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Research Article

The Evaluation of Team-Teaching Strategy from the Lecturers' and Students' Points of View in the Faculty of Education at Soran University

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Abstract

The current research aims to investigate the lecturers' and students' points of view on team teaching strategies in the faculty of education at Soran University. The targeted population of this study includes all lecturers in the faculty of education at Soran University. The samples were chosen purposely from the faculty of education at Soran University, Kurdistan Region, Iraq. The number of lecturers in the sample was (29), and the number of students was (315). To achieve the objectives of the research, two Likert-scale questionnaire survey designs were used as research tools for data collection, each of them consisting of (30) items. Furthermore, face validity and test-retest reliability were conducted for the research tools. After obtaining data from the questionnaires, a descriptive and inferential statistical analysis, such as a two-sample t-test was used. The results of the research have revealed that there is no difference between humanitarian and scientific lecturers' viewpoints about team-teaching strategies. Besides, there is no difference between male and female lecturers' points of view about the effects of team-teaching methods. However, there are differences between the viewpoints of male and female students about team teaching, and male students tend to be more interested in team teaching than female students.

About the Journal
Zanco Journal of Humanity Sciences (ZJHS) is an international, multi-disciplinary, peer-reviewed, double-blind and open-access journal that enhances research in all fields of basic and applied sciences through the publication of high-quality articles that describe significant and novel works; and advance knowledge in a diversity of scientific fields. https://zancojournal.su.edu.krd/index.php/JAHS/about

1. Introduction

Several universities have recently sponsored research projects, workshops, and conferences emphasizing the significance of learning for educators' professional growth, aiming to help them maintain high performance levels throughout their careers. Teachers must continuously improve themselves to ensure continuous professional development, considering the rapid transformation of education settings and the diverse demands of students (Hoa, 2022). Since teaching involves extrinsic events intended to facilitate students' intrinsic learning process. If teachers lack self-motivation, they will not be able to motivate students. Meanwhile, learning encompasses motivation and behavior, with behavior being the visible aspect, while learning is internal and performance is external, learning is the acquisition of information, skills, and attitudes (Sequeira, 2012; Dorgu, 2015). Thus, the teachers apply the teaching method to structure and carry out various educational tools and activities to accomplish specific objectives (Al-Rawi, 2013).

The current teaching method is activity-oriented and fully engages learners' minds in learning. Modern teaching methods focus on curriculum instructions and planning with the learners as the primary goal. Moreover, the three main parts of teaching that need to be considered to develop a successful method are preparation, which means designing the lessons and outlining all the necessary activities for each class; implementation is the delivery of the lesson to the learners by using the designated teaching model/strategies outlined, and classroom management; assessments are making an effort to ensure that the lesson is effective, and students are assessed through examinations and quizzes (Dorgu, 2015). Besides, Various teaching methods such as cooperative learning, problem-solving, small group teaching, simulations, interactive technology, and case-based studies are utilized to enhance students' comprehension. Therefore, effective teaching is more than just transmitting knowledge from teachers to students (Khansari and Coyne, 2018).

Historically, field experiences in teacher education involved student teachers watching lessons before being entrusted with the authority to teach independently. There is an increasing demand to create new field experience models like those based on collaborative learning, such as team teaching (Bacharach, Heck, & Dahlberg, 2010; Gardiner & Robinson, 2009). Team teaching meanings vary based on the circumstances. In general, team teaching involves two or more teachers collaborating to plan, teach, organize, present, and evaluate learning activities for the same students simultaneously in a specific subject by sharing teaching skills and engaging in reflective discourse. Furthermore, collaboration involves teachers working together outside the classroom to create content. Subsequently, team teaching is a collaborative approach where two instructors work together in the same classroom (Lee, 2013; Tsybulsky and Muchnik-Rozanov, 2019).

As a theoretical framework, the socio-constructivist perspective on learning might shed light on the origins of team teaching. This perspective holds that teachers engage in social interactions, and students actively build their knowledge via interactions with others, including teachers and peers (Loyens, Rikers, & Schmidt, 2007; Jang, 2008). Collaborative and cooperative teaching are becoming more common in educational systems as suitable approaches for dealing with the issues of personalized teaching in diverse groups. Moreover, various types of collaboration among instructors are utilized in regular school activities. They vary in the scope of cooperation, the level at which collaboration occurs, and the degree of partnership itself (Krammer et al., 2018). In general, there are five different forms of team teaching. First, the "one teaching/one assisting" strategy involves one instructor leading the class while the second teacher helps learners as needed. Second, by dividing the room's material and physical layout, each teacher focuses on a certain part of the curriculum and classroom. Third, parallel teaching involves two teachers planning instruction and then dividing the class into two diverse groups, each responsible for teaching one group. Fourth, alternative teaching includes dividing a classroom into a small group and a big group, allowing

one instructor to deliver education such as pre-teaching, guided practice, or review to a smaller number of students. Finally, it involves alternating leadership in discussions or having both teachers participate in a demonstration (Welch, 2000).

Team teaching provides advantages for preservice teachers, such as enhanced support, continuous discussions, new experiences, and the opportunity to develop collaborative skills to improve teaching competency (Bullough et al., 2003). Teachers gain knowledge by contributing to a cooperative endeavor during team teaching. They learn from one other's expertise and negotiate value via idea exchange, viewpoint sharing, and advice receiving. Teachers can get better results when they work together or have help from their colleagues. What they achieve with assistance initially will be capable of accomplishing alone in the future (Baeten and Simons, 2014). Besides, it offers diverse learning perspectives, minimizes instructional repetition, improves technological proficiency in teaching, and fosters collaboration and communication among instructors. In contrast, a disadvantage of team teaching is the possible conflict that might arise due to differences in teaching styles and methods. Attentively considering the viewpoints of team members is a crucial first step in resolving conflict (Chang and Lee, 2010; Jang, 2008).

To sum up, team teaching encourages discussion and investigation in scientific courses, often involving faculty members from different fields. This method allows for effective critical thinking and problem-solving, as it affects the equitable sharing of learning materials and activities. It can improve interdisciplinary courses and promote student learning by merging multiple disciplines within the same task due to the diverse viewpoints involved in the creation, execution, and evaluation of course content (Caldas et al., 2020). Finally, the current research aims to investigate lecturers' and students' points of view on team teaching in the faculty of education at Soran University.

2. The Research Objectives

The current research objectives are:

1. To investigate the differences between the viewpoints of humanitarian and scientific lecturers about implementing team teaching strategy in the faculty of education at Soran University.
2. Identify the differences between male and female lecturers' points of view about implementing team teaching methods.
3. Identify the differences between male and female students' points of view about implementing team teaching methods.

3. The Research Questions

The research questions are:

1. What are the differences between the viewpoints of humanitarian and scientific lecturers about implementing team teaching strategies in the faculty of education at Soran University?
2. What are the differences between male and female lecturers' points of view about implementing team teaching methods?
3. What are the differences between male and female students' points of view about implementing team teaching methods?

4. Problem Statement

The problems of the current research are:

1. Some departments in the faculty of education have been using team teaching for several years without evidence of whether it has any effect.
2. In some departments, implementing team teaching is compulsory without considering lecturers' and students' points of view about team-teaching.

5. Significance of the Research

The significances of the current research are: -

1. The current research is the first research on team-teaching in Kurdistan Region-Iraq.
2. Providing a realistic picture of the lecturers' and students' perceptions about the effects of team-teaching.
3. This study encourages researchers to conduct studies on team-teaching with different variables.

6. The scope of the study

The current study dealt with team teaching situations in the university's faculty of education. This study emphasized the teachers' and students' points of view on team teaching. This research was limited to some departments in the faculty of education at Soran University because it cannot be applied across the entire university.

-Subject matter

The current study intended to find out the teachers' and students' points of view on the team-teaching strategy in the faculty of the education-Soran University.

-Human scope

The scope of the current research is all teachers and students in the faculty of education at Soran University.

-Time frame

The time frame of the current research is (2022-2024).

-Territory

The scope of the current research is all teachers and students with team teaching in the faculty of education at Soran University.

7. Literature Review

This study was conducted by Huong Hoa (2022) at the University of People's Police in the city of Ho Chi Minh in Vietnam. The research's title is "Team-Teaching as a Tool for Professional Development." It aimed to investigate the attitudes and opinions of team-teaching teachers. The sample of this research was 12 classes for observation. They used qualitative research design. They used two techniques to collect the research data: class observations and in-depth interviews. They used semi-structured interviews with open-ended questions regarding using a method as a professional development tool by interpreting qualitative data obtained from five participants' in-depth interviews conducted after observing their classes and from observations in the classroom in a People's Police University setting. The research findings showed that teachers from various cultural backgrounds with team teaching would be helpful for their professional growth.

This research was conducted by Caldas et al. (2020). In the United States, the University of Virginia Commonwealth Pharmacy School. The research's title is "Team Teaching with Pharmacy Practice and Pharmaceutics Faculty in a Nonsterile Compounding Laboratory Course to Increase Student Problem-Solving Skills." It aimed to evaluate students' understanding of learning activity, enhance students' capacity for autonomous problem-solving methods to mix a natural nonsterile product, and use the collaboration team teaching method to form non-sterile compounding activity. The sample of this research was (30) students who were third-stage pharmacy in the year (2018) and (27) students in the year (2017). The design of this activity allowed students to show autonomous problem-solving skills by producing a

single, nonsterile compounded natural product. Student responses and faculty were positive about the activities. The research results used a team-teaching method between the pharmacy practice faculty and pharmaceutics, resulting in the successful design, implementation, and evaluation of an activity using nonsterile compounding. The faculty provided the exercise as an elective in 2018, and it was collaboratively modified for the 2019 offering.

This study was conducted by Tsybulsky and Muchnik-Rozanov (2019) in Israel. The research's title is "The Development of Student-Teacher Professional Identity While Team-Teaching Science Classes Using a Project-Based Learning Approach: A Multi-level Analysis." It aimed to show which of those (feelings, emotions, and thoughts) the teachers undergo through their Team-teaching and Problem-Based Learning science classes and how procedure molds their professional identity. The sample of this research was (17) students who were in the 3rd stage of college education. The research results showed that the student professional identities were impacted by significant experiences in two areas: The student shift from a group-focused to a self-focused professional identity demonstrated their empowerment, professional development, and substantial increases in self-confidence. They overcame obstacles while directing PBL, engaging in productive activities, and encouraging peer cooperation.

Krammer et al. (2018) conducted a study at New Middle Schools in Austria. They aimed to concentrate on possible distinctions between teacher teams that choose themselves and teams made up by the school administration. The research's title is "Ways of Composing Teaching Teams and Their Impact on Teachers' Perceptions About Collaboration." The sample of this research in the pilot stage included (80) teachers who were more than 76% female, and the major survey included (221) teachers. The teachers had (25) years of experience in teaching generally and (4) years of experience in team teaching. The research design was descriptive. They used Lime Survey software to answer online Survey questions. They used (MANCOVA) as a statistical tool to analyze research data. This research showed that the characteristics of "Shared Responsibility" and "Enjoyment with the Co-Teaching Process" were highly impacted by the team's makeup.

This study was conducted by Besharati and Mazdayasna (2017) at the University of Yazd, Faculty of Engineering, in Yazd, Iran. They aimed to identify the impact of the team-teaching method on the student's achievement. The research's title is "Investigating the Effect of Team-teaching Approach on ESP Students' English Proficiency; Evidence from Students' Attitudes." The research sample was (60) students at the University of Yazd in the engineering faculty who studied electrical engineering. An experimental design was used in the research. The sample was selected randomly into experimental and control groups. They used a t-test for an independent sample as a statistical tool to analyze research data. The results showed that the experimental group, which was taught by a team, had a higher academic performance than the control group, which a single teacher taught.

Lee (2013) conducted this study. In Australia, Sydney. The research aimed to identify the perceptions and assessments of master and undergraduate students at English Second Language and university staff in Sydney. The research's title is "An Evaluation on a Team Teaching by University Students and Lecturers in Australia". A descriptive design was used in this research. A questionnaire was used as a research tool to collect data. The sample included (6) classes of students, including (127) undergraduate students, (93) master students, and (34) master students. The research findings showed that lecturers and students had positive attitudes toward team teaching and team teachers. In contrast, undergraduate students had a more responsive mindset about the team-teaching content than Master students.

This study was conducted by Akpan and Ekpo (2010). In Nigeria, in the State of Akwa Ibom, Secondary Schools. They aimed to identify the impact of the team-teaching method on the student's achievement. The research's title is "Effects of Team Teaching on Students Performance in Introductory Technology in Secondary Schools in Akwa Ibom State, Nigeria." The research sample was (316) students in the State of Akwa Ibom from (4) schools, randomly

selected into experimental and control groups. They used the Introductory Technology Achievement Test to collect research data. They used a t-test for an independent sample as a statistical tool to analyze research data. The results showed that the experimental group, which was taught by a team, had a higher academic performance than the control group, which a single teacher taught.

This research was conducted by Jang (2006a) in Taiwan at the University of hung-Yuan Christian. They aimed to examine how two math teachers in the eighth grade were affected by team-teaching. The particular research issue was teacher perceptions of team teaching and student achievement. The research's title is "Research on the Effects of team teaching upon two secondary school teachers." The sample of this research was selected randomly, and it was the 7th grade at a secondary school in Taoyuan County, Taiwan. This research used a mixed-method research design and qualitative and quantitative methods. The research assigned the four classes to the control and experimental groups of the 7^{th} grade students. Two experimental classes included (63) students' and (2) others were the control group, which included (61) students. The research data included questionnaires, self-reflection, teachers' student scores, researcher's interviews with teachers, and videotaped records of teaching performances. The research results showed that the average scores of students teaching with teams on the final exam were greater than those taught with the traditional method. This showed the significant differences between the experimental group and the control group in student achievement.

This research was conducted by Jang (2006b) in Taiwan at the University of hung-Yuan Christian. This research aimed to identify the effects of incorporating team teaching with web-assisted learning science classes for the 7th grade. The research's title is "The Effects of Incorporating Web-assisted Learning with Team Teaching in Seventh-grade Science Classes." This research used a mixed-method research design and qualitative and quantitative methods. They choose the sample and subject intentionally. The research assigned the four classes to the control and experimental groups of the 7th-grade students. Two classes were experimental, which included (63) students' and two others were the control group which included (65) students. The research data included questionnaires, self-reflection, teachers' student scores, and researcher's interviews with teachers. They used ANOVA as a statistical tool to analyze research data. The research results showed that the average scores of students who were teaching with teams on the final exam were greater than those who were taught with the traditional method. This showed the significant differences between the experimental group and the control group in student achievement.

This research was conducted by Bullough et al. (2003). At the Teacher Education Department, University of Brigham Young, Provo, and Western Horizon Elementary School. The research's title is " Teaching with a Peer: A Comparison of Two Models of Student Teaching." They aimed to show which quality and kind of relationships will increase student achievement between student teachers and mentors in the model of collaboration among student teachers. Also, it will show the variances of responsibilities and roles that emerge for student and teacher mentors in both models of student teaching. And to show the value mentors and student teachers find according to their experience and the effect of student teachers on the classroom. The University was linked with a Western Horizon Elementary School and worked together as the research population when the school started, which included (670) students. The research results indicated that the model used had a positive effect on students, and student teachers received several main advantages, such as the chance for continuous teaching, developing support, and knowing how to cooperate to enhance practice. Mentor teachers support the model's ongoing use and find it very valuable.

- Methodology

8. Targeted Population and Samples

The targeted population of this study comprises all lecturers in the faculty of education at Soran University, as shown in Table (3.1). The researchers obtained the data from the faculty's statistics unit. The population is (129) lecturers and (1605) students.

Table (3.1): Population of the Study.

No.	Faculty of Education Departments	Number of Lecturers	Number of Students	Number of Lecturers (With Team Teaching)	Number of Students (With Team Teaching)
1	General Science	25	239	10	173
2	Social Science	18	365	0	0
3	Kurdish	20	289	0	0
4	English	16	300	0	0
5	Mathematics	15	237	6	88
6	Sport	35	175	18	103
Total	5	129	1605	34	364

The study samples include all lecturers who teach in a team and all students who learn with team teaching. The samples were chosen purposely from the faculty of education at Soran University, Kurdistan Region, Iraq. The number of lecturers in the sample was (29), and the number of students was (315), as shown in Table (3.2).

Table (3.2): The Sample of the Study.

No.	Departments	Number of Lecturers	Number of Students
1	General Sciences	6	124
2	Mathematics	5	88
3	Sport	18	103
Total	3	29	315

9. The Demographic Description of the Participants

- Distribution of the Participants Based on Gender

In the current research, gender is one of the demographic variables. Figure (3.1) illustrates the sample distribution based on gender. As shown in Figure (3.1a), the number of male teachers is more than that of female teachers. Females are (8), while males are (21). Furthermore, Figure (3.1b) shows that female students significantly outnumber male students who formed only (35) of male students, whereas female students formed (280). Consequently, there is a noticeable difference between the number of female and male teachers in both types of samples.

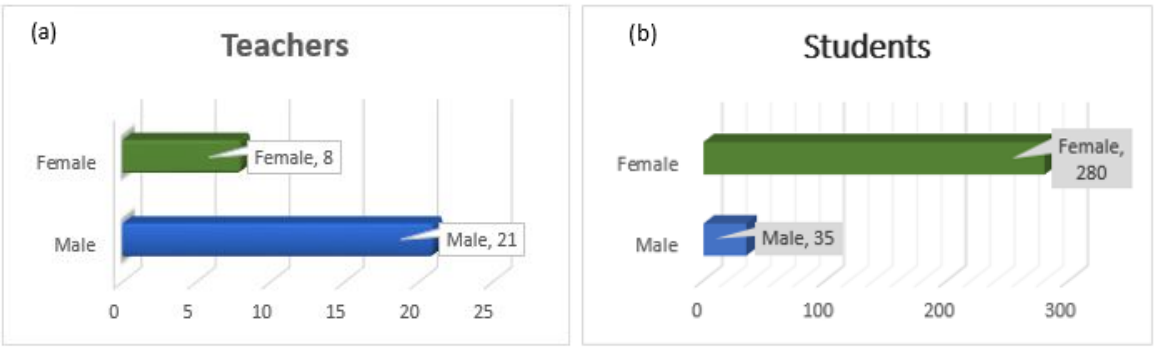

Figure (3.1): The distribution of the (a) teachers and (b) students based on gender

Figure (3.2a) shows that teachers of the specialties of (Biology Chemistry, and Psychology) have the minimum number which is only 1 for each of them, whereas sports specialty has the maximum number (18) respondents. Additionally, physics and teaching methods are 2 for each of the specialties. Besides, figure (3.2b) shows that the ratios of participating students are (39%, 33%, and 28%) in the departments of general sciences, sport, and mathematics, respectively.

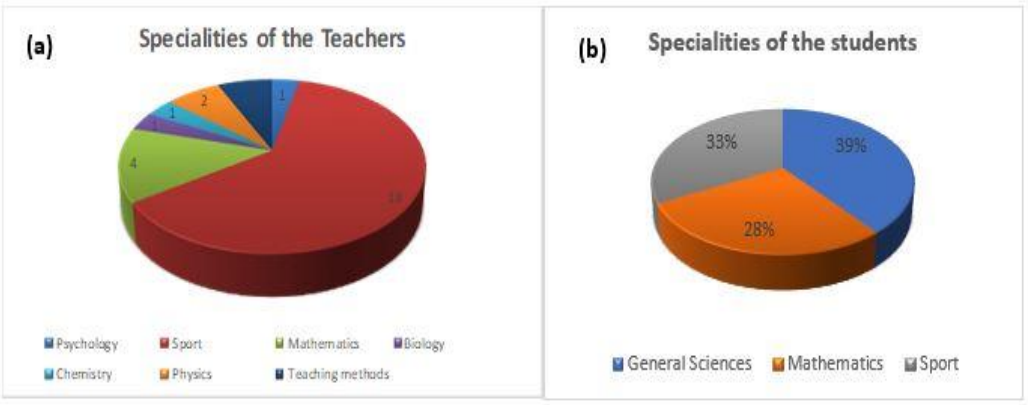

Figure (3.2): The distribution of the (a) teachers and (b) students based on specialties

11. Methods and Tools of Data Collection

In the current study, the quantitative survey design has been conducted. To achieve the objectives of the study, two Likert-scale questionnaires were constructed by the researchers.

12. Data Collection Tools

The data collection tools for the current research are two questionnaire forms. The researchers depended on their experience, searching about the subject, and reading many articles, and scientific sources. Two scales were constructed with a five-point Likert scale (Always, Extremely, Sometimes, Rarely, Never) in the initial form. Furthermore, the items' construction was based on clarity, coherence, and simplicity of the expression.

13. Scale of Measurement

In the current research, the two Likert scales have been used to respond to the items of the questionnaire. Each of them comprises five options, namely Always, Extremely, Sometimes, Rarely, and Never. The responses have been represented by numerical values of 5,4,3,2,1 respectively. On the first scale, the minimum score was (85), and the maximum score was

(132). Besides, in the second scale, the minimum score was (52), and the maximum score was (138). Thus, the overall scores of the first and second questionnaires were (106.8), and (97.8), respectively.

14. - The Validity of the Research Tool

The validity of research indicates the extent to which the data obtained matches the real field of research. Validity has four main types, face validity, content validity, construct validity, and criterion-related validity (Taherdoost, 2016). In the current research, content validity has been used. The researchers presented the two initial outlines of the research tools to (9) experts in the field. The evaluation of the research tools was based on matching the items of the scales with the content and purpose of the research.

After considering their opinions and suggestions, the approval ratio or the ratio of agreements was done for the tool's validity. If the approval ratio is (80%) or more than that, the item is valid and remains on the scale. In contrast, if the approval ratio is less than (80%), the item does not fit and should be removed. Appendix (A) and (B) illustrate the calculated percentage value of each item in both questionnaires. So, items number (10, 11, 21, 22, 25) were excluded in the first form, and item number (15) was divided into two items (15) and (16). For the second form, item numbers (16, 19, 21) were eliminated. Consequently, both questionnaires finally have (30) items, as shown in appendix (C) and (D).

15. Tool Reliability

The phrase "reliability" refers to the stability, coherence, and repeatability of results. A researcher's outcomes, for example, are dependable or unbiased if the results are identical but in different circumstances (Twycross and Shields, 2004). There are two main types of reliability, namely test-retest reliability and parallel-form reliability (Richar et al., 2013). In the current research, test-retest reliability was used. Test-retest reliability is the reliability coefficient obtained by repeating the same test for the second time in a specific period (Mohajan, 2017).

To prove the reliability of the test, two weeks after the first application, the researchers repeated the same test on the (5) teachers and (49) students in the general sciences department, who were excluded from the sample. Table (3.3) and Appendix (E) demonstrate the scores of the respondents in the test-retest in both types of samples.

Table 3.3: Scores of the First respondents in the test-retest

Lecturers	Test	Re-test
L1	109	108
L2	85	99
L3	116	105
L4	112	108
L5	128	100

Then, the person correlation coefficient was done by the Statistical Package for Social Science (SPSS-25) program. The reliability scores of each two forms of the same respondents were calculated and were ultimately found to be (0.85) for teachers and (0.91) for students, as shown in Figures (3.3 a) and (3.3 b), respectively. This means that both scales questionnaires at a high level of reliability.

(a

Correlations

		Test	Re-test
Test	Pearson Correlation	1	.850
	Sig. (2-tailed)		.068
	N	5	5
Re-test	Pearson Correlation	.850	1
	Sig. (2-tailed)	.068	
	N	5	5

of teachers (

(b)

Correlations

		Test	Re-test
Test	Pearson Correlation	1	.915**
	Sig. (2-tailed)		.000
	N	49	49
Re-test	Pearson Correlation	.915**	1
	Sig. (2-tailed)	.000	
	N	49	49

**. Correlation is significant at the 0.01 level (2-tailed).

Results and Discussion

16. Result of the First Objective

Based on the first objective (To investigate the differences between the viewpoints of humanitarian and scientific lecturers about implementing team teaching strategy in the faculty of education at Soran University), the means and standard deviations have been calculated for the first questionnaire, as shown in table (4.1).

Table (4.1): Group statistics

Specialties	Number of the Sample	Mean	Standard Deviation	T value
Humanitarian	21	105.57	12.592	0.875
Scientific	8	110.25	13.646	

The mean of the humanitarian teachers was calculated and was found to be (105.57), and the standard deviation was (12.592). While the mean of the scientific teachers was (110.25) and the standard deviation was (13.646).

In addition, Table (4.2) shows that to bring about the first objective, the researcher used the t-test to identify the differences between the two samples (Two Sample T-test). The results showed that there is no difference between humanitarian and scientific teachers in implementing team-teaching.

The answer to the first research question (What are the differences between the viewpoints of humanitarian and scientific lecturers about implementing team teaching strategies in the faculty of education at Soran University?) is no. There is no difference between their viewpoints about using team-teaching, and both humanitarians and pure science teachers agree with team-teaching. This result reveals that using team teaching can be a facilitator for lecturers in the faculty of education. The main reason is that Soran University has been implementing the Bologna process for approximately five years. Since the Bologna process is a student-centered approach, it incorporates tremendous activities during a semester. On the other hand, it needs much more time and endeavor than traditional methods or teacher-centered approaches. Consequently, all lecturers need at least an assistant in their teaching process to help them during activities.

Assessments also are a great part of this process to evaluate students subjectively. Assessing a huge amount of students in one class by one lecturer might be intolerable. Thus, this result of the research aligns with that by (Huong Hoa, 2022); (Krammer et al., 2018); (Besharati and

Mazdayasna, 2017), (Lee, 2013); (Akpan and Ekpo, 2010); (Jang, 2006a); (Jang, 2006b); (Bullough et al., 2003) from previous studies who found out that team-teaching has positive effect on students' achievement and facilitates teachers' teaching much more than traditional method or teaching alone.

17. Normal Distribution of the sample

It is essential to understand the distribution shape of the data produced from the research variable measurement tool before analyzing the outcomes of the research instruments. Consequently, the researchers analyzed the data using statistical methods to determine the shape of the normal distribution, as seen below.

Table (4.3): Case processing summary

	Valid		Cases missing		Total	
	Number of lecturers	Percent	N	Percent	N	Percent
Total teachers	29	23.6%	94	76.4%	123	100.0%

Table (4.4): Descriptive analysis

Descriptives

			Statistic	Std. Error
total_teacher	Mean		106.8621	2.38051
	95% Confidence Interval for Mean	Lower Bound	101.9858	
		Upper Bound	111.7383	
	5% Trimmed Mean		106.7318	
	Median		107.0000	
	Variance		164.337	
	Std. Deviation		12.81942	
	Minimum		85.00	
	Maximum		132.00	
	Range		47.00	
	Interquartile Range		19.50	
	Skewness		.041	.434
	Kurtosis		-.797	.845

Table (4.5): Tests of normality

	Kolmorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Degree of freedom	Sig.	Statistic	Degree of freedom	Sig.
Total_teachers	0.094	29	0.200*	0.971	29	0.595

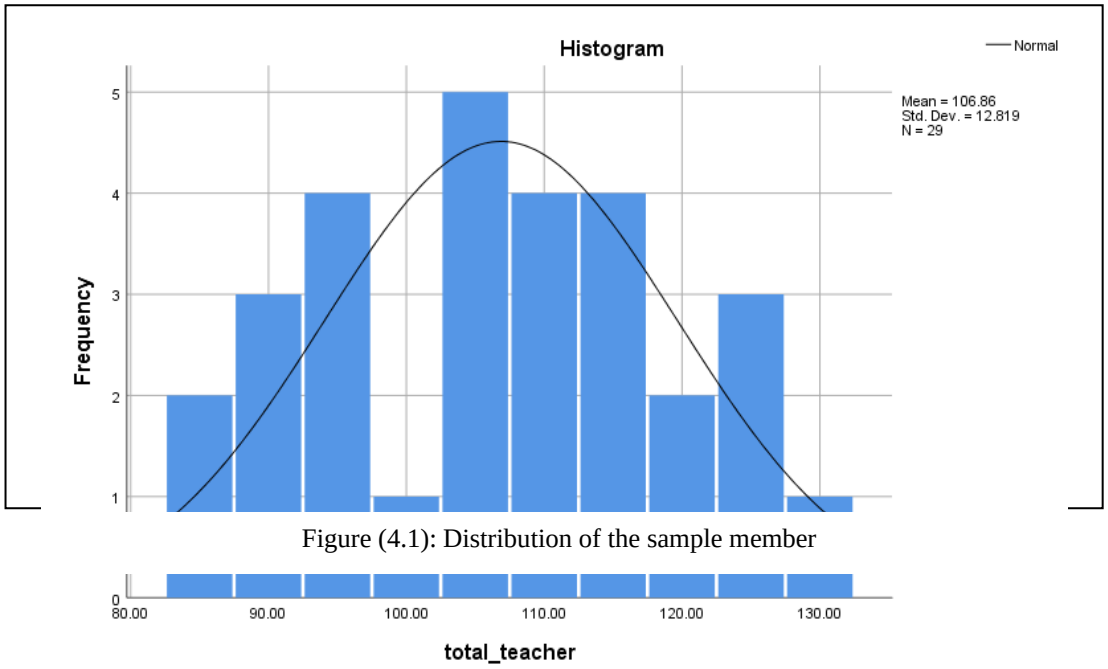

Figure (4.1): Distribution of the sample member

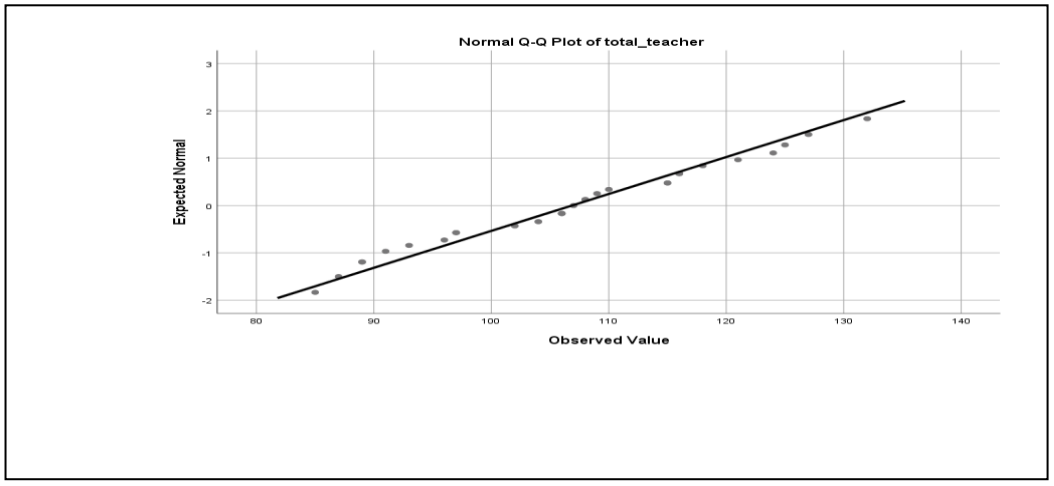

Figure (4.2): Linear equation

Based on the second objective (Identify the differences between male and female lecturers' points of view about implementing team teaching methods), the means and standard deviations have been calculated for the first questionnaire, as shown in Table (4.6).

Table (4.6): Group statistics

The teachers' gender	Number of the sample	Mean	Standard deviation	T value
Male	21	107.3333	12.81145	0.316
Female	8	105.6250	13.63753	

The mean of the male teachers was calculated and was found out to be (107.33), and the standard deviation was (12.81). While the mean of the female teachers was (105.62), and the standard deviation was (13.63).
Additionally, Table (4.7) shows that to bring about the second objective, the researcher used the t-test to identify the differences between the two samples (Two Sample T-test). The results showed that there is no difference between male and female lecturers' points of view about implementing team teaching methods.

The answer to the second research question (What are the differences between male and female lecturers' points of view about implementing team teaching methods?) is no; there is no difference between the teachers' points of view according to their gender. Hence, both male and female teachers have agreed with team-teaching. This result illustrates that team teaching has been playing a great role in all the lecturers' teaching processes and has assisted them in teaching more effortlessly in the Bologna process. This might have the same reason abovementioned in the result of the first objective, which has shown that because of the Bologna process and the tremendous activities or assessment tools, all lecturers need an assistant to help without gender consideration.

In addition, this research matched that by (Huong Hoa, 2022); (Krammer et al., 2018); (Bullough et al., 2003) from previous studies which found out that teachers from various cultural backgrounds believe that team teaching is supportive of their professional development, and they support the model's ongoing use and find it very valuable. Subsequently, it is worth noting that (Pugach and Wesson, 1995) found out that team teaching might be a good alternative to the traditional method, and it is very beneficial for teachers. As well as, (Carpenter et al., 2007) found out in their research that the teachers perceived team teaching as a favorable and advantageous experience. As a result of significant personal and professional disparities between the instructors, they both acquired a deeper understanding of the course material and instructional methods.

19. Normal distribution

Table (4.8): Case processing summary

	Valid		Cases missing		Total	
	Number of students	Percent	N	Percent	N	Percent
Overall	315	99.7%	1	0.3%	316	100%

Table (4.9): Descriptive analysis

total	Mean		97.80
	95% Confidence Interval for Mean	Lower Bound	
		Upper Bound	
	5% Trimmed Mean		
	Median		97.00
	Variance		224.551
	Std. Deviation		14.985
	Minimum		52
	Maximum		138
	Range		86
	Interquartile Range		20
	Skewness		.005
	Kurtosis		.120

Table (4.10): Tests of Normality

	Kolmorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Degree of freedom	Sig.	Statistic	Degree of freedom	Sig.
Total Students	0.50	315	0.051	0.993	315	0.183

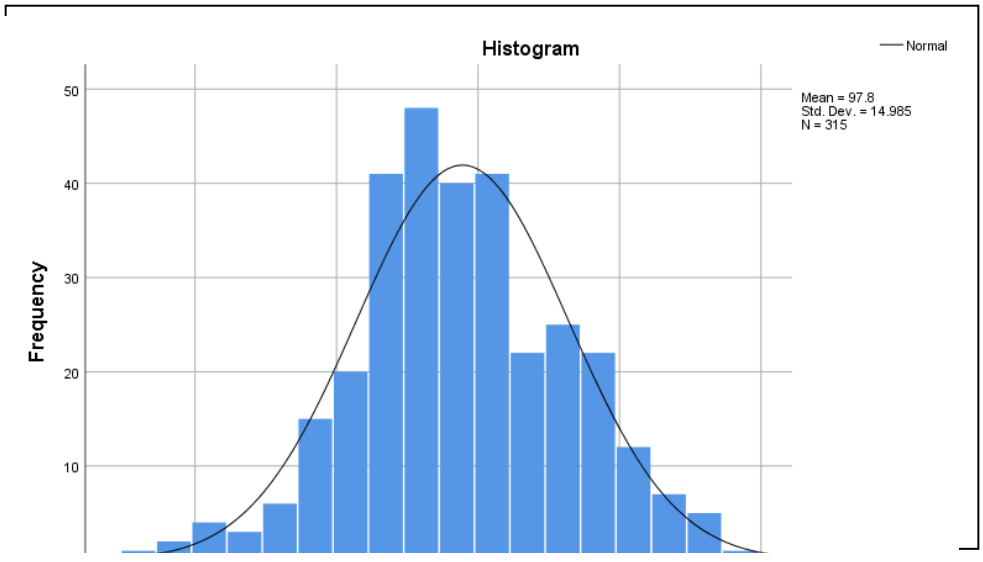

Figure (4.3): Distribution of the sample (students)

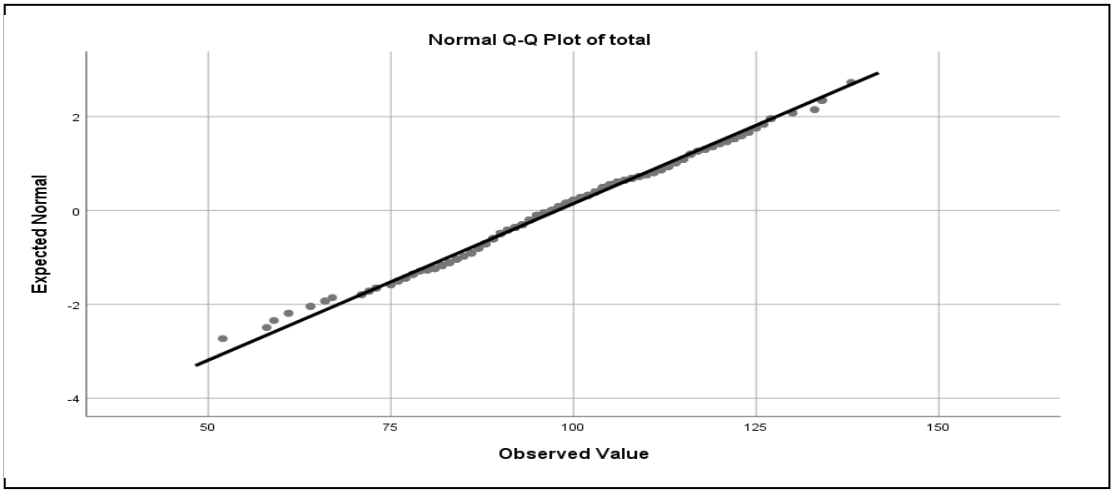

Figure (4.5): Linear Equation

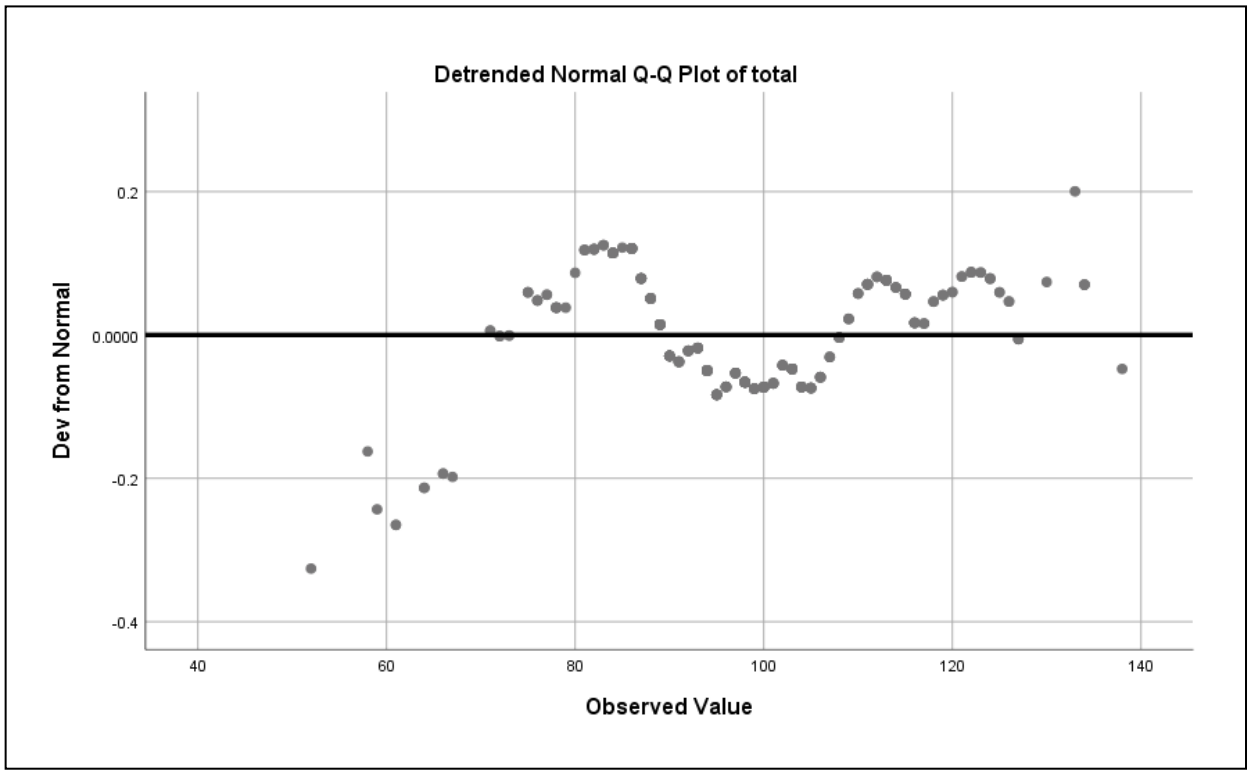

Figure (4.6): Linear Equation

20. Result of the third objective

Based on the third objective (Identify the differences between male and female students' points of view about implementing team teaching methods), the means and standard deviations have been calculated for the first questionnaire, as shown in Table (4.11).

Table (4.11): differences between male and female students' points of view about implementing team teaching methods

The student's gender	Number of the sample	Mean	Standard deviation	T value
Male	135	102.25	14.576	4.722
Female	180	94.46	14.445	

The mean of the male students was calculated and was found to be (102.25), and the standard deviation was (14.57). While the mean of the female students was (94.46), and the standard deviation was (14.44). Moreover, Table (4.12) shows that to bring about the third objective, the researcher used the t-test to identify the differences between the two samples (Two Sample T-test). The results showed that there are differences between the viewpoints of male and female students about team teaching. Male students tend to be more interested in team teaching than female students.

The answer to the third research question (What are the differences between male and female students' points of view about implementing team teaching methods?) is yes. There are differences between the male and female students' points of view about team teaching, and male students are more fascinated by team-teaching than female students. This result demonstrates that female students did not agree and felt uncomfortable while more than one teacher taught them. It might be because of some reasons, one of them is cultural background. In this society most of the girls or women are shy, especially when they have interaction with men. On the other hand, another reason is families' education plays a role in this issue. Most families have brought up their girls as weak people who do not have the right to speak among people or men specifically. Furthermore, confidence among girls have been weakened since they were children. Consequently, all the reasons mentioned above are possible and strong evidence to prove the authenticity and accuracy of the result.

In addition, the result of the third objective does not align with that of (Tsybulsky and Muchnik-Rozanov, 2019); (Basharati and Mazdsyasna, 2017); (Akpa and Ekpo, 2010); (Jang, 2006a); (Jang, 2006b); and (Bullough et al., 2003) from previous studies, who found out that team-teaching increases students' self-confidence, higher academic performance, professional development, and it has positive effect on students. In contrast, Lee (2013) showed that undergraduate students had a more responsive mindset about team-teaching than master students.

21. Conclusions

Based on the current research's results, according to the viewpoints of lecturers in the faculty of education at Soran University, implementing team teaching is crucial to facilitate their teaching process without considering specialties. Humanitarian and scientific lecturers from male and female have positive view point about team teaching. This is because of the implementing Bologna process that includes many activities in a module. So, all lecturers need another teacher in their teaching process to help them in activities and the student's assessments. Moreover, the viewpoints of male and female students are different about team teaching. Male students are more interested in team teaching than female students. It reveals that female students have a negative impression when more than one teacher teaches them or when they express their ideas to two teachers. It might be because of cultural background; they feel shy while communicating with other people. In conclusion, team teaching is vital for

teachers, and it is a great encouragement, while for some students, it might be difficult and annoying.

22. Recommendations

Based on the current research results and discussion points, the following recommendations are forwarded to the lecturers and the faculty of education: -

1. All the faculties of Soran University have been applying the Bologna process, while only some of the departments implement team teaching. Hence, Soran University can apply team teaching to all the faculties that need it.
2. Lecturers can support team teaching and ask their faculties to permit team teaching.
3. Lecturers' can support female students to be more engaged in the class and with team teaching.

23. Suggestions for further research

Further investigation and study are required in this field. In light of the current research results, below are some recommended subjects for further research: -

1. The effects of team teaching on students' academic achievement and scientific trends in the different stages of undergraduate students.
2. Using team teaching in the basic and preparatory schools of Soran independent administration.
3. Finally, implementing team teaching with other variables.

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هەڵسەنگاندنی ئیستراتیژیەتی وانەوتنەوەی بە گرووپ لە ڕوانگەی مامۆستا وقوتابیانی کۆلێژی پەروەردەی زانکۆی سۆران

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پوختە:
ئەم توێژینەوەیەی ئێستا ئامانجی لێکۆڵینەوەیە لە بۆچوونی مامۆستایان و خوێندکاران لەسەر ستراتیژی وانەوتنەوە بە گروپ لە کۆلێژی پەروەردە لە زانکۆی سۆران. دانیشتوانی ئامانجی ئەم توێژینەوەیە سەرجەم مامۆستایانی فاکەڵتی پەروەردە لە زانکۆی سۆران لەخۆدەگرێت. نمونەکان بە مەبەست لە کۆلێژی پەروەردە لە زانکۆی سۆران لە هەرێمی کوردستان، عێراق هەڵبژێردران. ژمارەی وانەبێژ لە نمونەکەدا (٢٩) خوێندکار بووە، ژمارەی قوتابیانیش (٣١٥) بووە. بۆ گەیشتن بە ئامانجەکانی توێژینەوەکە، دوو دیزاینی پرسیارنامەی ڕاپرسی لەسەر پێوەرێکی لیکێرت وەک ئامرازی توێژینەوە بۆ کۆکردنەوەی زانیاری بەکارهێنران، کە هەریەکەیان لە (30) بابەتی پێکهاتبوو. جگە لەوەش، ڕەوایەتی ڕووخسار و متمانەپێکراوی تاقیکردنەوە-دوبارە تاقیکردنەوەی ئامێرەکانی توێژینەوە ئەنجامدرا. دوای وەرگرتنی زانیاری لە پرسیارنامەکان، شیکاری ئاماری وەسفکەر و دەرئەنجامی، وەک تاقیکردنەوەی t دوو نمونەیی، بەکارهێنرا. ئەنجامی توێژینەوەکە دەرکەوتووە کە هیچ جیاوازییەک لە نێوان تێڕوانینی مامۆستایانی زانستە مرۆییەکان و زانستەکان سەبارەت بە ستراتیژییەکانی وانەوتنەوە بە کۆمەڵ نییە. جگە لەوەش هیچ جیاوازییەک لە نێوان تێڕوانینی وانەبێژانی نێر و مێدا نییە سەبارەت بە کاریگەرییەکانی شێوازی وانەوتنەوە بە گروپ. بەڵام جیاوازی هەیە لە نێوان تێڕوانینی خوێندکاری نێر و مێ سەبارەت بە وانەوتنەوە بە گروپ، خوێندکارانی نێر زیاتر حەزیان لە وانەوتنەوە بە گروپە لە چاو خوێندکارە مێینەکان. لەسەر بنەمای ئەنجامەکان توێژەران چەند پێشنیارێکیان بۆ مامۆستایان و فاکەڵتی پەروەردە کرد. لە کۆتاییدا زۆر توێژینەوەی دیکە لە هەمان بوارادا پێشنیار کراون.

وشە سەرەکییەکان: هەڵسەنگاندن، وانەوتنەوە بە گروپ، وانەبێژ، خوێندکار، خوێندن، فێربوون.

تقويم استراتيجية التدريس الجماعي من وجهة نظر الاساتذة والطلبة في كلية التربية بجامعة سوران

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ملخص :
يهدف البحث الحالي إلى استقصاء وجهات نظر المحاضرين والطلاب حول استراتيجيات التدريس الجماعي في كلية التربية بجامعة سوران. يشمل المجتمع المستهدف من هذه الدراسة جميع المحاضرين في كلية التربية بجامعة سوران. تم اختيار العينات عن قصد من كلية التربية في جامعة سوران ، إقليم كردستان ، العراق. بلغ عدد المحاضرين في العينة (29)، وعدد الطلاب (315). ولتحقيق أهداف البحث تم استخدام تصميمين لاستبانة استقصائية على مقياس ليكرت كأدوات بحثية لجمع البيانات، يتكون كل منهما من (30) فقرة. علاوة على ذلك ، تم إجراء صلاحية الوجه وموثوقية الاختبار وإعادة الاختبار لأدوات البحث. بعد الحصول على بيانات من الاستبيانات ، تم استخدام تحليل إحصائي وصفي واستدلالي ، مثل اختبار t لعينتين. وقد كشفت نتائج البحث أنه لا يوجد فرق بين وجهات نظر المحاضرين الإنسانيين والعلميين حول استراتيجيات التدريس الجماعي. إلى جانب ذلك ، لا يوجد فرق بين وجهات نظر المحاضرين الذكور والإناث حول آثار طرق التدريس الجماعية. ومع ذلك ، هناك اختلافات بين وجهات نظر الطلاب والطالبات حول التدريس الجماعي ، ويميل الطلاب الذكور إلى الاهتمام بالتدريس الجماعي أكثر من الطالبات. بناء على النتائج ، قدم الباحثون عدة توصيات للمحاضرين وكلية التربية. في الختام ، تم اقتراح العديد من الدراسات الأخرى في نفس المجال.

الكلمات المفتاحية: التقويم، التدريس الجماعي ، المحاضرون ، الطلاب ، الدراسة ، التعلم.