



The Effectiveness of Team Teaching on Academic Performance, Student Engagement, and Satisfaction: A Systematic Review

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ABSTRACT

Background: Team teaching has increasingly been adopted in educational institutions as a collaborative instructional approach intended to improve learning outcomes, student engagement, and satisfaction. However, evidence regarding its effectiveness remains inconsistent across educational settings.

Objective: This systematic review aimed to evaluate the effectiveness of team teaching on academic performance, student engagement, and student satisfaction among students across various educational settings and to identify implications for educational practice in the Philippines.

Methods: A systematic review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines. Electronic databases, including Scopus, Web of Science, ERIC, ScienceDirect, and Google Scholar, were searched. A total of 263 records were identified, and after screening and eligibility assessment, 20 studies met the inclusion criteria. The included studies comprised quantitative, qualitative, mixed-methods, and experimental designs conducted across various educational settings and countries. Data were synthesized narratively according to the primary outcomes of academic performance, student engagement, and student satisfaction.

Results: The findings demonstrated that team teaching generally produced positive educational outcomes. Most studies reported improvements in academic achievement, classroom participation, motivation, and student satisfaction. Students benefited from diverse instructional perspectives, increased academic support, and enhanced learning experiences. However, the effectiveness of team teaching was influenced by contextual factors such as instructor collaboration, communication, role clarity, class size, and institutional support.

Conclusion: Team teaching is a promising instructional approach that can enhance academic performance, student engagement, and student satisfaction when effectively implemented. Educational institutions should promote collaborative teaching practices and provide adequate support mechanisms to maximize the benefits of team teaching.

Keywords: team teaching, co-teaching, academic performance, student engagement, student satisfaction, systematic review.

INTRODUCTION

Team teaching is an instructional approach in which two or more educators collaboratively plan, deliver, and evaluate instruction for the same group of learners within a shared educational setting (Rochmawati et al., 2024). The approach emphasizes collaboration among teachers, integration of expertise, and shared responsibility for instructional delivery and student learning outcomes (Decuyper et al., 2026). Unlike traditional single-instructor teaching, team teaching allows educators to combine diverse pedagogical perspectives and specialized knowledge to create richer learning experiences and address the varied needs of students (Fraenkel, 1967).



Several models of team teaching have been described in educational literature. These include one teach–one assist, parallel teaching, station teaching, alternative teaching, and fully collaborative team teaching approaches (Frelin et al., 2025; Malik et al., 2024; Baeten & Simons, 2014). In higher education, interdisciplinary teaching and co-teaching models have likewise emerged, particularly in professional and health sciences education, where multiple instructors contribute complementary expertise (Zach & Avugos, 2024). The selection of a particular model often depends on institutional resources, class size, course objectives, and faculty specialization (Cruz-Bohorquez et al., 2024; Zach & Avugos, 2024).

The effectiveness of team teaching is commonly evaluated using three major educational outcomes: academic performance, student engagement, and student satisfaction (Mononen et al., 2023). Academic performance is typically assessed through examination scores, course grades, achievement tests, and learning outcomes (Rodríguez-Hernández et al., 2020). Student engagement is measured through participation, motivation, attendance, interaction, and behavioral involvement in learning activities (Nasirpour Osgoei & Obembe, 2025). Student satisfaction is often evaluated using course evaluations, perception surveys, and qualitative feedback regarding instructional experiences (Martinez et al., 2025). Collectively, these indicators provide a comprehensive assessment of the cognitive, behavioral, and affective impact of team teaching (De Weerd et al., 2026).

Globally, team teaching has gained increasing attention as educational institutions adopt student-centered pedagogies, interdisciplinary curricula, and collaborative instructional approaches (Liebech & Andersen, 2026; Maciejasz et al., 2025). Universities and schools across North America, Europe, Asia, and Australia have implemented various forms of co-teaching and collaborative instruction to enhance learning outcomes, promote active learning, and expose students to multiple perspectives (European University Association, 2023; Tatnall & Fluck, 2022). Previous studies have reported several benefits, including improved academic achievement, increased classroom participation, enhanced critical thinking, and higher student satisfaction (Prananto et al., 2025; Bhuttah et al., 2024). Additionally, team teaching has been shown to support faculty development by encouraging collaboration, reflection, and the sharing of instructional expertise (Decuyper et al., 2023).

In the Philippines, educational reforms emphasizing learner-centered instruction, outcomes-based education, and collaborative learning have created opportunities for the implementation of team teaching practices (Uy et al., 2024). The adoption of outcomes-based education in higher education institutions and the implementation of the K–12 curriculum have encouraged innovative teaching strategies that promote active learning and student engagement (Hapinat, 2023; Tenedero & Pacadaljen, 2021). However, despite these developments, team teaching remains inconsistently implemented across Philippine educational institutions and is often influenced by faculty availability, institutional policies, and administrative support (Dungog-Cuizon, 2024). Furthermore, locally published studies examining the effectiveness of team teaching remain relatively limited, particularly with respect to its influence on academic performance, student engagement, and student satisfaction (Roque et al., 2025; Tibog & Generalao, 2025).

Although numerous international studies have investigated team teaching, the existing evidence remains fragmented. Some studies report significant improvements in student achievement and engagement, while others demonstrate limited or inconsistent effects (Prananto et al., 2025; Bhuttah et al., 2024; Mononen et al., 2023). Variations in educational settings, instructional models, outcome measures, and study designs contribute to heterogeneity in findings (Cusack et al., 2018). Moreover, many studies focus on a single educational outcome rather than examining academic performance, engagement, and satisfaction simultaneously (Zhang & Qian, 2024). In the Philippine context, the scarcity of local evidence further limits the ability of educators and policymakers to make evidence-based decisions regarding the adoption and implementation of team teaching strategies (Alvarez & Galman, 2025).

Therefore, a comprehensive synthesis of the international literature is needed to clarify the effectiveness of team teaching across different educational contexts and to identify implications that may inform educational practice in the Philippines. By examining global evidence, this review may provide insights that can guide



local educators, administrators, and policymakers in developing collaborative teaching practices that enhance student learning outcomes.

This systematic review aims to evaluate the effectiveness of team teaching on academic performance, student engagement, and student satisfaction across various educational settings worldwide and to identify implications relevant to educational practice in the Philippines. Specifically, the review seeks to determine the effects of team teaching on students' academic performance across different educational settings; examine its influence on student engagement; assess its impact on student satisfaction with the learning experience; compare the effectiveness of different team-teaching models and instructional contexts; and identify research gaps and discuss the implications of the global evidence for educational practice, policy, and future research in the Philippines.

METHODOLOGY

Study Design

This study employed a systematic review design to evaluate the effectiveness of team teaching on academic performance, student engagement, and student satisfaction among students across various educational settings. The review was conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines to ensure methodological rigor, transparency, and reproducibility throughout the review process (Page et al., 2021).

Search Strategy and Information Sources

A comprehensive literature search was conducted using several electronic databases, including Scopus, Web of Science, ERIC, ScienceDirect, and Google Scholar. Additional studies were identified through manual searches of reference lists and other relevant sources to ensure comprehensive coverage of the available literature.

The search strategy combined keywords and Boolean operators related to team teaching and educational outcomes. Search terms included "team teaching," "co-teaching," "collaborative teaching," "academic performance," "student achievement," "student engagement," "student satisfaction," and "learning outcomes." Various combinations of these terms using the operators AND and OR were employed to maximize the retrieval of relevant studies.

Eligibility Criteria

Studies were eligible for inclusion if they: (1) investigated team teaching, co-teaching, or collaborative instructional approaches involving two or more educators; (2) included students from primary, secondary, tertiary, vocational, or professional educational settings; (3) reported at least one outcome related to academic performance, student engagement, or student satisfaction; and (4) employed a quantitative, qualitative, mixed-methods, quasi-experimental, experimental, comparative, or other empirical study design and were published in English.

Studies were excluded if they: (1) focused exclusively on faculty experiences without reporting student-related outcomes; (2) were editorials, conference abstracts, dissertations, review articles, commentaries, or other non-empirical publications; (3) did not provide sufficient information regarding the outcomes of interest; (4) did not involve a team-teaching or comparable collaborative instructional approach; or (5) were published in languages other than English.

Study Selection

The study selection process followed the PRISMA 2020 guidelines. A total of 263 records were identified, comprising 231 records obtained through electronic database searching and 32 records identified through other sources. After the removal of 43 duplicate records, 220 articles remained for title and abstract screening.

During the screening phase, 168 records were excluded because they did not meet the eligibility criteria. The remaining 52 full-text articles were assessed for eligibility. Of these, 32 articles were excluded due to irrelevance to the study objectives, insufficient outcome data, or failure to satisfy the inclusion criteria. Ultimately, 20 studies met all eligibility criteria and were included in the final systematic review. The study selection process is presented in Figure 1.

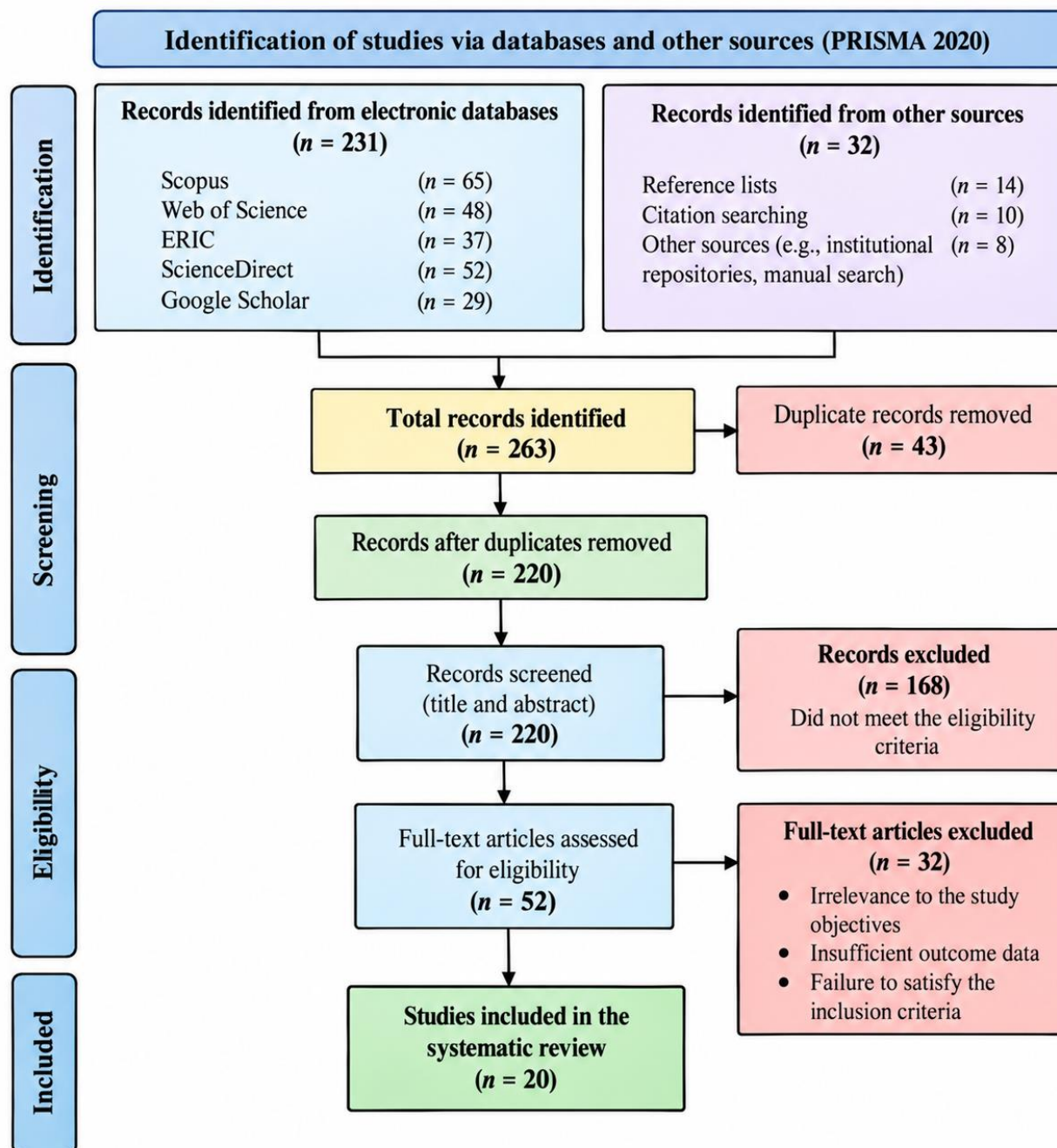


Figure 1. PRISMA flow diagram of the study selection process

Data Extraction

A standardized data extraction form was developed to ensure consistency in data collection. Information extracted from the included studies consisted of the author and year of publication, country of origin, educational setting, study design, participant characteristics, sample size, team teaching model employed, outcome measures, and major findings related to academic performance, student engagement, and student satisfaction. Data extraction was independently conducted by the reviewers to enhance accuracy and minimize bias. Any discrepancies in the extracted information were resolved through discussion and consensus.



Quality Assessment

The methodological quality of the included studies was assessed using the Mixed Methods Appraisal Tool (MMAT) 2018, which allows the evaluation of qualitative, quantitative, and mixed-methods studies using design-specific criteria (Hong et al., 2018). Each study was assessed according to the appropriateness of the research design, sampling procedures, data collection methods, outcome measurements, and overall methodological rigor. The quality assessment findings were considered during the interpretation of the results but were not used as criteria for excluding studies.

Data Synthesis

Because the included studies were heterogeneous in research design, educational setting, participant characteristics, team-teaching model, comparison condition, and outcome measurement, statistical pooling through meta-analysis was considered inappropriate. A narrative synthesis was therefore undertaken to integrate evidence from quantitative, qualitative, experimental, quasi-experimental, and mixed-methods studies while preserving the methodological and contextual differences among them. The inclusion of diverse study designs was considered appropriate because the review examined not only academic performance but also student engagement and satisfaction, outcomes that were assessed using both quantitative and qualitative approaches. Findings were organized according to the three primary outcome domains, academic performance, student engagement, and student satisfaction and were compared across educational levels, instructional contexts, and team-teaching models to identify patterns, consistencies, differences, and contextual factors influencing effectiveness.

Ethical Considerations

Since this study involved the analysis of previously published literature and did not directly involve human participants, ethical approval was not required. Nevertheless, all included studies were appropriately cited and acknowledged in accordance with the principles of academic integrity and ethical scholarship.

RESULTS

Characteristics of Included Studies

A total of 20 studies met the inclusion criteria and were included in this systematic review. The included studies were conducted across diverse educational settings and countries, including the Philippines, Nigeria, Indonesia, Australia, Taiwan, Malaysia, Belgium, and the United States. The studies involved learners from primary, secondary, tertiary, vocational, and professional education settings and employed various research designs, including quasi-experimental, mixed-methods, qualitative, quantitative, action research, and systematic review approaches. Sample sizes ranged from small qualitative samples involving six participants to large studies involving more than 400 students.

Several team teaching models were identified across the studies, including collaborative team teaching, co-teaching, one-teach–one-assist, tandem teaching, rotational teaching, and interdisciplinary collaborative instruction. The educational outcomes assessed primarily included academic performance, student engagement, student satisfaction, perceived competency, and learning experiences.

Table 1. Characteristics of Included Studies

Author (Year)	Country	Educational Setting	Study Design	Team Teaching Model	Outcome(s) Assessed	Major Findings
Esquivel & Cuenca (2022)	Philippines	Grade 7	Quasi-experimental	Collaborative teaching	Academic performance, engagement	Improved cognitive and practical performance



Said & Alonto (2024)	Philippines	Secondary education	Quantitative	Collaborative team teaching	Academic performance	Improved algebra achievement
Jang (2006)	Taiwan	Grade 8	Experimental	Team teaching	Academic performance	Higher mathematics achievement
Olowo et al. (2015)	Nigeria	Secondary education	Quantitative	Team teaching	Academic performance	Higher academic scores
Muza (2020)	Nigeria	Secondary education	Quantitative	Team teaching	Academic performance	Improved achievement
Esomonu et al. (2015)	Nigeria	Secondary education	Quasi-experimental	Team teaching	Academic performance	Positive academic outcomes
Okeke et al. (2025)	Nigeria	Secondary education	Quantitative	Team teaching	Academic performance	Better student achievement
Awodun & Alake (2023)	Nigeria	Secondary education	Experimental	Team teaching	Academic performance	Improved academic performance
Rochmawati et al. (2024)	Indonesia	Vocational education	Experimental	Team teaching	Achievement, engagement	Higher English scores and engagement
De Weerdts et al. (2026)	Belgium	Higher education	Quantitative	Team teaching	Achievement, engagement	Positive effects influenced by class size
Yusuf et al. (2024)	Nigeria	Secondary education	Comparative	Team teaching	Academic performance	Single-teacher instruction slightly better
Carpenter et al. (2007)	United States	Graduate education	Quantitative	Team teaching	Academic performance	No significant difference
Dungog-Cuizon (2024)	Philippines	Online education	Qualitative	Collaborative teaching	Engagement	Improved online learning experiences
De Weerdts (2025)	Belgium	Higher education	Quantitative	Team teaching	Engagement	Increased competence and support
Ahmad Fadzil et al. (2024)	Malaysia	Higher education	Mixed methods	Industry collaboration	Engagement	Improved relevance and participation
Yanamandram & Noble (2006)	Australia	Higher education	Survey	Team teaching	Satisfaction	Positive student attitudes
Davis & Winter (2019)	United States	Doctoral education	Qualitative	Team teaching	Satisfaction	Increased support and accessibility
Killingsworth & Xue (2015)	United States	Higher education	Quantitative	Team teaching	Satisfaction	Mission clarity improved satisfaction
Killingsworth et al. (2026)	United States	Higher education	Quantitative	Team teaching	Satisfaction	Role clarity improved outcomes
Buenaflor et al. (2025)	Philippines	Preschool education	Qualitative	Co-teaching	Satisfaction	Improved support and instructional clarity

Table 2. Methodological Quality Assessment of Included Studies

Author (Year)	Study Design	Quality Rating
Esquivel & Cuenca (2022)	Quasi-experimental	High
Said & Alonto (2024)	Quantitative	Moderate
Jang (2006)	Experimental	High
Olowo et al. (2015)	Quantitative	Moderate
Muza (2020)	Quantitative	Moderate
Esomonu et al. (2015)	Quasi-experimental	Moderate
Okeke et al. (2025)	Quantitative	Moderate
Awodun & Alake (2023)	Experimental	High
Rochmawati et al. (2024)	Experimental	High
De Weerd et al. (2026)	Quantitative	High
Yusuf et al. (2024)	Comparative	Moderate
Carpenter et al. (2007)	Quantitative	Moderate
Dungog-Cuizon (2024)	Qualitative	High
De Weerd et al. (2025)	Quantitative	High
Ahmad Fadzil et al. (2024)	Mixed methods	High
Yanamandram & Noble (2006)	Survey	Moderate
Davis & Winter (2019)	Qualitative	High
Killingsworth & Xue (2015)	Quantitative	High
Killingsworth et al. (2026)	Quantitative	High
Buenaflor et al. (2025)	Qualitative	High

Quality Assessment of Included Studies

The methodological quality of the included studies was assessed using the Mixed Methods Appraisal Tool (MMAT) 2018, which allows the evaluation of qualitative, quantitative, and mixed-methods studies using design-specific criteria. Each study was assessed according to the appropriateness of the research design, sampling procedures, data collection methods, outcome measurements, and overall methodological rigor. The majority of the included studies demonstrated moderate to high methodological quality. Most quantitative and quasi-experimental studies employed appropriate research designs and clearly reported their outcome measures. Qualitative studies generally demonstrated adequate credibility and relevance, while mixed-methods studies appropriately integrated qualitative and quantitative findings. Several studies, however, exhibited methodological limitations, including small sample sizes, limited generalizability, insufficient reporting of sampling procedures, and the absence of long-term follow-up assessments. Despite these limitations, the overall quality of the included evidence was considered sufficient to support the synthesis and interpretation of the findings.

Effects of Team Teaching on Academic Performance

The majority of the included studies demonstrated that team teaching positively influenced students' academic performance across different educational levels and disciplines. Significant improvements in achievement

scores, examination performance, and learning outcomes were consistently reported among students exposed to team teaching interventions.

In the Philippines, Esquivel and Cuenca (2022) reported significant improvements in both cognitive achievement and practical performance among Grade 7 students enrolled in Technology and Livelihood Education. Similarly, Said and Alonto (2024) found that collaborative team teaching significantly improved students' performance in Secondary Algebra. Jang (2006) likewise reported significantly higher mathematics achievement among Grade 8 students exposed to team teaching.

Several studies conducted in Nigeria also demonstrated the effectiveness of team teaching. Olowo et al. (2015), Muza (2020), Esomonu et al. (2015), Okeke et al. (2025), and Awodun and Alake (2023) consistently found that students taught using team teaching approaches achieved significantly higher academic scores than those taught through conventional single-teacher methods. These findings suggest that collaborative instruction enhances students' understanding of course content and promotes better learning outcomes.

In vocational and higher education settings, Rochmawati et al. (2024) reported significantly higher English achievement scores among aviation students exposed to team teaching ($M = 85.4$, $SD = 3.2$) compared with students receiving traditional instruction ($M = 78.6$, $SD = 4.1$; $p < 0.05$). De Weerd et al. (2026) similarly observed higher achievement during team-taught lessons, although the effect size was relatively small and influenced by student-teacher ratios.

However, not all studies reported superior academic outcomes. Yusuf et al. (2024) found that while both instructional approaches positively influenced achievement, single-instructor teaching produced slightly better academic outcomes than team teaching. Likewise, Carpenter et al. (2007) reported no significant differences in academic achievement between team-taught and solo-taught graduate courses, although team teaching improved students' perceptions of course relevance.

The findings indicate that team teaching generally contributes to improved academic performance. However, the extent of its effectiveness appears to depend on instructional quality, coordination among instructors, class size, and other contextual factors.

Effects of Team Teaching on Student Engagement

Several studies reported that team teaching positively influenced student engagement by promoting active participation, motivation, interaction, and involvement in classroom activities. Students frequently described team-taught classes as more dynamic, interactive, and supportive learning environments. Esquivel and Cuenca (2022) observed enhanced classroom participation and engagement among Grade 7 students exposed to collaborative instructional strategies. Similarly, Rochmawati et al. (2024) reported that team teaching created a more inclusive and supportive learning environment that increased student engagement during English instruction. Within the Philippine context, Dungog-Cuizon (2024) found that collaborative teaching practices reduced student workload, promoted meaningful learning experiences, and sustained student participation in virtual learning environments. Dungog-Cuizon (2024) further demonstrated that team teaching supported meaningful online learning experiences during the COVID-19 pandemic by enabling educators to share instructional responsibilities and pedagogical expertise.

De Weerd et al. (2025) identified students' feelings of competence as an important mechanism underlying the positive effects of team teaching. Students reported greater instructional support, increased opportunities for assistance, and improved learning experiences in team-taught classrooms. Similarly, Ahmad Fadzil et al. (2024) found that collaborative teaching involving industry experts helped students connect theoretical concepts with real-world applications, thereby increasing engagement and perceived relevance. Nevertheless, some studies reported that engagement may be negatively affected when coordination among instructors is poor. Larger class sizes, unclear instructional roles, and inconsistent communication were found to reduce the benefits of team teaching (De Weerd et al., 2025).



Effects of Team Teaching on Student Satisfaction

Positive student perceptions and high levels of satisfaction were reported in numerous studies. Students generally valued the opportunity to learn from multiple instructors, gain diverse perspectives, and receive increased instructional support. Yanamandram and Noble (2006) found that most students expressed favorable attitudes toward team teaching because it increased their interest in the course and exposed them to instructors with different areas of expertise. Similarly, Davis and Winter (2019) reported that doctoral students perceived team-taught courses positively due to increased instructor accessibility, comprehensive feedback, and stronger academic support.

Killingsworth and Xue (2015) demonstrated that mission clarity, instructor affiliation, and fairness significantly influenced student satisfaction. Likewise, Killingsworth et al. (2026) found that role clarity among instructors positively affected satisfaction and perceived competency, whereas role conflict negatively influenced these outcomes. Buenaflor et al. (2025) reported that co-teaching improved instructional clarity and created a more supportive learning environment in inclusive preschool classrooms. Students benefited from responsive instruction and increased support, although challenges related to communication, role integration, and workload distribution remained evident. Collectively, these findings indicate that team teaching generally enhances student satisfaction when instructors maintain clear communication, coordinated instructional practices, and strong collaborative relationships.

Table 3. Summary of the Effects of Team Teaching

Outcome	Number of Studies Reporting Positive Effects	Mixed/No Effect	Overall Finding
Academic Performance	10	2	Generally positive
Student Engagement	6	1	Positive
Student Satisfaction	5	0	Positive
Overall Effectiveness	Majority	Few inconsistent findings	Favorable

Challenges and Contextual Factors Influencing Team Teaching Effectiveness

Despite the positive outcomes reported, several studies identified challenges that may limit the effectiveness of team teaching. Common barriers included communication difficulties, inconsistent instructional practices, unclear instructional roles, workload distribution issues, and limited coordination among instructors. Yanamandram and Noble (2006) reported that students experienced confusion when instructors failed to function as a cohesive instructional unit. Similarly, Killingsworth et al. (2026) found that unclear teaching roles contributed to role conflict and reduced satisfaction. Dungog-Cuizon (2024) and Buenaflor et al. (2025) likewise identified communication difficulties and role integration issues as major challenges.

Class size and student–teacher ratios also emerged as important contextual factors. De Weerd et al. (2026) found that the positive effects of team teaching diminished as student–teacher ratios increased, while larger classes were associated with increased distractions and weaker teacher–student relationships. Several authors emphasized that successful team teaching requires clear instructional goals, effective collaboration, consistent communication, and coordinated planning among instructors. The effectiveness of team teaching therefore appears to depend not merely on the presence of multiple teachers but on the quality of collaboration within the teaching team.

Differences Across Team-Teaching Models and Educational Contexts

The included studies demonstrated considerable variation in team-teaching models and educational contexts. Collaborative and co-teaching approaches were used across primary, secondary, tertiary, vocational,



professional, inclusive, and online learning environments. Although the terminology and organization of team teaching varied among studies, the evidence suggested that outcomes were influenced not only by the presence of multiple instructors but also by how instructional responsibilities were coordinated. Collaborative models characterized by shared instructional responsibility, coordinated planning, and complementary instructor expertise were generally associated with favorable academic, engagement, or satisfaction outcomes. In higher and professional education, interdisciplinary and industry-collaborative approaches appeared particularly useful for connecting theoretical knowledge with practical applications. In inclusive and online settings, team teaching provided additional instructional support and allowed teaching responsibilities to be distributed among educators. However, comparisons across team-teaching models should be interpreted cautiously because the included studies differed substantially in study design, learner population, educational level, outcome measurement, and implementation. The available evidence therefore does not establish the superiority of one specific team-teaching model over another. Across contexts, effective communication, role clarity, coordinated planning, manageable student–teacher ratios, and institutional support emerged as recurring factors associated with successful implementation.

SUMMARY OF FINDINGS

The evidence indicates that team teaching has generally positive effects on academic performance, student engagement, and student satisfaction across various educational settings. Most studies reported improved academic achievement, increased participation, stronger learning experiences, and favorable student perceptions. However, the magnitude of these benefits varies according to contextual factors such as class size, instructional coordination, role clarity, and communication among instructors. Effective collaboration among teaching teams remains a critical determinant of successful implementation.

DISCUSSIONS

Team Teaching and Academic Performance

The findings of this review suggest that team teaching contributes positively to students' academic achievement across primary, secondary, vocational, and higher education settings. Studies conducted in the Philippines, Nigeria, Indonesia, Taiwan, and Belgium consistently demonstrated that students exposed to collaborative teaching approaches achieved higher academic scores than those taught using traditional single-instructor methods (Esquivel & Cuenca, 2022; Said & Alonto, 2024; Rochmawati et al., 2024; Awodun & Alake, 2023; De Weerd et al., 2026). The positive influence of team teaching on academic performance may be attributed to the availability of multiple instructional perspectives, shared expertise, and increased opportunities for student support. When teachers collaborate, students benefit from varied teaching styles, richer explanations, and more individualized assistance. These findings are consistent with collaborative learning theories that emphasize the importance of social interaction and shared expertise in promoting knowledge construction (Vygotsky, 1978; Johnson & Johnson, 2009).

However, the review also found that the magnitude of these academic benefits varies across contexts. Yusuf et al. (2024) reported that single-instructor teaching produced slightly better academic outcomes than team teaching, while Carpenter et al. (2007) observed no significant differences in achievement between instructional formats. These findings suggest that team teaching alone does not automatically guarantee improved performance. Rather, the quality of collaboration, instructional planning, and coordination among teachers appears to determine the success of the approach (Friend et al., 2010).

Team Teaching and Student Engagement

Student engagement emerged as one of the strongest benefits associated with team teaching. Several studies reported increased participation, motivation, interaction, and involvement among students exposed to collaborative instructional approaches (Dungog-Cuizon, 2024; Rochmawati et al., 2024). The presence of multiple instructors may create a more dynamic classroom environment that encourages active learning and sustained attention. Students are exposed to different perspectives and instructional styles, which may reduce



monotony and increase interest in classroom activities. Furthermore, team teaching allows instructors to provide greater support, immediate feedback, and closer monitoring of student learning.

De Weerd (2025) demonstrated that students' feelings of competence partially explain the positive effects of team teaching. These findings support Bandura's Social Cognitive Theory, which emphasizes observational learning and social interaction in the acquisition of knowledge (Bandura, 1986). Additionally, student engagement has been strongly associated with supportive learning environments and active instructional approaches (Fredricks et al., 2004).

Team Teaching and Student Satisfaction

The findings also indicate that students generally express positive perceptions of team teaching. Students appreciated exposure to multiple instructors, increased access to academic support, and opportunities to learn from educators with different expertise and experiences (Yanamandram & Noble, 2006; Davis & Winter, 2019). Several studies demonstrated that instructor characteristics significantly influence student satisfaction. Mission clarity, fairness, collaboration, and positive relationships among instructors contributed to improved satisfaction and perceived competency (Killingsworth & Xue, 2015; Killingsworth et al., 2026). These findings support previous evidence showing that effective teacher-student relationships and instructional support positively influence satisfaction and learning outcomes (Tinto, 2012; Kuh, 2009).

The benefits of team teaching appear particularly valuable in inclusive and interdisciplinary educational settings. Buenaflor et al. (2025) demonstrated that co-teaching improved instructional clarity and student support in inclusive classrooms, while Ahmad Fadzil et al. (2024) found that collaborative teaching enhanced the connection between theory and practice through industry involvement. These findings align with principles of inclusive education and collaborative pedagogy (Cook & Friend, 2017).

Challenges Associated with Team Teaching

Despite its benefits, this review identified several barriers to effective implementation. Communication problems, unclear roles, inconsistent teaching methods, workload distribution issues, and insufficient planning were frequently reported. Students experienced confusion when instructors failed to function as a cohesive instructional team (Yanamandram & Noble, 2006). Role conflict and poor coordination may reduce student satisfaction and create inconsistencies in course delivery (Killingsworth et al., 2026). Similar challenges have been reported in co-teaching literature, where inadequate planning and unclear responsibilities frequently hinder successful implementation (Murawski & Dieker, 2004). Class size also emerged as an important moderating factor. De Weerd et al. (2026) found that the positive effects of team teaching diminished as student-teacher ratios increased. Larger classes may reduce opportunities for meaningful interaction and individualized instruction, which are essential elements of effective collaborative teaching (Blatchford et al., 2018).

Implications for Philippine Educational Practice

The findings of this review have important implications for educational institutions in the Philippines. The positive findings observed in both local and international studies suggest that Philippine schools and universities may benefit from adopting structured team teaching models, particularly in disciplines requiring interdisciplinary knowledge and practical skills.

Educational administrators should provide institutional support through faculty development programs, collaborative planning opportunities, and clear guidelines for implementation. Previous studies have shown that administrative support and professional development are essential for sustaining collaborative instructional practices (Villa et al., 2013). Furthermore, the successful use of team teaching during the COVID-19 pandemic demonstrates its potential for online and blended learning environments. Collaborative instruction may continue to play an important role in flexible and technology-enhanced education (Gallespen, 2021).



CONCLUSION

This systematic review demonstrated that team teaching generally has positive effects on students' academic performance, engagement, and satisfaction across various educational settings and countries. Most of the included studies reported improved academic achievement, increased classroom participation, stronger motivation, and more favorable learning experiences among students exposed to collaborative teaching approaches. The presence of multiple instructors provided diverse expertise, enhanced instructional support, and created more dynamic and interactive learning environments. The findings further revealed that student engagement and satisfaction are consistently strengthened when instructors work collaboratively, maintain effective communication, and provide coordinated instruction. Students valued the opportunity to learn from educators with different perspectives and appreciated the increased accessibility and support offered by team-taught classes. These benefits were observed across primary, secondary, tertiary, vocational, and professional education settings. However, the review also found that the effectiveness of team teaching is influenced by several contextual factors. Communication difficulties, unclear instructional roles, inconsistent teaching practices, large class sizes, and inadequate coordination among instructors may reduce the potential benefits of collaborative instruction. Therefore, successful team teaching depends not merely on the presence of multiple teachers but on the quality of collaboration, shared planning, and effective implementation. The evidence suggests that team teaching is a promising instructional approach that can enhance student learning outcomes when properly implemented. The findings provide valuable implications for educational institutions in the Philippines, where collaborative teaching strategies may support learner-centered education, interdisciplinary instruction, and flexible learning environments. Educational leaders should therefore promote faculty collaboration, provide professional development opportunities, and establish clear institutional guidelines to maximize the effectiveness of team teaching. Further local studies are recommended to examine its long-term impact across different disciplines and educational contexts in the Philippines.

LIMITATIONS

This systematic review has several limitations that should be considered when interpreting the findings. First, only studies published in the English language were included, which may have resulted in the exclusion of relevant studies published in other languages. Second, the included studies exhibited considerable heterogeneity in terms of educational settings, research designs, participant characteristics, team teaching models, and outcome measures. This variability limited the possibility of conducting a quantitative meta-analysis and necessitated the use of a narrative synthesis approach.

Third, the majority of the included studies employed quasi-experimental, observational, or qualitative designs, which may be subject to methodological limitations and potential biases. Differences in instructional contexts, class sizes, and implementation strategies may also have influenced the reported outcomes, thereby affecting the comparability of findings across studies.

Additionally, the included studies originated from a limited number of countries, with relatively few studies conducted within the Philippine context. Consequently, the generalizability of the findings to all educational settings and cultural contexts may be limited. Finally, publication bias may have occurred, as studies reporting positive outcomes are generally more likely to be published than studies with negative or inconclusive findings.

Despite these limitations, the review provides a comprehensive synthesis of the available evidence regarding the effectiveness of team teaching on academic performance, student engagement, and student satisfaction and offers valuable implications for educational practice and future research.

RECOMMENDATIONS

Based on the findings of this systematic review, educational institutions are encouraged to consider the implementation of team teaching approaches to enhance academic performance, student engagement, and



student satisfaction. Schools and universities should provide institutional support through faculty development programs, collaborative planning opportunities, and clear guidelines for team teaching implementation.

Educational administrators should promote effective communication, role clarity, and coordinated instructional planning among teaching teams to maximize the benefits of collaborative instruction. Particular attention should be given to class size, workload distribution, and instructor collaboration, as these factors influence the effectiveness of team teaching.

For Philippine educational institutions, team teaching may be particularly beneficial in interdisciplinary courses, professional programs, and technology-enhanced learning environments. The successful integration of team teaching may support learner-centered instruction, outcomes-based education, and flexible learning approaches.

Future research should focus on conducting more studies within the Philippine context to strengthen local evidence regarding the effectiveness of team teaching. Longitudinal studies, experimental designs, and discipline-specific investigations are also recommended to examine the long-term effects of team teaching on academic outcomes, engagement, and student satisfaction. Additionally, future studies may explore the effectiveness of various team teaching models across different educational levels and learning environments.

Generative AI Declaration

During the preparation of this manuscript, the authors used ChatGPT for proofreading assistance. All content was subsequently reviewed and edited by the authors, who assume full responsibility for the accuracy and integrity of the published work.

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