

THE EFFECTIVENESS COLLABORATIVE TEACHING METHODS AMONG THE LECTURES IN ACADEMIC INSTITUTIONS

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ABSTRACT

Collaborative teaching has gained recognition as an effective educational approach for students learning process and professional development for the educators. However, to materialize this concept it requires the willingness of the lectures to share the norms and values besides respect the abilities and contribution from their peers. The domain of this study is to examine the determinants that affect the educators to engage in this teaching method. A quantitative method through questionnaire has been used for data collection. A total of 250 educators who work in 2 Matriculation colleges, 2 Form six colleges and 3 Institute of Teacher Education in four different states in Malaysia have been targeted as the respondents. This study is focusing to test the specific hypotheses and examine the relationship between the influencing factors and the collaborative teaching method in the academic institutions. The results as analyzed by using the Structural Equation Model (SEM) demonstrate that all the exogenous variables have the significant causal effects in influencing the effectiveness of the collaborative teaching method and attitude dimension ($\beta = 0.316$) appears to be the most significant determinant and it is believed positive attitude will lead to the major shift from the traditional solo teaching to the team teaching, positive attitude of knowledge sharing such as allow the fellow teachers to observe one another teach, establish goals, investigate and design strategies to implement the teaching lesson together have become significant challenges. Trust dimension has the mediation effects in all the exogenous constructs and trust strengthen the collaborative relationship. Lectures agreed that team teaching is beneficial for professional growth therefore, it is suggested that the campus leaders need to establish a strategic plan as the lectures need specific instruction, the pertinent knowledge and skills to implement this classroom practice. The high-quality professional development courses related collaborative teaching is urgently needed to ensure the effectiveness of this teaching method.

Keywords: Collaborative Teaching, Educators, Education Institutions

INTRODUCTION

Collaborative teaching approach is a promising method that has become a twenty first century trend (Michael et al, 2010). Lectures faced pedagogical challenges as the employability skills for this new era requires diversity skills and it is particular challenge for the lectures to teach in a large class. The concept of collaborative teaching models involves groups of lectures working together to accomplish the teaching goals and the support from peers is important factors for the quality performance. It is believed that the collaborative teaching is a reciprocal learning process that enable teachers to think about teaching in a broader and innovative way (Scruggset al. 2007; Marilyn et al., 2010). The collaborative learning method yielded good impact in terms of the cognitive gains and positive learning outcomes (Johnson & Johnson 1988; Rafaeli & Ravid, 2003; Ting & Shaheen 2007; Islam et al., 2013). Jang (2006) further elaborated that since the collaborating teachers teach in different ways and this challenged the students' thinking. Furthermore, the collaborative teaching is one way schools make sure that students who need special education services are being taught in the least restrictive environment (Marilyn et al, 2010). She further emphasized that being in a co-taught classroom has many benefits, students can spend more time with the teachers and get more individual attention with more than one teacher, as for the teachers' perspective it's easier to teach students in smaller groups or one-on-one. Collaborative teaching methods not only boost confidence but also create quality teaching performance because the cooperative interaction in learning is more effective as compared to individualistic interaction. Students have the opportunity to learn from two teachers who may have different teaching styles, ideas, perspectives and experience. Folker et al. (2009), highlighted that team teaching is well received by the undergraduate students because they are exposed to the multiple experts that will enhance their learning experience. Obviously, the collaborative teaching models depart so significantly from the traditional model.

In the context of Malaysia, students have been following lectures taught by individual teacher since their foundation year. The teachers have been used to the "one teacher per classroom" traditional model and the successful of the collaborative teaching is depending greatly on the active and voluntarily participation among the lectures. Wachira et al. (2014) claimed that these types of pedagogies may not be accepted by all the students, some students inclined the traditional model. Since the collaborative teaching mode was introduced, there seems to be some level of confusion in between the benefits and challenges on the part of the lectures. This practice has force the lectures to adjust their teaching style and modify the teaching materials to accommodate not only the students but also another extra adult in the classroom. The nature of the higher learning environment presented greater obstacles to the collaborative teaching methods because of the emphasis on the contents area and knowledge competency examination.

Apart from this, the lecturers are competing in the grades ranking and personal performance, Rosmaladewi & Abduh (2017) argued that if competition culture is high, the collaboration culture becomes utopia. Despite various advantages associated with collaborative teaching models and the growing concern of this issue there is still paucity research delve into the problems especially on the part of the lectures. Hence, the influencing factors on the perspective of the lectures in willingness to share the expertise during teaching process and professionally socialized to partner in the classrooms have become crucial. As such, this

study would venture into the influencing factors that trigger the lectures' interest in participating in the collaborative teaching. This study also attempts to crystallize certain problems in the teaching transformation process and provides the important information to the campus leaders to design an effective collaborative teaching methods courses that enable the lectures to embrace into the team and provide contribution more successfully.

LITERATURE REVIEW

Collaboration is a philosophy of interaction individuals are responsible for their action and respect their peer (Martin, 2015). Collaboration teaching includes the professionals planning and delivering instruction using six approaches ie: One Teach, One Observe; One Teach, One Assist; Parallel Teaching ;Station Teaching; Alternative Teaching :Team Teaching (Cook & Friend, 1995; Gurgur & Uzuner, 2010; Treahy & Gurganus, 2010). Barnet & Alseha (2009) emphasized that teachers who have consistent opportunities to work with effective colleagues also improve in their teaching effectiveness and they further provided evidence that peer learning among small groups of teachers seemed to be the most powerful predictor of student achievement over time. Rosmaladewi & Abduh (2017) attested that working in the team the senior can facilitate juniors to learn, adapt and familiarise with the environment. Folker et al.,(2009) conducted a study at University of Queensland found that team teaching is well received by the undergraduate students because the students value the diverse expertise and teaching styles they exposed to. Alison et al. (2010) revealed that collaborative relies on the supportive culture, an effective leadership could develop positive environment that lead the educators to adopt the new practice. Marlie (2010) attested that schools where the collaboration is successful has a strong leadership presence, campus leaders promote a positive organizational climate. Nancy & James (2010) have further confirmed that the quality of leadership can significantly affect the collaborative culture and collaborative forms of professional development are designed with constructivist approach, the teachers are empowered to make decisions collaboratively. Similarly, Rosmaladewi & Abduh (2017) highlighted that the establishment of collaboration culture need to form by the leader so that the lectures can work together based on their similar interest and goals. Kimaya (2012) concluded that great leaders create environment where members feel supported, open and intrinsically motivated to work towards the community's mission and goals.

DuFour (2004) has a different view, he claimed that the attitude of the teachers to reject change is the constraint, teachers' resistance to a co-teaching model occurred because teachers often are considered to be autonomous. Attitude is the feeling about something or someone or way of behaving that follows (Hornby, 2000). Dearman & Alber (2005) attested that teachers must have a change in their personal beliefs, they further elaborated that teachers who are least likely to embrace change in their teaching practices are those who prefer to work in isolation. Mackenzie (2000) found that teachers who felt they worked in a collegial atmosphere had a sense of shared purpose because of their collaborative work. Osborne & Dyer (1998) observed the attitude of the science teachers and they concluded that attitudes of the teachers influence the tendencies to collaborate with peers. Similarly, earlier researcher Zimmelman et al., (1993) revealed that teachers' attitudes are crucial to the success of in-depth curricular innovation. OECD (2009) conducted a Teaching and Learning International survey highlighted that teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. In the context of Malaysia, teachers normally carried out their work without the support of the colleagues, this type of the organizational structure has built up the attitude of the teacher to be more individualistic they are more difficult to supervise and collaborate (Sengphoh, 2018).

Based on the Bandura's self- efficacy theoretical model, Brian (2011) argued that teachers who work in isolation may experience low self- efficacy. Self-efficacy is one's belief about oneself impacts behaviour, actions, and subsequently one's performance. Prachee et al. (2017) indicated that a positive association between teacher self-efficacy and teacher effectiveness and they further confirmed that collaboration among teachers is positively related to teacher self-efficacy. Ward (2005) emphasized that experience alone does not guarantee teacher efficacy; it occurs only through experiential collaboration and reflection. Teacher efficacy issue has also been described by Ng et al. (2010) as "the teachers' beliefs are the ideas that influence how they conceptualize teaching" and this self-conception is central to efficacy in accepting the new approaches.

Yanamandam et al. (2006) argued that the success of a team teaching model is not only dependent on the degree of involvement and collaboration between team members but on who is in the team. Wollner & Ginsborg (2011) identified the poor communication between team teachers and the lack of commitment to the principle of team teaching as the weakness of team teaching, teachers need to cooperate and share the responsibilities for planning, teaching, and evaluating a group of students. Therefore, teacher collaboration should be viewed as a generalized process where teachers regularly meet to share, refine and assess the impacts of the strategies and approaches they are currently using in their classrooms. (Schomoker, 2007). Firestone & Rosenblum (1998) claimed that recognition and feedback from the peers as the important motivators for teachers, the evaluation from the peers is an obvious vehicle as the incentive to direct the teachers on the path towards professional growth and improvement. Robert & Tracy (2012) postulated that effective collaboration builds a sense of collective motivation and it breaks the isolation, they further enhanced that collective efficacy revitalize and motivate successful teaching behaviours.

Barnet & Alseha (2009) argued that that collaboration is difficult to execute without a sense of trust among teachers. Teaching partners must establish trust, develop relationship and work to communicate work together to overcome the inevitable challenges and problems further anticipate conflict and handle in the constructive way. Similarly, Bishop & Stevenson (2000) highlighted that trust is a critical factor in the co teaching relationship as the co teacher has to trust his partner for the collaboration to be successful without co teacher trust the co teaching relationship will not develop and flourish. Petrick (2015) concluded that trust strengthen the collaborative relationship. Nevertheless, trust cannot be built overnight, it really require time, effort, diligence, character and consistency (Horsage, 2012). Thus, the successful interpersonal communication must exist in teams, building in trust is essential.

Therefore, the study hypothesized that:

H1: Collaborative teaching is affected by the leadership of the institution.

H2: Attitude of the lectures influences the effectiveness of collaborative teaching.

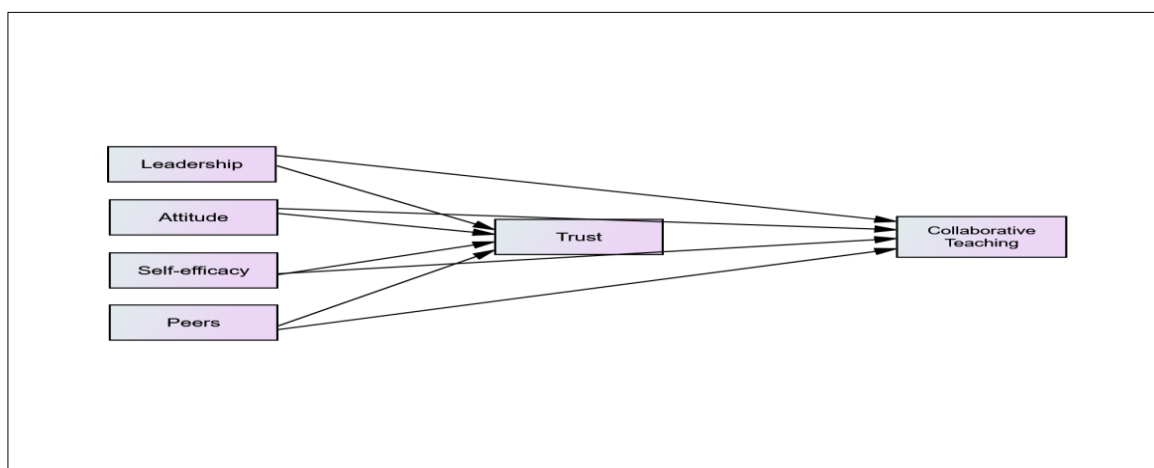
H3: Self- efficacy of the lectures influences the effectiveness of collaborative teaching

H4: The effectiveness of collaborative teaching is affected by the peers in the team.

H5: Trust has mediating the relationship between leadership, attitude, self-efficacy and peers and the effectiveness of the collaborative teaching.

The overall of the conceptual model depicted in Figure 1. It is built upon the direct and indirect cause effect relationship. As illustrated in Figure 1, leadership, attitude, self-efficacy and peers are the exogenous constructs, collaborative teaching as the endogenous construct and the Trust as the mediating construct.

Figure 1: The hypothesized model



RESEARCH METHODOLOGY

A quantitative method through questionnaire has been used for data collection. Lectures who are teaching in Matriculation programs, Form six programs, teacher training institutions in Penang, Kuala Lumpur, Kedah and Negeri Sembilan (a total 3 teacher training institutions, 2 Form six colleges and 2 Matriculation colleges) have been chosen as the respondents. A set of questionnaire based on the Likert 7 scale has been developed to measure the variables of interest. The instrumentation was divided into two parts. i.e respondents profiles and statements of agreement. A pilot study has been carried out with twenty lectures who are teaching at Penang Matriculation College to check the appropriate use of terms, the actual meaning and more importantly the clarity of the questions. The purpose of the study was briefly explained in the questionnaire together with the details of the researcher. A total of 250 questionnaires have been collected. The sample size has been deemed as adequate for the application of structural equation modeling (SEM) to address the objectives of the research. In order to analyze the structural relationship among the various constructs. AMOS software version 21 has been applied.

RESULTS

Respondent's Profiles

From the descriptive statistics 60 percent (n = 150) of the respondents were males compared to 40 percent (n= 100) of female. The ethnic group consist of Malay 50 percent (n=125) Chinese 28 percent (n= 70) and Indian 20 percent (n = 50).

Factors influencing the lectures' involvement in collaborative teaching

The structural equation modeling that addressed the objectives of the study. It first assessed the validity and reliability of the measurement models and then estimating the full fledged structural model.

Validity of the Measurement Models

The Confirmatory factor analysis (CFA) was run for each of the 4 measurement models, three items (lp6, at1 and sf1) have been removed due to the violation estimation.

Reliability and Convergent Validity

Table 1 shows the summary of the results for the standardized coefficients of the measurement model. The reliability for all the remain variables in the study were above 0.70, the Cronbach Alpha use for testing the internal reliability, the results demonstrates that for all the constructs were above 0.70 (Leadership dimension 0.831, Attitude dimension 0.836, Self- efficacy dimension

0.869, Peers dimension 0.865, Trust dimension 0.879 and Collaborative teaching dimension 0.877). It provided evidence that the constructs fulfill the requirement for internal reliability.

As for the convergent validity, Table 1 shows that the construct reliability all constructs have been above 0.60 (the Leadership dimension was 0.909; Attitude dimension 0.919; Self-efficacy dimension 0.905; Peers dimension 0.937; Trust dimension 0.866 and lastly Collaborative teaching dimension 0.927). For the average variance extracted the values for all the constructs were all 0.5 (Leadership 0.697; Attitude 0.74; Self efficacy 0.658; Peers 0.719; Trust 0.640 and Collaborative teaching 0.815). The construct reliability and average variance extracted results have implied an adequate convergent validity for the model. The assessment of the normality of the data via skewness test and the value of the skewness for all the items fell within the range of -1.0 to 1.

Table 1: Validity of the Measurement Models

Constructs	Items	Factor Loading	CronbachAlpa (>0.70)	CR (>0.60)	AVE (>0.50)
Leadership	lp1	.869	.879	.909	.697
	lp2	.902			
	lp3	.883			
	lp4	.749			
	lp5	.758			
Attitude	at2	.786	.836	.919	.740
	at3	.803			
	at4	.918			
	at5	.925			
	sf2	.731			
Self-efficacy	sf3	.894	.869	.905	.658
	sf4	.821			
	sf5	.812			
	pe1	.682			
Peers	pe2	.800	.865	.937	.719
	pe3	.836			
	pe4	.872			
	pe5	.796			
	Trust	tr1			
tr2		.756			
tr3		.824			
tr4		.750			
tr5		.847			
Collaborative Teaching	ct1	.837	.877	.927	.815
	ct2	.754			
	ct3	.839			
	ct4	.895			
	ct5	.764			

Discriminant Validity

Discriminant validity is the degree to which factors that are supposed to measure a specific construct do not predict conceptually unrelated criteria (John & Benet, 2000). Table 2 shows the Discriminant validity compares the variance extracted (AVE) estimates for factors with the squared inter construct correlation (SIC) associated with that factor. The results showed that all variance extracted estimates were larger than the corresponding squared inter construct correlation (Fornell & Larcker, 1981). Therefore, the six constructs demonstrate discriminant validity.

Table 2 : Discriminant Validity Correlations between constructs (Group number 1 - Default model)

	Leadership	Attitude	Self-efficacy	Peers	Trust
Attitude	R= 0.265 R ² = 0.070				
Self- efficacy	R=0.443 R ² = 0.196	R=0.232 R ² = 0.053			
Peers	R=0.468 R ² = 0.219	R=0.399 R ² = 0.159	R=0.324 R ² = 0.104		

Trust	R=0.516 R ² = 0266	R=0.303 R ² = 0.091	R=0.451 R ² = 0.203	R=0.390 R ² =0.152	
Collaborative Teaching	R=0.347 R ² = 0.120	R=0.451 R ² = 0.203	R=0.327 R ² =0.106	R=0.404 R ² =0.163	R=0.465 R ² =-0.216

Estimating the Structural Equation Model

Structural model was estimated using maximum likelihood (MLE) technique. In order to examine the hypothesized model all the five measurement models were integrated. The confirmatory model yielded consistency of the hypothesized causal- relationship with the data (relative chi square = 339.609; RMSEA= 0.037; TLI=0.979; CFI=0.981) all these fit indices satisfied their critical cut scores the results therefore indicated a fitting model. Table 3 presents the unstandardized regression weight for Leadership, Attitude, Self- efficacy and Peers on the causal effect of Lecturers’ collaborative teaching.

The results demonstrated that there is a positive and significant relationship between Leadership and Lecturers’ collaborative teaching ($\beta = 0.118, P=0.043$), it implies that when Leadership dimension goes up 1 standard deviation the lecturers’ collaborative teaching will goes up by 0.118, The probability of getting a critical ratio as large as 2.024 in absolute value is 0.00. In other words, the regression weight for leadership in the prediction of lecturers’ collaborative teaching is significantly different from zero at the 0.001 level (two tailed). Hence, the research hypothesis is supported.

There is a positive and significant relationship between Attitude and Lecturers’ collaborative teaching (Beta = .316, P=0.000), it implies that when attitude dimension goes up 1 standard deviation the Lecturers’ collaborative teaching will goes up by 0.316, The probability of getting a critical ratio as large as 5.978 in absolute value is less than 0.001. In other words, the regression weight for attitude in the prediction of Lecturers’ collaborative teaching is significantly different from zero at the 0.001 level (two tailed). Hence, the research hypothesis is supported.

There is a positive and significant relationship between self-efficacy and Lecturers’ collaborative teaching ($\beta = 0.145, P=0.008$), it implies that when perceived value goes up 1 standard deviation, the Lecturers’ collaborative teaching goes up by 0.145 standard deviation, The probability of getting a critical ratio as large as 2.634 in absolute value is less than 0.000. In other words, the regression weight for Technology dimension in the prediction of Lecturers’ collaborative teaching is significantly different from zero at the 0.001 level (two tailed). Hence, the research hypothesis is supported.

The same results occur in the peer dimension. There is a positive and significant relationship between peer and Lecturers’ collaborative teaching ($\beta = 0.175, P=0.003$), it implies that when peer dimension goes up 1 standard deviation, the Lecturers’ collaborative teaching goes up by 0.175 standard deviation, The probability of getting a critical ratio as large as 2.981 in absolute value is less than 0.000. In other words, the regression weight for motivation in the prediction of Lecturers’ collaborative teaching significantly different from zero at the 0.001 level (two tailed). Hence, the research hypothesis is support

Table 3: Parameter Estimates (Regression weight)

	Path	beta	Estimate	S.E.	C.R.	P	Results	
Collaborative teaching	<---	Leadership	.118	.173	.086	2.024	.043	significant
Collaborative teaching	<---	Attitude	.316	.296	.050	5.978	.000	significant
Collaborative teaching	<---	Self -efficacy	.145	.211	.080	2.634	.008	significant
Collaborative teaching	<---	Peers	.175	.235	.079	2.981	.003	significant

Mediation Effect

A mediation effect occurs when a third construct intervenes between two other related constructs. The mediator explains the relationship between the other two constructs (Hair, et al.2010). In this context, the process of resampling is conducted for 5000 times (Hayres,2013) in the attempt to identify the role of trust in mediating the relationship between leadership, attitude, self-efficacy, peer and the lecturers’ collaborative teaching. Figure 2 demonstrates the results of the unstandardized regression weights of the mediation effect model. The confirmatory modeling yielded consistency of the hypothesized cause relationship of the data (Chi square =525.111, TLI = 0.972, CFI=0.975 and RMSEA=0.038).

Figure 1: The unstandardized regression weights

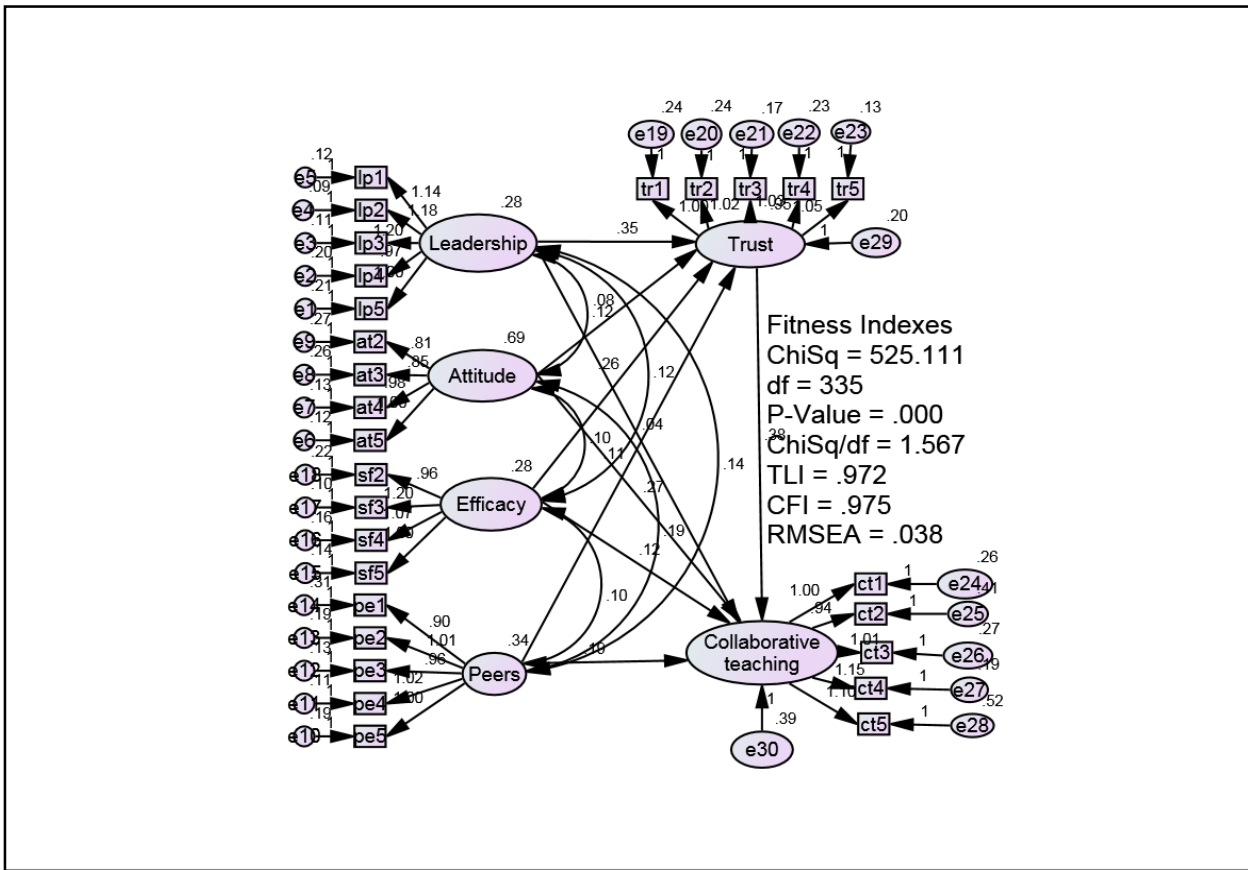


Table 3 presents the test for causal paths between leadership, attitude, self- efficacy and peers with the presence of the mediator variable i.e trust. Overall, the results indicate there is positive and significant relationship between trust and lecturers’ collaborative teaching ($\beta = 0.271, p = 0.001$).

Table 3: Parameter Estimate Regression Weights

Path	Beta Estimate	Estimate	Standard Error	Critical Ratio	P	Results
Trust <--- leadership	.325	.345	.064	5.376	.001	Significant
Trust <--- Attitude	.115	.078	.035	2.253	.024	Significant
Trust <--- Self- efficacy	.244	.258	.059	4.398	.001	Significant
Trust <--- peers	.113	.109	.056	1.950	.050	Significant
Collaborative teaching <--- leadership	.029	.043	.088	1.488	.625	Not Significant
Collaborative teaching <--- Attitude	.285	.267	.049	5.501	.001	Significant
Collaborative teaching <--- Self- efficacy	.079	.116	.081	1.428	.153	Not Significant
Collaborative teaching <--- peers	.145	.195	.077	2.524	.012	Significant
Collaborative teaching <--- Trust	.271	.377	.085	4.422	.001	Significant

Table 4 presents the results of bootstrapping mediation test, the process of resampling has been conducted for 5000 times (Hayes, 2013).

Results indicate that in the direct model leadership dimension has positive and significant effect on lecturers’ collaborative teaching ($\beta = 0.118, p = .043$) with the presence of the mediator the coefficient beta value has been reduced and not significant ($\beta = 0.029, p = 0.626$), the Std.Indirect Effect (SIE) also indicates the significant effect ($\beta = 0.088, p = 0.001$). Therefore, it has been

concluded that the mediator has given a full mediation effect on the relationship between leadership and the lecturers' collaborative teaching.

Results indicate that in the direct model, attitude has a significant causal effect on lecturers' collaborative teaching ($\beta = 0.316$, $p = 0.001$), with the presence of the mediator the coefficient beta value has been reduced but retain significant ($\beta = 0.285$, $p = 0.001$) the Std.Indirect Effect (SIE) indicate significant effect ($\beta = 0.031$, $p = 0.016$), it has been concluded that the mediator has given only an partial mediation effect on the relationship between attitude and the lecturers' collaborative teaching.

Results indicate that in the direct model, self-efficacy dimension has a positive and significant causal effect on lecturers' collaborative teaching ($\beta = 0.145$, $p = 0.008$), with the presence of the mediator the coefficient beta value has been reduced and not significant ($\beta = 0.079$, $p = 0.153$). In addition, the Std.Indirect Effect (SIE) indicate significant effect ($\beta = 0.066$, $p = 0.001$), it has been concluded that the mediator has full mediation effect on the relationship between self-efficacy and the lecturers' collaborative teaching.

The different situation occurs in the relationship between peers dimension and lecturers' collaborative teaching. Results indicate that in the direct model, peers dimension has a significant causality effects on lecturers' collaborative teaching ($\beta = 0.175$, $p = .003$), with the presence of the mediator the coefficient beta value has been increased and retain significant ($\beta = 0.442$, $p = 0.012$), the Std.Indirect Effect (SIE) also indicates the significant effect ($\beta = 0.031$, $p = 0.043$). Therefore, it has been concluded that the mediator has given a partial mediation effect on the relationship between peers dimension and the lecturers' collaborative teaching.

Table 4: Results of bootstrapping for mediation effects

Model	Direct model		Full Mediation				(SIE) Std indirect effect		Decision
	Beta	P	Beta	P	LB	UB	Beta	P	
leadership → collaborative teaching	.118	.043	.029	.626	.041	.163	.088	.001	Full mediation
attitude → collaborative teaching	.316	.001	.285	.001	.005	.073	.031	.016	Partial mediation
self-efficacy → collaborative teaching	.145	.008	.079	.153	.032	.124	.066	.001	Full mediation
peers → collaborative teaching	.175	.003	.442	.012	.001	.074	.031	.043	Partial mediation

FINDING & DISCUSSION

The salient features of the research that lead to several major assumptions underpin the lecturers' collaborative teaching issues. This information is important for the policy makers and academician. For example, the finding of the present study has validated that attitude of the lecturers has statistically and the most significant determinant in influencing lecturers' collaborative teaching. The result is consistent with Yuen and Majid (2007) they emphasized that attitude is one of the significant determinants to influence the human behaviour. A positive attitude of the knowledge sharing behaviour can make useful contribution. The result also congruent with M. Sadiq & Salina (2009), they concluded that the attitude of the teaching staffs as one of the main contributors to the successful knowledge sharing. Katherine (2008) identified that an individual's positive attitude towards teaming affect a teacher's ability to work effectively within a team. Shin et al., (2008), also have agreed that attitude is one of the significant determinants to influence human being and positive attitude will stimulate the intention to share the knowledge. Therefore, develop and sustain the culture of collegiality among educators is necessary, it will generate an energy and enthusiasm from the educators to work together and improve the teaching performance.

The finding indicates that leadership dimension has a positive and significant impact on the lecturers' collaborative teaching practices. This is particular true for the supportive leadership culture in an education institution can stimulate lecturers' motivation in using the variety of teaching styles and effective teaching strategies. Supportive cultures shaping a positive working environment and establish the nature of team teaching among the lectures and the leaders of the organization play an important role in driving the organization to quality improvement.

Collaboration is not necessarily easy in the form of team teaching: it takes time and energy for teachers to work together in planning, teaching and evaluating, it needs the supportive team mates. Therefore, peers dimension implied as one of the significant factors in influencing the collaborative teaching method. The active interaction among academics, professional relationship are bonded that will encourage the academic to share ideas and give suggestions to improve job performance, it is believe that the strong social relationship could strengthen, develop and sustain the collaborative teaching methods. The findings confirmed that trust dimension has play the mediation effect on all the four dimensions, trust is found to be significant factor in driving to knowledge sharing. This finding is consistent with Ho and Lin (2012) who posited that trust is strongly influence individual's attitude and intentions and determine continuance behaviour in knowledge seeking. Trust has the implication in affecting lecturers' collaborative teaching practice, in fact collaborative teaching practice is built on cooperation, and people will only cooperate and share knowledge provided that there is a high level of trust. It is believed that trust is beyond

price and it is priceless. Hence, a spirit of trust is crucial where people are free to talk about challenges they experience in their teaching, critically comment to others. Team teaching is beneficial for both the students and the lectures therefore the policy maker should promote the concept of team teaching. Promote cooperation among lectures through the activities in Professional Learning Communities is one of the way

CONCLUSION

The escalating global competition and the growth of knowledge based economy, there is a new imperative the need to think, learn and lead together as it is clear that traditional pedagogical models cannot be sustained into the future and the collaborative teaching method is one of the alternative pedagogical practice. The basic objective of the collaborative teaching method aims to facilitate students' understanding of the concepts from a variety of viewpoints. The nature of collaborative teaching methods requires the educators to gather around a shared vision for student learning, sharing practice and cooperation for collective learning and application. According to McCarthy et al., (2011) the collaborative teaching could be improved through define the roles and responsibilities clearly, establish shared vision and the strategic plan and adjust the plan. Apparently, this method requires voluntary participation from all the educators, they should have the professional obligation to share ideas and these collaborative discussions help to identify specific challenges and create new knowledge. Adjustment of attitude from the lectures that enable the mutual ownership and joint accountability are the important values that should be cultivated to ensure the sustainability and effectiveness of collaborative teaching methods.

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