“During form four revision, all the three teachers of English in the school choose specific areas that they find comfortable and easy to handle.”

HOD 010 said,

“With collaborative instruction, handling form four class becomes less of a burden because most of the topics are shared. I teach grammar while the other teacher teaches literature in all form four classes.”

HOD 011 also added,

“For the form four classes, grammar, literature and oral skills in English are taught by different teachers which will help in content delivery.”

From responses of HOSs, topics in English are divided into different areas like Listening and Speaking, Reading, Grammar, Poetry, Literature, Grammar and Writing. Teachers have areas or topics that they enjoy teaching since they understand well. HOS 006 stated,

“We make use of team teaching where we discuss a topic such that everyone is aware of what is to be taught and as result, a member is aware of what is to be taught. Also, we mark exams in a conveyor belt unlike a teacher making his or her class alone.”

HOS 008 added,

“I go to the other teacher's classes when they are not in school or if I would like her to teach a topic that I am conversant with.”

HOD 008 reported,

“We utilize collaborative instruction when topics are taught interchangeably by different teachers for example teaching set books and grammar.”

HOS 011 explained,

“I utilize collaborative instruction to help in teaching topics that I am not conversant with.”

HOD 014 stated,

“A co-teacher can teach a specific topic in the other teacher's class.”

From the interview responses of HODs and HOSs, proper preparation is done by teachers before they go for a lesson to enable them deliver content effectively. HOS 007 said,

“I make sure that the teachers in the English department prepare very well before they attend their lessons. Every teacher I collaborate with finds enough time so as to enable the students to interact with him or her.”

HOD 013 mentioned,

“With lesson observation in our school, other teachers get to learn from one another when they see each other's lessons.”

From responses of HOSs, lessons that have been split cannot allow collaborative activities to take place. A teacher might be in a different class at the time he or she is needed to collaborate being in another class. HOS 003 remarked,

“During split double lessons, a teacher mentor can go in and teach one lesson in areas learners haven't understood.”

HOS 005 had almost the same view by saying,

“In a day when a teacher has a split double lesson, the subject teacher enters during the first lesson and another teacher that is collaborating enters the second lesson.”

HOS 004 mentioned,

“We utilize collaborative instruction by asking or requesting other teachers to teach my classes at different times.”

HOS 012 explained,

“We utilize collaborative instruction by going to teach on behalf of other teachers.”

HOS 010 said,

“We gather students in groups during the weekends and help them out in analyzing set books.”

HOS 013 also stated,

“Each teacher has his or her own weak and strong areas, so they co-teach to help each other.”

Different views on the problems encountered while using collaborative instruction were given from the interview responses of HODs and HOSs. HOD 005 stated,

“The problem I encountered when using collaborative instruction was that a colleague may contradict what I may have taught before hence confusing the learners.”

HOS 013 said,

“Sometimes teachers give instruction or ideas that contradict.”

HOD 004 added,

“The main challenge is adjusting the timetable to fit into each other's schedule.”

HOS 008 reported,

“Some teachers may not go to other teacher's class if they had agreed maybe because of an emergency or other school engagements that they have which is a challenge.”

There were positive views from responses of both HODs and HOSs about both genders in the use of collaborative instruction. HOD 001 had a similar response when she said,

“There's no problem since both genders cooperate as long as they have agreed as a department during meetings.”

Stated by HOS 002,

“Some teachers find it hard to adhere to using collaborative instruction due to negative attitude towards the method.”

HOD 008 said,

“Depending on the kind of relationship you have between colleagues, problems will be encountered.”

HOD 010 noted,

“The environment differs and lady teachers have many responsibilities in school and back at home which could be a hinderance to using collaborative instruction.”

HOD 012 stated,

“Both genders can collaborate depending with their understanding.”

From the responses, some HOSs had different views about either female or male gender. HOS 003 commented,

“In a girls' school, the learners tend to like and enjoy more when male teachers teach them.”

HOS 004 retorted,

“Having a deeper connection to the learners becomes difficult as one is meeting them for the first time hence overwhelming as one is used to the learners in their daily class.”

HOS 005 reported,

“As a female teacher, working together with colleagues has more benefits than harm since I have not encountered any problems.”

HOS 006 said,

“I believe that there are some topics that would really sink when taught by a male teacher.”

HOS 014 said,

“Some teachers tend to have a lot of lessons and thus find it difficult to go and teach classes not assigned to them.”

The problem that HOD 033 encountered when using collaborative instruction was,

“Male teachers find it difficult to give male colleagues instruction or share information.”

From HODs responses, individual problems on personal level were issues that were pointed out to affect the use of collaborative instruction. HOD 001 added,

“Some teachers find it hard to apply collaborative instruction due to personal issues in their lives.”

HOD 011 commented,

“Personal issues and attitude are a problem.”

From the responses, time was another factor that was highlighted to be a problem that affect the use of collaborative instruction. According to HOS 009,

“Time management and lack of commitment from teachers could be the problems.”

HOD 007 stated,

“Sometimes the lessons may be at the same time which makes it difficult to collaborate.”

This is contrary to the above responses where gender has no influence on the use of collaborative instruction.

4. Conclusions

Gender had little influence since both male and female teachers of English faced the same challenges when using collaborative instruction. Teacher's gender has no significant influence on the use of collaborative instruction according to the Chi-Square test carried out at 0.05 level of significance and the analysis yielded a Chi-Square value of 2. 252, 3 degrees of freedom and p-value of .522 >.05. Inadequate time, lesson collusion and uncooperative teachers were some of the problems highlighted by teachers of English. Teacher's gender has no significant influence on the use of collaborative instruction.

5. Recommendations

Based on the findings and conclusions of the study, the following recommendations were made;

- Both genders should be involved in the design development and implementation of curriculum activities with the view of enhancing collaborative instructions. The Ministry of Education through KICD should provide detailed and appropriate guidance on the usage of

collaborative instruction. The HODs of languages and HOSs in public secondary schools need also to supervise the usage of collaborative instruction.

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