

- Magdalena, R. (2011). *International knowledge sharing platform*. Journals and Books Hosting Conferences and Workshops Solutions, Vol. 10, No. 10
- Ndupuechi T. I. (2019) Improving the teaching of Economics in Nigerian schools: *Journal of Jos Educational Forum*, 4(1), 91-97.
- Papinczak, T., Young, Li, Groves, M., & Haynes, M. (2015). An analysis of peer, self, and tutor assessment in problem-based learning tutorials. *Journal of Medical Technology*, 29(5),
- Race W. (2011). Chicago public schools and student achievement. *Journal of Urban Education*, 36(1),27-38.
- Race, P. (2011). *A briefing on self, peer and group assessment*. New York: LTSN
- Generic C Prodigygame (2021) 6 Types of Assessment (and How to Use Them) <https://www.prodigygame.com/main-en/blog/types-of-assessment-centre> Assessment Series.
- Rimer, S. (2017). *Harvard task force calls for new focus on teaching and not just research*. New York: The New York Times.
- Thomas, G., Martin, D., & Pleasant, K. (2011). Using self-and peer-assessment to enhance students' future-learning in higher education. *Journal of University Teaching and Learning Practice*,8(1), 5-7.

**TEAM TEACHING APPROACH (TTA) AS A STRATEGY FOR  
ACHIEVING CURRICULUM CHANGES IN SECONDARY SCHOOLS IN  
NIGERIA IN 21<sup>ST</sup> CENTURY**

<sup>1</sup>Ngozi E. Ezenwosu, Ph.D  
ne.ezenwosu@unizik.edu.ng

<sup>2</sup>Adeline N. Anyanwu, Ph.D

an.anyanwu@unizik.edu.ng

<sup>1&2</sup>Department of Educational Foundations  
Nnamdi Azikiwe University, Awka.

### **Abstract**

*The focus of this paper is on the use of Team Teaching Approach (TTA) as a strategy for achieving the curriculum changes in the 21<sup>st</sup> century in senior secondary schools in Nigeria. Specifically, it gives a general overview of the revised senior secondary school curriculum and highlights salient issues on the new curriculum that should be addressed to help realize the desired outcome in the learners towards achieving sustainable national development. Curriculum is the reason for existence of the school because it is the heart of every educational program. Curriculum is used to implement educational programmes. Education on the other hand is a tool of transformation or changes in any society thus educational programmes are carried out mainly in formal school setting for the purpose of equipping the younger generation with the knowledge, competencies, values and life skills necessary for effective living in the society. Based on these, the paper suggests that innovative teaching approach such as team teaching be introduced across content areas at the senior secondary school level to ensure that the desired goals of education at this level of education are achieved especially in the 21<sup>st</sup> century. The paper emphasizes the need for collaboration among teachers taking into consideration the introduction of new content areas. Finally, the paper recommends, among other things, the importance of training and retraining of teachers to enable them adopt world best practices in their service delivery in this era of knowledge explosion.*

**Key words:** Education, curriculum, team teaching

### **Introduction**

The need for education in any society cannot be overemphasized. It is unarguably the most important tool that drives national development in the world especially in a developing nation like Nigeria. Education is a fundamental right to all human being as a veritable tool for enhancing the quality of human life. Azikiwe (2012) observed that society uses education as a relevant instrument for the growth and rational direction of the society. Without education, individuals cannot harness the opportunities around them to create positive development to meet the developmental hopes and aspirations of the society. Hence education is a service which the society provides for its members. It involves the training of individuals which is not just for the present but basically preparing them for the future especially young adults. This makes it imperative that for education to be effective and relevant its practice must be in tandem with the changing needs and trends of society, else it becomes the Biblical new wine in an old wine skin. The 21<sup>st</sup> century is an age dominated by rapid development in technology and increase in globalization so nations are making improvements through educational reforms and curriculum changes at various levels of educational programmes.

Every system of education depends on curriculum to become meaningful and purposely. Hence, Akudolu (2012) remarked that curriculum is concerned with the analysis of educational goals of a society, thus, curriculum involves the planning, the implementation and assessment of learning experiences that schools offers to learners in order to achieve these goals. However, no nation keeps her curriculum for too long without review and innovation. Hence, Wike (2012) stated that even the developed countries of the West and East still embarked on massive investment in their educational sector “on the understanding that it holds the key to their future” and when the need arises to a review their national curriculum. Amadioha and Akor (2020) defined curriculum as a tool used in shaping the behavior of learners in order to make them useful to themselves and the society. This definition presents curriculum as the tool used in making and encouraging learners to learn things which are of value to themselves and the society. In effect curriculum contains what learners are expected to learn, what and how teachers are expected to teach as well as what the society wants the citizens to learn.

In Nigeria, education has been presented and is regarded as an “instrument per excellence” for national development Federal Republic of Nigeria (FRN 2013). Government at all levels view education as vital to the realization of Nigeria’s collective aspiration of being a society with informed minds and vital skills comparable to global trends. Since education is a vehicle for economic transformation and cultural transmission, which is actualized in formal schooling, education at the senior secondary school level should aim to transform and empower the recipients to develop sharp and critical mind set to equip the graduates with the requisite skills and knowledge needed for global economy of 21<sup>st</sup> century. Thus a functional education is crucial for human capacity development, wealth creation, employment generation and value re-orientation.

The importance of senior secondary level in the overall education of learners cannot be over emphasized. This level is very important because it is at this level that students give more serious thoughts to their life career and make determined efforts towards it through their studies and consequently choice of subjects. To this end Adepoju (2007) remarked that education is a tool for acquiring skills, relevant knowledge and habits for surviving in a dynamic world. Chiemeké & Daodu (2015) further explained that education is a form of learning which involves pedagogical process, entails teaching and learning for impartation and acquisition of values, skills and knowledge for maturing the recipients and make them to function as balanced persons. This in turn makes this effective members of the society capable of contributing positively towards it sustainable development. Hence, the Federal Government of Nigeria and other stakeholders in the education sector have continuously toiled in reforming the Nigerian educational system to be more effective and functional towards, empowering individuals for actualizing the desired national transformation and development particularly at the secondary school level. Akudolu (2012) stated that curriculum is developed with a view to achieving the national education goals. Obanya and Fadoju (2008) had earlier presented curriculum as a process that involves translating the nation’s broad educational goals into down to earth realities and making informed choices

on how the realities can be implemented to ensure that the ultimate goal of education derived from the nation's overall development goals are attained through the concrete activities of the schools and the entire education system. Hence, the need for this discussion on the curriculum changes at the senior secondary school level via TTA. According to Achor, Imoko and Iimen (2012) Team Teaching (TT) is an instructional approach in which two or more teachers equally share responsibility for delivering academic content and managing the behaviour of the diverse group of students. This implies that teachers collaborate to teach, they share planning, instruction and evaluation. They come together to set goals for a subject, design the scheme of work or course outline, prepare the lesson note, teach the students and evaluate. It is an innovative approach to teaching that goes beyond the conventional method of assigning a teacher to teach a subject to a class in a stream otherwise known as Single Teacher Teaching Approach (STTA). In this situation one teacher does everything alone. The curriculum changes should bring about in the learners useful knowledge and skills in the areas of current needs in the society and beyond. The new curriculum is designed to correct overcrowded nature of subject offered as well as cater for the non-inclusion of entrepreneurial skills and enable students earn and possess positive national values, moral and critical thinking abilities.

We live in the world of 21<sup>st</sup> century with the various technological advancement and developments especially in Information and Communication Technology (ICT) with the resultant knowledge and information explosion. So learners must be enabled to learn 21<sup>st</sup> skills that can help them function not just in the society or nationally but internationally now that the world has become a global village through technology. Akudolu (2012) listed the following as 21<sup>st</sup> century skills which learners must be empowered to learn: the abilities of autonomy, innovation, lifelong learning, collaboration etc.

The practice in Nigeria secondary school especially in public secondary schools is to assign a teacher to teach a class otherwise known as the Single Teacher Teaching Approach (STTA). This implies that one teacher is to teach a subject such as English Language alone to a stream. Onuigbo (1999) decried the situation when he expounded that only one teacher may be required to teach all the aspects in a subject such as English Language. So the teacher is responsible for planning and teaching all the aspects of the language to students in a stream. The situation calls for serious attention because if a teacher is deficient in any aspect of subject, it is to the detriment of the students. Again, where there are large population like in urban school, the students in a stream may be too large for a single teacher to teach all of them alone. Perhaps, another way to address this anomaly is to adopt the Team Teaching Approach (TTA) as an alternative approach to teaching that goes beyond the conventional practice of assigning one teacher to teach a class.

### **An Overview of the Senior Secondary Curriculum**

The civilian administration in 1999 initiated a reform agenda in response to the various reform agenda of other nations and took important decisions that gave attention to various national issues. Nigeria in responding to these global issues such as the achievement of the

objectives of Education for All (EFA), Millennium Development Goals (MDG) came up with various education policies. Among these policies are National Economic Empowerment and Development Strategy (NEEDS) which places emphasis on job creation, wealth generation, poverty alleviation, empowerment of the citizens through education and value re-orientation.

The Senior Secondary School Curriculum (SSSC) came into being as a response to the on-going national and global reforms in the social and economic sectors as well as education. The SSSC was developed to consolidate the gains of the basic education programmes as well as ensure the actualization of the country's need for skilled manpower in science and technology capable of driving the economy for sustainable national development. One of the high points of the SSSC is the inclusion of trade/entrepreneurship and civic education as compulsory cross cutting subjects in senior secondary curriculum include to:

- i. Strengthen the acquisition of scientific and technological skills.
- ii. Inculcate value re-orientation, civic and moral responsibility as well as family living.
- iii. Acquire skill for poverty eradication and wealth creation.
- iv. Produce secondary school learners who have strong academic foundation, moral and ethical values, productive work skills and potential for life-long learning and
- v. Make learners to be well grounded on ICT knowledge and its applications (FRN, 2014)

**The features of the senior secondary curriculum consist of the following:**

- i. A group of 4 compulsory cross cutting subjects that must be offered by all learners irrespective of their field of study. These compulsory cross-cutting subjects are: English language, General Mathematics, Civic education and one trade/entrepreneurial studies.
- ii. Four distinct fields of specialization which consist of Humanities, science and mathematics, technology and business studies with a list of subject under each field.
- iii. Elective subjects which can be chosen from other field of study outside the student's specialized field of study.
- iv. A group of 34 trade/entrepreneurial subjects from which a student must choose one. Each student is expected to take all the four (4) compulsory cross-cutting subjects, then choose two(2), three(3), four(4) or five(5) subjects from each of their preferred four fields of study and then one compulsory trade from the list of thirty-four(34) trade subjects. However, a student may wish to choose one(1) elective subject outside his/her field of specialization provided that the total number of examinable subjects are NOT more than 9 while the minimum number of subjects to be offered is eight(8).

**The new senior secondary school curriculum structure:**

**A. Compulsory Cross Core Subjects:**

- i. English Language
- ii. General Mathematics

- iii. Civic Education
- iv. One Nigerian language
- v. One Entrepreneurship studies

**Note:** All students take the above listed compulsory cross-cutting core subjects irrespectively of their field of study.

**B. Core subjects in specialized fields of study**

Humanities	Science & Mathematics	Technology	Business Studies
1. Nigeria language 2. Literature in English 3. Geography 4. Government 5. Christian Religious Studies 6. Islamic Studies 7. Visual Arts 8. History 9. Music 10. French 11. Arabic 12. Economics	1. Biology 2. Chemistry 3. Physics 4. Further Mathematics 5. Agriculture 6. Physical Education 7. Health Education	1. Technical drawing 2. General metal work 3. Basic electricity 4. Electronics 5. Auto- mechanics 6. Building construction 7. Wood-work 8. Home management 9. Food & Nutrition 10. Clothing & Textile	1. Accounting 2. Store management 3. Office practice 4. Insurance 5. Commerce

**C. Electives**

- i. Electives are subjects chosen outside the student’s specialized field of study
- ii. Electives ensure broad based education without overloading the student.

**D. Trade Subjects/Entrepreneurship**

1. Auto Body Repair and Painting 2. Auto Electrical Work 3. Auto Mechanical Work 4. Auto Parts Merchandising 5. Air conditioning refrigerators	19. Dyeing and Bleaching 20. Printing Craft Practice 21. Cosmetology 22. Leather Goods manufacturing and Repair 23. Keyboarding
6. Welding and fabrication engineering craft practice 7. Electrical installation and maintenance work 8. Radio, TV and electrical work	24. Shorthand 25. Data processing 26. Store keeping

9. Block laying, brick laying and concrete work	27. Book keeping
10. Painting and decoration	28. G.S.M maintenance, etc
11. Plumbing and pipe fitting	29. Photography
12. Machine wood working	30. Tourism
13. Carpentry and joinery	31. Mining
14. Furniture making	32. Animal Husbandry
15. Upholstery	33. Fisheries
16. Catering and craft practice	34. Marketing
17. Garment making	35. Salesmanship
18. Textile trade	

Source: NERDC (2020)

A close look at the array of subjects (see Table1) provided for secondary school students in Nigeria suggests that the contents in terms of the subjects selected are adequate to meet the desired goals and objectives of education at this level. The new area of emphasis is mainly on trade/entrepreneurial subjects and Civic Education. This is important if the goal of sustainable national development will be achieved. It is vital to start early to prepare individuals especially students for their perceived roles as future leaders hence the need to lay a strong foundation at this level of education through strategy of TTA in all content areas particularly in the teaching of entrepreneurial subjects.

**Some Emerging Issues on the Curriculum Changes at Senior Secondary Level in Nigeria.**

The implementation of the new curriculum at the senior secondary level has been in progress. It was stated that the curriculum was to be progressively implemented in schools across the federation to enable gradual phase out of the old curriculum over a period of time which have been completed. It was also taken to be gradual in order to allow for proper planning, teacher training, review of old textbooks and development of new ones, provision of infrastructure and learning resources, adequate funding, monitoring and feedback among other things. One wonders how far the above points have been actualized towards the implementation of the new secondary curriculum in order to achieve the desired goals of education at this level? It has been shown that curriculum is a structured plan of action that guides the process of education and curriculum change is also expected in any dynamic society. However, in Nigeria, it seems that the bone of any reform is not in the policy or curriculum content but rather the actual implementation programme. Perhaps at this point many lapses occur in the achievement of the desired curriculum changes expected, so it is imperative to consider some of the following issues:

1. One major issue of consideration and concern is in the area of teaching personnel. Teachers drive the content of the curriculum to the optional realization of the desired objectives. It is an acknowledged fact that there is paucity of teachers in most senior secondary school especially in the public schools particularly in the trade subject. Many who are currently in teaching profession are not professionals. Lamenting the situation,

Ivowi (2012) stated that teaching is the oldest profession yet it is not as well defined as other professions so many people claim to be teachers when in actual fact they are not. Many people go into teaching as a stop gap employment measure. It is better imagined what such teachers would do especially now that teachers are called upon to do more with less particularly with the enlargement of the curriculum. Ivowi stated that the situation in Nigeria is that curriculum implementation lacks the required personnel, do not go through trial testing and effective evaluation are not carried out. One wonders where this has left us in the ongoing changes at senior secondary school level. Ituen (2011) had earlier suggested regular training and motivation of teachers to enable them discharge their roles adequately.

2. Learning environment is another very important issue for effective implementation of curriculum. Ivowi (2012) gave a list of conditions that ensure a supportive learning environment in schools to include the following, among other things:
  - Appropriate playing field/ground
  - Comfortable chairs and tables
  - Good lighting
  - Adequate ventilation
  - Good acoustics
  - Access for disabled students
  - Bright colourful and visual displays
  - Easy access to ICT resources and other resources that support learning
  - Easy access to toilets and other health facilities.

Many secondary schools especially the public ones are lacking in most of the things enumerated as requirements for an enabling academic environment. With the population explosion, many public senior secondary schools especially in urban areas grapple with approved class size. Many classrooms take double the size initially provided for and this is true for other facilities as well such as toilet, laboratory, etc. Many schools in the rural areas lack essential infrastructures as well. All these issues are hindrances and as such cannot make for successful achievement of the desired curriculum at the secondary level.

3. Another issue is that of teaching and learning materials such as tools, equipment, text and workbooks, teacher's guide, reference materials and so on. Again, Ivowi (2012) stated that apart from the efforts of governments to supply some books for the core subjects of English language, Mathematics, Basic Science and Technology, Basic Science and Biology, many students find it difficult to possess the essential text materials for their effective learning in schools. It is a fact that many students especially those from poor economic background are unable to buy their own textbooks or and other study materials and as a result cannot conveniently do any take home assignment and projects. The school libraries and laboratories are far cry from the standard. This makes practical lessons tedious. Popoola (2013) stated that in most secondary schools, library resources are either unavailable or poorly utilized as a result students' perform poorly in external examination. Sometimes some teachers cannot/are unable to use the



tools and equipment found in the laboratory because they do not possess the technical know-how and sufficient experience. Some of the tools and equipments in the laboratory are too old and outdated. Many teachers have not been to any workshop or conference to update their knowledge to the demands of the current issues of the 21<sup>st</sup> century. Yet teachers are usually coopted by the administration to teach any of the new subjects introduced particularly those under trade/entrepreneurship subjects.

4. The use of ICT gadgets in teaching and learning is laudable but the effect of their proper use is yet to be felt in senior secondary schools especially in public schools. Ivowi (2012) remarked that lack of these gadgets in many public schools and the low rate of capacity development of teachers could contribute to poor curriculum implementation. In schools where they exist, one wonders how well they are used. The problem of power supply also bedevils the use of ICT gadgets in teaching and learning in Nigeria secondary schools.
5. Other issues of concern include funding, class size, control/monitoring and so on. However, though the programme may suffer some setback, teaching and learning must continue. Going by what is available, achieving the desired curriculum changes seem a mere dream but with co-operation and collaboration a lot can be done. Hence the need to adopt the TTA.

### **Team Teaching Approach (TTA) as a Strategy for Achieving the Curriculum Changes**

Given the fact that education is one of the vital variables that give rise to national development by producing the knowledge base for technological innovations, and since the human society is perpetually in a dynamic state of change with new challenges emerging, the strategies for implementing the school curricula should also be revised hence the discussion on team teaching approach as an alternative way to teaching for achieving the desired curriculum changes at senior secondary school level in Nigeria. The aim of every curriculum is to be delivered in order to achieve its desired objectives and goals. The curriculum changes require a shift from the conventional model of education to the current methods. Thus Akudolu (2012) described this lifelong model of education as one aimed at developing in the learner the ability to effectively create, acquire, use and transmit knowledge for the promotion of human activities in knowledge dominated society. Since education plays a vital role in shaping and transforming learners through relevant skills, knowledge and attributes for effective life in the society and for meaningful contribution to its survival; the content of the school curriculum must be relevant to the needs of the society and that of the learners. For effective delivery of the senior secondary curriculum to fully achieve the desired changes and serve as a catalyst for national development, there is need to adopt innovative pedagogical approach in Nigeria at the senior school level. One such approach is Team Teaching (TT). Many things about teaching and learning process as a means of educating people are changing. Teaching and learning activities which are important components of school curriculum are taking new dimensions. Teachers as implements of curriculum are indispensable and they exert great influence on the education

system. They are expected to be abreast of current global changes and reforms in education in order to offer the students global best practices for learning to be effective. The Team Teaching is to improve efficiency and effectiveness of instruction through a cooperation, collaboration and utilization of instructional resources. Clemens and Mc Etroy opined that team teaching is a process where teachers deliberately plan curriculum together, but may or may not work in a single classroom. Team Teaching may come in varied form but the core issue is that it works better than STTA because it provides enhanced learning opportunities for students (Duchovic, 2011; Nungsari, Dedrick and Patel, 2017). So, the use of team teaching in the classroom has been acclaimed worthwhile globally especially at this time of education reform. Yanamandaram and Noble (2007) reported that –

*As in many western countries, academics..... are expected to do more with less. A teaching method that is frequently cited as a means to address the problem of doing more with less is what is interchangeably labeled as “collaborative” or “team” teaching. (p.50)*

Team teaching is an instructional strategy in which teachers come together to plan, implement and evaluate a teaching activity for the same group of learners. Okwo (1996) had earlier defined team teaching as a co-operative and optimal utilization of available teaching and non-teaching material resources in the design, implementation and evaluation of instruction based on the assessed needs of the learner. It is clear that a team is not an individual but members contributing to produce a desired result or effect which one would be incapable of accomplishing working alone. Thus, there must be cooperation and collaboration between and among the teachers for the approach to succeed. Baniabdelrahman (2013) stated that team operation in team teaching maximizes contact and decreases psychological stress as it facilitates communication. Hence team teaching approach appeared to offer more effective way to teach young adolescent students in the day-to-day challenges of classroom. Again, Eisen and Tisdell (2006) observed that teaming can improve the delivery to teacher-centered education and create practices and environments that are fully inclusive of learners. The global trend in team teaching leaves no doubt that it promises to bring relief to the conventional approach of single teacher (ST) per subject in a class practiced in Nigeria classroom especially at the public secondary schools. Aduwa-Ogiegbaen (2006) lamented that in public secondary schools in Nigeria, teachers are still the performers and dispensers of knowledge in the classroom. Teachers should be seen as facilitators in the classroom helping learners to discover things for themselves. Gone are the days when teachers are seen as “sages on the stage”, dominating the instruction process. Igwe, Uzoka and Rufai (2011) stated that teachers of the future will be expected to shift from being experts to being facilitators who will model the “how” of integrating the ‘who’, ‘what’, ‘when’, ‘where’ and ‘why’ into a coherent whole. Hence the need for teachers to team up and use different teaching approach to guide learners to desired goals in the classroom. When teachers are collaborative, there is bound to be professional development and the quality of instruction given to students will greatly improve. The only

way to ensure that Nigeria continues to be relevant and capable of continuing to contribute to the demands of this age is to embrace and incorporate novel ideas, approaches in different areas of curriculum changes for the desired outcome hence the need to introduce team teaching in schools especially at the senior secondary level, since team teaching seem to be an unexplored territory in Nigerian Public Secondary Schools.

### **Recommendations**

For the above innovation to succeed and thrive the following recommendations are made:

1. There is need for a re-orientation of teacher educators, teacher-trainees and in-service teachers towards the use of TTA for a more effective delivery and implementation of the new curriculum.
2. There is need for paradigm shift in the education sector to properly empower teachers for the challenges in the system. The issues discussed calls for urgent attention so as to move the nation forward. Therefore, the government at the various levels should pay more attention to the education sector by taking deliberate and appropriate actions towards achieving the desired goals of education such as organizing seminars and workshops aimed at developing TTA as the carrier vehicle to effectively inculcate the new curriculum system in Nigeria for laying the foundation of sustainable national development.
3. Government and private education entrepreneurs should consider the following as well: providing enough fund, creating enabling environment, employing qualified personnel, clarity in formulating policies and removing all obstacles towards achieving them, evaluating and monitoring personnel objectively.
4. Government should encourage wealthy individuals, industries and corporate organizations to assist schools as part of their Corporate Social Responsibility (CSR) by sponsoring researchers, sponsoring teacher training, provision of instructional materials, etc. These should be done on a more consistent basis.

### **Conclusion**

It is generally agreed that education is an instrument of both change and development in an individual and the society at large. But there can neither be growth nor development when the curriculum is not properly delivered. What is required is for implementers of the curriculum to effectively deliver the curriculum so that it serves the purpose it is meant for. The senior secondary curriculum if properly delivered should be able to solve numerous problems in the areas of value re-orientation, poverty eradication, job creation, wealth generation and so on, thus improving the quality of life for the individual and the society at large. Then the purpose of education should no longer be imparting of knowledge to the learners but building the learner's knowledge, skills and capacity for living successfully in the real-world of work thereby contributing to sustainable national development. TTA is an innovative approach to teaching that will help to bring about the desired curriculum changes at the secondary level if embraced and well-articulated.

## References

- Achor, E. E, Imoko, B. I. and Jimin, N (2012). Improving Some Nigeria Secondary Students Achievement in Geometry: A field report on Team Teaching Approach. *New York Science Journal*, 5(1), 28 – 36.
- Adepoju, D. A. (2007) Rethinking Teacher Education programmes in the 21<sup>st</sup> Century. In Maisamari A. M. & Orji, A.B.C (Eds). *The Challenges of Teacher Education in the 21<sup>st</sup> Century in Nigeria*: FCT, Nigeria Faculty of Education, University of Abuja, pp. 538-545.
- Akudolu, L. R. (2012). Emerging trends in curriculum development in Nigeria: from the Beginning to the Future. In UMO Ivowi and B.B. Akpan (Eds), Lagos: Foremost Educational Services Pub. Pp. 153-166.
- Amadioha, S. W. and Akor, V. O. (2020). Students Perception of Curriculum and Corrupt Free Tertiary Education: A case study of Rivers State University. *Journal of Curriculum Organisation of Nigeria* (CON), 27(2), 30 – 39.
- Azikiwe, U. (2012). Multicultural Education in Nigeria In Ivowi, U. M. O. (2012) Failure of Curriculum Implementation in Nigeria. In Ivowi, U. M. U. & Akpan, B.B. (Eds) EP. 461-474
- Baniabdelrahman, A. (2013). The effect of team teaching and being the teacher native and non native on EFL students English Language Proficiency. *African Educational Research Journal*. 1(2): 85-95
- Chiemeke, S.C. and Daodu, S.S. (2015). Re-defining Education through E-Technology. *Journal of Emerging Trends in educational Research and Policy Studies* 6(4), 293-299.
- Duchovic, R. J. (2011). Lessons learned from an interdisciplinary course in undergraduate science In K. M. Plank (Ed), *New Pedagogies and Practices for Teaching in Higher Education Series: Team Teaching across the disciplines, across the academy*. Pp 97-118
- Eisen, M. and Tisdell, E. J. (2006) Team teaching across disciplinary honors class. Preparation and Development. *College Teaching* 52 (2), 76-79.
- Federal Republic of Nigeria (2014). *National Policy on Education*: Lagos: NERDC Press.
- Igwe, R. O., Uzoka, N. E. and Ruggai, S.A. (2011). Curriculum improvement for future relevance: an eye on tomorrow in Nigerian secondary schools. In *Journal of Educational Review*. 4(2), 185-191.
- Ituem, S. A. U. (2011). Challenges of curriculum Renewal: Towards a Dynamic UBE Programme in Rivers State. A paper presented at the Domestication Workshop of the Basic Education Curriculum in Rivers State.
- Ivowi, U. M. O. (2012) Failure of Curriculum Implementation in Nigeria. In Ivowi, U. M. U. & Akpan, B.B. (Eds) *Education in Nigeria from the Beginning to the Future*. Lagos: Foremost Educational Services Ltd. Pp. 179-195