

Investigating Participants' Attitudes towards Collaborative Teaching at Nawroz University Pedagogy Training and Development Centre



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Abstract

Teaching is a task that is open to innovation and adaptation on the part of those teachers who handle varied techniques and strategies so as to bring about the objectives of the study programmes and come out with better learning outcomes. Collaborative Teaching is a newly-introduced teaching style that has proved its effectiveness and duly advocated by teachers worldwide. It is the state where two teachers carry out the task of teaching jointly and cooperatively with a group of learners and switch roles, when required, to fill in the deficiencies in the information imparted by one teacher, all for the sake of motivating learners and avoiding the routine and boredom that may be there during the lecture/lesson. This research sets out of the problem that many learners may show no interest in one teacher's personality and way of teaching for different personal, educational and social reasons and that diversifying the sources of information, i.e. making two teachers teach simultaneously, is expected to bring learners to the class and acquire information in a better way. It further hypothesizes that participants enrolling in the pedagogy courses at Nawroz University Pedagogy Training and Development Centre Collaborative teaching have positive attitudes towards 1) the collaborative teaching Approach adopted by the lecturers teaching at the Centre, and 2) as a teaching style and strategy at large, and 2) is effective in terms of its varied aspects that attracting participants to enroll in the courses and benefit from the modules taught throughout the 6-month training period. On this basis, the current research aims at on this basis, this research aims at identifying the attitudes of the participants joining the pedagogy courses at Nawroz Pedagogy Training and Development Centre towards collaborative teaching as a teaching style/approach and its varied aspects in terms of their effectiveness in attracting them to enroll in and benefit from the modules taught. To validate the aforementioned hypothesis and bring about the preceding aims, a randomly selected sample of 74 participants were given a 32-item questionnaire, of approved validity and reliability, to state their attitudes toward collaborative teaching as a teaching approach according to a 5-point scale. Analysis of the collected data show that the participants have very positive attitudes towards collaborative teaching as far as its effectiveness and benefits are concerned.

1. Introduction

A classroom is the right appropriate place where a competent teacher displays his teaching skills, knowledge and abilities, i.e. competence, and makes learners acquire knowledge. Engaging learners and developing self-autonomy learning have paved the way to the introduction of an effective teaching approach, namely Collaborative Teaching (CT).

CT refers to the phenomenon of two teachers taking over the task of teaching cooperatively with a group of learners and playing varied roles in such a way that makes more information flow into the classroom and more motivation creation on the part of learners. This is so because the variation of the sources of information, represented by the simultaneous teaching by more than one teacher, attracts learners more to the class and makes them focus more on the knowledge imparted by the collaborative teachers.

The problem of this research lies in the fact that some learners may not show interest in one teacher's personality and way of teaching for different personal, educational and social reasons. This view contends that in the case of one teacher teaching, a learner's dislike of them definitely entails disliking the subject or the module they are teaching. This is on one hand. On the other hand, some other learners may view the presence of two teachers as the cause of much distraction and inability to catch up with what they are intending to present. As such, varying the sources of information, i.e. having two teachers teach simultaneously, is expected to bring learners to the class and make them acquire information in a better and effective way.

The current research hypothesizes the following:

1. Participants enrolling in the pedagogy courses at Nawroz University Pedagogy Training and Development Centre have positive attitudes towards the collaborative teaching approach adopted by the lecturers teaching at the Centre.
2. Participants enrolling in the pedagogy courses at Nawroz University Pedagogy Training and Development Centre have positive attitudes towards the approach of CT, in terms of the effectiveness of its varied aspects in attracting them to enroll in the courses and benefit from the modules taught throughout the 6-month training period.

On this basis, this research aims at identifying the attitudes of the participants joining the pedagogy courses at Nawroz Pedagogy Training and Development Centre towards CT as an approach adopted by the lecturers teaching at the Centre., and the varied aspects of CT in terms of their effectiveness in attracting them to enroll in the courses and benefit from the modules taught throughout the 6-month training period.

The research is confined to the study of the attitudes of a sample of trainees who enrolled in a number of consecutive training courses held at Nawroz University Pedagogy and Development Centre over the years 2019 to 2023 towards the CT approach that is adopted by the lecturers of the center and its effect on attracting them to the sessions of the courses and the modules taught.

This research is expected to be of some value to the authorities in charge of pedagogy training centers in Kurdistan Region/ Iraq through what can be viewed as suggestions reflected in the sample's responses to the items of the administered questionnaire. Additionally, teachers who are intending to teach collaboratively at these pedagogy centers in Kurdistan Region are expected to find in the theoretical information presented in the current research and in its practical part good sources for having or building background knowledge on CT and accommodating that knowledge in the process of teaching so as to gear the whole process towards more effectiveness and betterment. Additionally, the significance of the current research is embodied in the fact that it is expected to pave the way to a better and deep understanding of the nature of collaboration at large, and the characteristics required in the collaborative teacher in terms of personality, background knowledge, competence in teaching, interaction with learners, use of technology, classroom management and the varied aspects pertinent to it, etc., all for the sake to bring about participants' better acquisition of knowledge and meet what is aimed at by many school and school system leaders and policymakers who support and advocate CT as a means of shared accountability, ongoing improvement, and collective responsibility that impacts participants engagement in the learning tasks and duly make them perform better.

2. Literature Review

In the following sections, light will be shed on some topics and subtopics that are pertinent to the concept of collaboration at large and that of CT in particular. The presented information is expected to augment stakeholders' knowledge, each in terms of their status, responsibility and nature of involvement in the teaching-learning process, of the meaning of collaboration, the approach of collaborative teaching and the requirements that can boost the effectiveness and seriousness in implementing the CT approach.

2.1. Collaboration

Collaboration is originated from the Latin com- "with" + laborare "to labor", "to work". It refers to the situation wherein two or more people, entities or organizations; in our case two teachers, teach together so as to impart knowledge to a group of learners.

Broadly speaking, collaboration is a working practice whereby individuals work together for a common purpose to achieve business benefit, i.e. to bring about a defined and common business purpose. It becomes quite

effective when it comprises awareness, motivation, self-synchronization, i.e. individual decision, participation, mediation, reciprocity, reflection, and engagement (<https://www.aiim.org>).

2.1.1. Collaborative Teaching

2.1.1.1. Definition of Collaborative Teaching

Reviewing the related literature reveals that different terminologies have been used to describe CT. Based on Mewald (2014), there are “diverse definitions of co-teaching in various settings”. Examples are CT, team teaching, peer teaching, and co-teaching, all of which are used interchangeably in the literature. Additionally, as CT becomes more and more popular, teachers are using this teaching approach more frequently in classrooms as they, with other stakeholders, realize how important it is to have two teachers share teaching responsibilities (Zahawi, 2020: 51-52).

According to Cook and Friend (1995), the leading figures in the domain of CT, the term CT stands for the context wherein two educators cooperate in delivering the instructional materials to a group of learners in such a way that highlights much alignment and harmony in the different required aspects of the teaching-learning process. The Cambridge Dictionary defines CT as the situation of two or more teachers teaching together to achieve the same objective. Finally, Robinson and Schaible (n.d.) have used CT to describe any academic experience in which two teachers work together in designing and teaching a course that itself uses group learning techniques.

2.1.1.2. Nature of Collaborative Teaching

From the preceding definitions of CT, it can be inferred that the main rationale behind CT is that it can, as an innovative pedagogical approach, provide learners with extra support in response to their unique needs and academic abilities (Graziano and Navarrete, 2012). It can further add to the learners' practice of the varied teaching activities and strategies since the collaborative teachers work together to plan lesson, monitor learners' progress, manage the class and teach the learners within the same learning environment (Rytivaara, 2012).

In the same vein, in CT, both collaborating teachers take over the responsibility for planning sharing the teaching of all learners. They teach with active engagement in conversation, not lecture, to encourage discussion by learners, and are actively involved in the management of the lesson and discipline (Friend and Cook, 1996).

CT can be advantageous due to both teachers' active involvement in the classroom organization and management and trying things in pairs that they would not try alone as “Two heads are better than one.” CT is also advantageous to learners as they can spend more time with the teachers, get more individual attention, have the opportunity to learn from teachers who may have different teaching approaches, ideas, perspectives, and experiences (<https://www.understood.org>).

CT is based on the adoption and application of some certain principles that can boost to its effectiveness and better acquisition of knowledge and information on the part of the learners. As such, good communication that is an essential co-teacher quality, collaboration to improve learner outcomes, working together to enhance student results, improvement of learners' learning outcomes, coordination of planning, discussion, and problem-solving, collective asking of questions and data utilization and analysis to inform choices, making use of others' advantages and accommodation their shortcomings, polite and encouraging contribution to a classroom, transition from “my learners” to “our learners”; i.e. a change in perspective from overseeing the education of a single class of students to sharing accountability for the achievement and well-being of all learners, transforming the manner in which educators plan, execute, and reflect on their teaching, form further features that add to the effectiveness and better working of CT.

Additionally, the core of teacher collaboration is collective inquiry, which unites educators as learners with the common objective of enhancing learners' outcomes. Every teacher participates on an equal basis in professional learning communities, attempting to comprehend and address the experiences of their students. The emphasis is on collaborative problem-solving, with modifications to practice being informed and assessed by student evidence as well as research findings (<https://elearning.tki.org>).

McLaughlin and Talbert (2006) put forward a framework that includes four inter-related elements of the CT, namely dialogue, decision making, action taking, and evaluation. As for Dialogue, high-functioning teams always collaborate, recognize the diverse viewpoints, address and resolve their differences through collegial dialogue. Decision making and action taking together entail that having a collective agreement to implement general instructional strategies, choosing updated textbooks, and creating discipline procedures would naturally result in the targeted improvements in practice or increases in learners' learning. Finally, evaluation of practice is an indication of fully developed teacher team collaboration, and this is why educators are urged to continually assess their effectiveness based on some tangible evidences from learners' knowledge, skills, and dispositions (Cited in Zahawi, 2020: 54).

2.1.1.3. Keefe, Moore and Duff's (2004) Model for Effective Application of Collaborative Teaching

Keefe, Moore and Duff's (2004) Model for applying CT is represented by four KNOWS, namely (a) knowing one's self, (b) knowing the co-teacher, (c) knowing the learners, and (d) knowing the teaching materials, all of which teachers are supposed to be familiar with in order to be successful in creating, applying and maintaining the use of CT in their classes.

(a) Knowing One's Self

This entails identifying assets and liabilities that might not have been utilized previously. It entails acknowledging any biases the teacher might have against inclusive learning environments. Thinking back on events that might have influenced their opinions as teachers, then discussing their thoughts with their partnering. Recognizing that in a co-teaching setting, challenging learners and challenging situations are to be expected. Acknowledging that they will most likely require help in some areas, and share with their partners any early concerns or worries they may have about their inclusive environment. Recognizing that their role as a team teacher is to hear, to support, and to listen

(b) Knowing the Co-Teacher

Getting to know the co-teacher partner is a difficult undertaking. As teachers, there are frequently professional discussions with their peers and candidly share their experiences, both positive and negative. In the academic sphere, teachers also share brilliant ideas. But these conversations do not give them the knowledge they need to locate a compatible mate. Colleagues need to get along both personally and professionally. Their partnership needs to serve as both a role model and a compass for the learners in their classes. Building a relationship with a co-teacher is comparable to building any kind of long-term partnership. Teachers need to cultivate friendship even if they are not great pals. Together, they will have many hours of achievement, hours of dispute, hours of celebration, hours of anguish, and so on. Whatever the level of professionalism, a successful partnership needs to have both a vision and a heart. They should give their partners access to their own choices. Acknowledging and respecting each other's quirks and affections. Sharing laughter over jokes, humorous learner anecdotes, administrators, and each other. Having a party, a fun hour, and engaging in lighthearted gossip. Being aware of the people they will be sharing the sometimes-private area that is a classroom. Understanding their partners' general teaching philosophies and preferences is also crucial. Although teachers are closest friends, friendship needs to be fostered.

The minute details of daily policies, on the other hand, can be overlooked and could cause annoyances that eventually turn into deep-seated animosity. Finding out whether learners can use pens or pencils, whether they can stand up to sharpen pencils, and how their partners feel about other people chatting in class. As the year goes on, the seemingly little details of everyday classroom activities can become crucial components that have significant weight.

(c) Knowing the Learners

It takes time to get to know learners, as it goes beyond test results and individualized education plans. Spending the first few weeks of class getting to know these learners. Utilizing a range of tasks to evaluate learners' interests and self-perceptions in addition to their skills. Holding onto their aspirations. Hearing their principles and embracing them. As learners converse with one another and with the teacher, the latter should pay attention to what they are saying. Giving up criticizing and welcoming acceptance. Learners also become members of the squad in this way. Teachers are starting an intricate assignment with their partners. They will require their learners' assistance in order for it to succeed. Recognizing them for who they are and giving them permission to know the teacher. Only when there is an atmosphere of trust in the classroom will the teacher have the opportunity to get to know their learners and establish a space where they feel comfortable expressing their needs. When co-teachers are at odds, the learners are aware of it. Even if the teachers act as though they get along well, they are nonetheless capable of sensing antagonism. Students will not be able to confide in teachers and tell them what they need to be happy and successful in the classroom until they can see that they are in a safe space where trust is fundamental. It is imperative that these learners get to know one another nearly as well as teachers do with their partners.

To enable learners to collaborate effectively, teachers may need to provide direct training in skills like coming to a consensus and allocating tasks in addition to modeling good teamwork. Getting to know their learners can help teachers and learners communicate more effectively. Teachers will be able to ask the learners to work together as partners in the classroom. learners know a great deal about how the classroom environment affects their education. In addition to demonstrating excellent cooperation, teachers may need to give learners direct instruction in skills like reaching consensus and assigning assignments in order to enable them to collaborate effectively. Getting to know their learners helps improve communication between teachers and learners. These associations will enable teachers to ask the learners to collaborate in pairs in the classroom. Learners are quite aware of how their education is impacted by the classroom setting.

(d) Knowing the Teaching Materials

It is frequently thought that teachers only work in their areas of expertise because that is what they know, but in reality, teachers are a diverse group with knowledge and skills that transcend beyond classification. Then picture the potential for development that results from two knowledgeable educators combining their minds and hearts. Only when partners share knowledge and accountability can curriculum and instruction be innovative and effective. It is the duty of both teachers to become familiar with the daily procedures that take place in a classroom. The materials and suitable teaching techniques must be known to both teachers, and they must be prepared to take over a session or make last-minute adjustments for a student in the class. A good partnership is centered on mutuality and parity, even though there will inevitably be some task delegation based on individual desire and aptitude.

2.1.1.4. Benefits of Collaborative Teaching

The advantages of co-teaching have been highlighted by many researchers. Meanwhile, these advantages have been proposed with reference to both students and teachers. Friend's famous quotation (2007, p.48) "In classrooms filled with students with a variety of learning needs, two teachers can be better than one", is widely used to call attention to the significance of co-teaching in today's classrooms.

The key benefits include a sense of "all being in it together", having a critical friend to support you, trying new things and getting feedback from students and colleagues on their impact, and being part of an ongoing process on reflection. The same source highlights more benefits of CT as all members of learning communities benefit from effective collaboration and as follows:

- Teachers take collective responsibility for the progress of all learners. Teachers who know how to collaborate effectively model skills of collaboration to their learners.
- CT environments provide opportunities for teachers to learn from and with each other on an ongoing basis. Teachers can observe other teachers in action, engage in professional conversations about the impact of different approaches, and get feedback on their own teaching.
- CT teams capitalize on each other's strengths, support each other's professional growth, debate ideas, and solve problem together. This creates synergy, allowing teams to achieve more than they would if teachers work independently (<https://elearning.tki.org>).

According to Ronfeldt, Farmer, McQueen and Grissom (2015), there are benefits for the individual as well as the group when teachers collaborate in a high-quality way that they find comprehensive and beneficial.

Increases in the performance, accomplishment, and peer-student achievement of teachers are linked to high-quality collaboration in general and assessment in particular. The same authors state that there are advantages for both instructors and students when TC is implemented with an emphasis on curriculum, instructional practices, and assessment in particular. When teachers view a large-scale partnership as beneficial, the results are even more encouraging. Teacher collaboration even affects the performance of teachers who do not directly benefit from the same high-quality collaboration. According to the researchers' findings, "Student achievement gains are greater in classrooms of teachers who are stronger collaborators and in schools with stronger collaborative environments" (p. 512).

According to Cain and Hewitt-Bradshaw (2006), the most obvious advantage of co-teaching lies in the fact the teachers jointly draw on their expertise to decide on suitable content. Consequently, this would open up ample opportunity for teachers to exchange experiences as they plan for their students. Furthermore, they accentuate the role of collegiality and collaborative work in "promoting teacher development and in eliminating professional isolation". An additional advantage of co-teaching is demonstrated by the spirit of cooperation among teachers, which can act as an ideal prototype for the students.

According to research on CT, students who are taught by this teaching approach tend to achieve more, retain more information longer, develop stronger interpersonal skills, and value positive interdependence more highly. Teachers will also benefit from it because it forces them to reconsider how they choose their course materials. Moreover, designing a course with a co-teacher enhances the possibility of better course material and advances their own creative intellectual growth. This is because working together encourages each partner to find, discuss, and test out new ideas for organizing class meetings, coming up with better writing assignments, and honing their abilities to critique student work. In addition, teachers are encouraged by CT teaching to resist the natural inclination to revert to using students as passive recipients of knowledge in the banking mode of instruction. Last but not least, CT can assist in overcoming the common sense of isolation experienced by many faculty members who provide one another with a much-needed sounding board for discussing the joys and frustrations of certain class sessions (Robinson and Schaible, n.d.). Finally, while done well, co-teaching gives teachers greater assurance while working with a varied population, opens their eyes to fresh perspectives, and fosters healthy relationships between them and their learners (Keef, Moore, and Duff, 2004).

3. Methodology

3.1. Data Collection and Procedure

The procedure adopted in the present research is two-fold. First, it is theoretical in terms of tackling a number of topics and subtopics that are relevant to the subject under discussion, i.e. CT. Second, it is practical as a

questionnaire of (32) items that stand for the relevant aspects of CT has been administered to a sample of (74) participants who joined Nawroz University Pedagogy Training and Development Centre from the year 2019 to 2023 were randomly selected to investigate the CT process.

3.2. Population and Sample

The population of the present research includes all the participants, males and females, enrolled in the pedagogy courses at Nawroz University Pedagogy Training and Development Centre from the year 2019 to 2023, while the sample included 74 participants from among the population already referred to.

3.3. Research Instrument

3.3.1 The Questionnaire

The selected sample of the participants was asked to give responses to a (32-item) questionnaire that was designed by the researchers on the basis of the related literature. However, the researcher made some slight modification to the questionnaire, in the light of the suggestions put forward by the panel of jurors (See Appendix 1), to establish validity. The questionnaire was then piloted, on 2 occasions, to a group of 10 participants students who represented a sub-sample of the intended study population, and the results showed that the questionnaire demonstrated internal reliability, achieving an alpha coefficient of 0.794 for the items measuring participants' attitudes towards CT.

4. Data Analysis and Discussion of Results

This section attends to the findings of the research on the basis of the validation of the hypothesis and the achievement of aims and as follows:

4.1. The Data Analysis and Discussion of the Results pertinent to Hypothesis no.1 and Aim no.1

Hypothesis no.1:

Participants enrolling in the pedagogy courses at Nawroz University Pedagogy Training and Development Centre Collaborative teaching have positive attitudes towards the collaborative teaching Approach adopted by the lecturers teaching at the Centre.

Aim no.1:

Identifying the attitudes of the participants joining the pedagogy courses at Nawroz Pedagogy Training and Development Centre towards Collaborative Teaching as an approach adopted by the lecturers teaching at the Centre.

To validate hypothesis no.1 and bring about aim no.1, the weighted arithmetic means of the items of the questionnaire administered to the researched sample have been found out as demonstrated in Table 1:

Table-1. Weighted Arithmetic Means (WAMs) of participants responses to the items of the questionnaire.

S.N.	Items	Mean
1	I prefer collaborative teaching sessions to other types of sessions.	4.76
2	I think collaborative teaching sessions are more useful for developing my teaching skills.	4.41
3	I enjoy the pedagogy training course because of collaborative teaching.	4.04
4	Collaborative teaching creates an enjoyable teaching/learning atmosphere.	4.34
5	I prefer that I have more collaborative teaching classes in the pedagogy training course.	4.02
6	Compared to normal teaching, I am more engaged during collaborative teaching.	4.00
7	I can solve my learning problems better with collaborative teaching.	4.21
8	I can get much more information with collaborative teaching.	4.20
9	Collaborative teaching makes the modules more understandable.	4.21
10	I am feeling confused because of the presence of more than one teacher.	3.48
11	I remember the information more in collaborative teaching sessions than in normal session.	2.88
12	Collaborative teaching makes me more attentive than individual lecturers.	4.05
13	Collaborative teaching motivates me to be more attentive and engaged in the sessions.	4.05
14	In collaborative teaching, I feel more like a member of the teaching and learning process than a normal participant.	4.18
15	Collaborative teaching is only a waste of time.	2.30
16	Learning by collaborative teaching is very hard for us.	2.80
17	Collaborative teaching enhances my thinking skills.	3.69

18	I would like the sessions more if collaborative teaching is not used.	2.25
19	I am afraid to answer the questions by teachers using collaborative teaching.	3.61
20	Teachers different teaching approaches make collaborative teaching a waste of time.	3.46
21	Participants' interaction and academic performance increase due to collaborative teaching.	4.00
22	By sharing their idea and knowledge in collaborative teaching, teachers can teach effectively.	3.17
23	I can improve my teaching skills by collaborative teaching.	4.18
24	Collaborative teaching needs more time because of dividing the work.	3.32
25	Collaborative teaching provides competition between teachers to improve their knowledge and skills.	4.12
26	Flexible collaborative teaching makes participants be more interested in the session.	4.10
27	Collaborative teaching encourages the participants to work collectively.	4.17
28	The presence of more than one teacher can be uncomfortable for some participants.	2.81
29	Collaborative teaching is difficult for the participants who have understanding difficulties.	3.08
30	In collaborative teaching, the sessions are more interesting and creative.	4.00
31	Collaborative teaching has a positive effect on the participants' academic development.	4.22
32	Collaborative teaching provides better monitoring of the participants' doing of tasks.	4.12

A further procedure to validate hypothesis no.1 and bring about aim no.1 has been finding out the hypothetical means besides the standard deviation of the research whole sample's responses. This was conducted by applying the One-Sample T-test. Consider Table 2:

Table-2. The Results of the One-Sample T-Test of the Sample's Attitudes towards Collaborative Teaching in General.

The Sample	The Hypothetical Mean	The Arithmetic Mean	StD.	T-Value		Level of Significance	الدلالة
				Cal.	Tab.		
77	96	117.78	26.926	7.09	1.66	(0.05) (76)	There is difference

It is evident from Table (1) that the calculated T-Value (7.09) is higher than the Tabulated T-Value (1.66) at the (0.05) and Degree of Freedom (76). This means that there is difference between the hypothetical mean and the arithmetic mean in favor of the arithmetic mean. On this basis, hypothesis no.1 which reads: "Participants enrolling in the pedagogy courses at Nawroz University Pedagogy Training and Development Centre Collaborative teaching have positive attitudes towards the collaborative teaching as an approach adopted by the lecturers teaching at the Centre". is accepted. This finding is, from the researchers' viewpoint, is due to the benefits that CT entail for the participants in terms of the different aspects of CT practiced by the lecturers at the Centre under investigation as they are gearing their whole attention to augment the participants acquisition of the knowledge imparted, and are exerting much effort to facilitate the participants understanding and assimilation of the topics presented.

4.2. The Data Analysis and Discussion of the Results pertinent to Hypothesis no.2 and Aim no.2:

Hypothesis no.2:

Participants enrolling in the pedagogy courses at Nawroz University Pedagogy Training and Development Centre have positive attitudes towards the approach of CT, in terms of the effectiveness of its varied aspects in attracting them to enroll in the courses and benefit from the modules taught throughout the 6-month training period.

Aim no.2:

Identifying the attitudes of the participants joining the pedagogy courses at Nawroz Pedagogy Training and Development Centre towards the varied aspects of CT in terms of their effectiveness in attracting them to enroll in the courses and benefit from the modules taught throughout the 6-month training period.

To validate hypothesis no.2 and bring about aim no.2, the degree of strength of the items of the questionnaire, i.e. participants' degree of agreement with each item of the 32 items of the questionnaire has been calculated.

Here, it should be noted that the responses by the participants have been given values ranging between 1 and 5 and as follows: 5= Strongly Agree, 4 = Agree, 3 = Undecided (No Idea), 2 = Disagree, 1= Strongly Disagree. On this basis, the value 2.5 is the mid-value or mid-point between the positive responses on one hand and the

negative responses on the other hand. In Table (3) that follows, the values derived from the participants' responses have been ranked from the highest to the lowest. Consider Table 3:

Table-3. Participants' Degree of Agreement (WAMs) with the Items of the Questionnaire Ranked from the Highest to the Lowest.

S.N.	Items	Mean
1	I prefer collaborative teaching sessions to other types of sessions. (Preference)	4.76
2	I think collaborative teaching sessions are more useful for developing my teaching skills.	4.41
3	Collaborative teaching creates an enjoyable teaching/learning atmosphere.	4.34
4	Collaborative teaching has a positive effect on the participants' academic development.	4.22
5	I can solve my learning problems better with collaborative teaching.	4.21
6	Collaborative teaching makes the modules more understandable.	4.21
7	I can get much more information with collaborative teaching.	4.20
8	In collaborative teaching, I feel more like a member of the teaching and learning process than a normal participant.	4.18
9	I can improve my teaching skills by collaborative teaching.	4.18
10	Collaborative teaching encourages the participants to work collectively.	4.17
11	Collaborative teaching provides competition between teachers to improve their knowledge and skills.	4.12
12	Collaborative teaching provides better monitoring of the participants' doing of tasks.	4.12
13	Flexible collaborative teaching makes participants be more interested in the session.	4.10
14	Collaborative teaching makes me more attentive than individual lecturers.	4.05
15	Collaborative teaching motivates me to be more attentive and engaged in the sessions.	4.05
16	I enjoy the pedagogy training course because of collaborative teaching.	4.04
17	I prefer that I had more collaborative teaching classes in the pedagogy training course.	4.02
18	Compared to normal teaching, I am more engaged during collaborative teaching.	4.00
19	Participants' interaction and academic performance increase due to collaborative teaching.	4.00
20	In collaborative teaching, the sessions are more interesting and creative.	4.00
21	Collaborative teaching enhances my thinking skills.	3.69
22	I am afraid to answer the questions by teachers using collaborative teaching.	3.61
23	I am feeling confused because of the presence of more than one teacher.	3.48
24	Teachers' different teaching styles make collaborative teaching a waste of time.	3.46
25	Collaborative teaching needs more time because of dividing the work.	3.32
26	By sharing their idea and knowledge in collaborative teaching, teachers can teach effectively.	3.17
27	Collaborative teaching is difficult for the participants who have understanding difficulties.	3.08
28	I remember the information more in collaborative teaching sessions than in normal session.	2.88
29	The presence of more than one teacher can be uncomfortable for some participants.	2.81
30	Collaborative teaching is only a waste of time.	2.30
31	I would like the sessions more if collaborative teaching is not used.	2.25
32	Learning by collaborative teaching is very hard for us.	2.18

A close look into the contents of Table 2 demonstrates that all the mean values are above the mid score 2.5. First, 20 items out of 32 have got values above the value 4. This tells that all these values occur within the range of Strongly Agree option of responses. Second, 7 items, also out of 32 items, have got values that range from 3.08 to 3.69. As such, it can be stated that participants' responses here fall within the range of Agree option of responses. Finally, a reader should not be intrigued by the last 5 response values which are the lowest among the 32 response values. These 5 values reveal the participants disagreement with the 5 items. Since these 5 items are basically negative, this means that the participants have stated their negative attitudes towards the negative or bad aspects of CT. And since negative abolishes negative and means one's stance towards a person, a subject and/or a phenomenon is positive. On this basis, hypothesis no.2 which reads: "Participants enrolling in the pedagogy courses at Nawroz University Pedagogy Training and Development Centre have positive attitudes towards the approach of CT, in terms of the effectiveness of its varied aspects in attracting them to enroll in the courses and benefit from the modules taught throughout the 6-month training period" is accepted.

5. Conclusion

While CT is not without its difficulties, the rewards of success, mutual respect, trust, and companionship are amazing. It brings satisfaction to share accomplishments with someone else. Being a teacher may be a lonely job. While there is always a risk when starting a collaborative relationship, there are important actions a teacher can take to reduce potential conflict and stress before the study course, including getting to know your co-

teacher, yourself, and your students. Teachers must speak and listen to one another in order to provide direction and counsel if they are to address the varied requirements of the learners.

On this basis, in this research, preliminary information has been provided concerning the attitudes of the participants enrolled in the 6-month pedagogy courses run at Nawroz University Pedagogy Centre for Training And Academic Development towards the use and implementation of CT by the lecturers of the modules taught. On the basis of this theoretical information, a practical attempt has been made to probe the attitudes of the researched participants as a questionnaire of 32-items that was derived from the pertinent literature and previous studies with its validity and reliability approved as required, was administered to 74 participants who joined pedagogy courses at the centre in questions. Analysis of the data gathered by means of the administered questionnaire has highlighted the participants positive attitudes towards the use of CT as a teaching approach that enlivens teaching at large and the teaching of pedagogy modules approved by the Ministry of Higher Education (MED) in Kurdistan Region (KR) in particular, and also towards the varied educational, academic and social aspect of this approach. On the basis of such findings, the following recommendations can be forwarded:

6. Recommendations and Pedagogical Implications

The researchers could draw upon the following recommendation and pedagogical implications that may put CT on its right track and make teachers who have not practiced CT or those who are already familiar with its varied aspects take utmost benefit from this teaching approach.

- Since the participants have expressed their strong likeness of the use of CT of the pedagogy modules taught, the Pedagogy Unit at the MED is required to recommend the use and implementation of CT at the Pedagogy Centers in KR.
- Since the participants prefer CT teaching, the emphasis should be on how to encourage collaboration in the classroom through a variety of exercises, activities, and assignments (such as small-group work, learner-led discussions, jointly authored papers, or joint test-taking), as well as on the advantages these efforts
- Since CT is viewed as a successful investment that can come out with the desired results for teachers, as the majority of those involved have noted a noticeable improvement in their ability to teach as they cooperatively plan and deliver instruction and resolved issues related to classroom management, teachers should be guided, through training, to apply this approach of mutual partnership and constant cooperation in order to bring about the significant changes in the quality of the instruction provided in their co-taught classes.
- Since the participants have acknowledged that they were able to gain a profound understanding of the course material by being open to opposing viewpoints and receiving pertinent and supplementary information, CT should be concentrated on, and the methods and strategies that fall under its purview should be enhanced and developed, with implications for teachers.
- Since teaching an essential part of teachers' professional ethics, they must embrace a collaborative work culture and stop working alone, in staffrooms, and behind closed doors.

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Conflict of Interest

Authors of this manuscript declares that there is no conflict of interest.

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Appendix A Questionnaire

Dear Participant

We have the pleasure to benefit from your frank and clear answers to the items of the following questionnaire of research entitled: **Investigating the Participants' Attitudes towards Collaborative Teaching at Nawroz Pedagogy Training and Academic Development Centre.**

The information you provide will be kept confidential and accommodated for purely academic purposes. No need to mention your names. Your cooperation is highly appreciated. Thank you for your assistance and cooperation.

For each item, the following five options are given:

1. **Strongly Agree** SA
2. **Agree** A
3. **Undecided** U
4. **Disagree** D
5. **Strongly Disagree** SD

SN	Items	SA	A	U	D	SD
1	I prefer collaborative teaching sessions to other types of sessions.					
2	I think collaborative teaching sessions are more useful for developing my teaching skills.					
3	I enjoy the pedagogy training course because of collaborative teaching.					
4	Collaborative teaching creates an enjoyable teaching/learning atmosphere.					
5	I prefer that I have more collaborative teaching classes in the pedagogy training course.					
6	Compared to normal teaching, I am more engaged during collaborative teaching.					
7	I can solve my learning problems better with collaborative teaching.					
8	I can get much more information with collaborative teaching.					
9	Collaborative teaching makes the modules more understandable.					
10	I am feeling confused because of the presence of more than one teacher.					
11	I remember the information more in collaborative teaching sessions than in normal session.					
12	Collaborative teaching makes me more attentive than individual lecturers.					
13	Collaborative teaching motivates me to be more attentive and engaged in the sessions.					
14	In collaborative teaching, I feel more like a member of the teaching and learning process than a normal participant.					
15	Collaborative teaching is only a waste of time.					
16	Learning by collaborative teaching is very hard for us.					
17	Collaborative teaching enhances my thinking skills.					
18	I would like the sessions more if collaborative teaching is not used.					
19	I am afraid to answer the questions by teachers using collaborative teaching.					
20	Teachers different teaching approachs make collaborative teaching a waste of time.					
21	Participants' interaction and academic performance increases due to collaborative teaching.					
22	By sharing their idea and knowledge in collaborative teaching, teachers can teach effectively.					
23	I can improve my teaching skills by teaching collaboratively.					
24	Collaborative teaching needs more time because of dividing the work.					
25	Collaborative teaching provides competition between teachers to improve their knowledge and skills.					
26	Flexible collaborative teaching makes participants be more interested in the session.					
27	Collaborative teaching encourages the participants to work collectively.					

28	The presence of more than one teacher can be uncomfortable for some participants.					
29	Collaborative teaching is difficult for the participants who have understanding difficulties.					
30	In collaborative teaching, the sessions are more interesting and creative.					
31	Collaborative teaching has a positive effect on the participants' academic development.					
32	Collaborative teaching provides better monitoring of the participants' doing of tasks.					