

**COLLEGIALITY: AN INSTRUCTIONAL DELIVERY STRATEGY FOR
QUALITY ASSURANCE IN BUSINESS EDUCATION PROGRAMMES IN
TERTIARY INSTITUTIONS IN ANAMBRA STATE.**

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Abstract

This study determined how collegiality can promote effective instructional delivery and boost quality assurance in Business Education programmes in tertiary institutions in Anambra State. Descriptive survey research design was used for the study. The study was guided by two research questions and two null hypotheses tested at .05 level of significance. A total of 110 business educators from all the four public tertiary institutions in the State constituted the population for the study. A questionnaire with a total of 18 items structured on a four point response option was the instrument used for data collection. The instrument was validated by, two experts from Vocational Education Department and one from Educational Foundation. The reliability of the instrument was determined using the split half method and data collected were analyzed using Pearson Product Moment Correlation. The reliability coefficient of 0.76 was obtained and was considered high and reliable. The data collected in respect of the research questions were analyzed using mean and standard deviation. The t-test was used to test the null hypotheses at .05 level of significance. Findings revealed that the respondents did not employed the identified designated forms of collegiality for effective instructional delivery while they agree that collegiality can assists in covering curriculum content at the right time for quality assurance. The researcher concluded that; identified forms of collegiality that can enhance effective instructional delivery for quality assurance are not being employed by business educators despite the fact that they recognize that collegiality can help to improve their overall professional practices. Based on the findings, the researcher recommended among others that; business educators in tertiary institutions in Anambra State should selflessly adopt the use of different forms of collegiality for enhancement of instructional delivery, quality assurance and overall improvement of their professional practices.

Keywords: Collegiality, Instructional Delivery, Strategy, Quality Assurance, Business Education

Introduction

Students' poor performance and over stay in institutions had been a source of concern to the institution administration. To ensure that students are graduating at the right time without unnecessary delay, collegial teaching was introduced in order to facilitate teaching and learning, and also to ensure effective instructional delivery. According to Fielding (2014) collegiality was introduced into academic institutions to divide power and responsibilities among lecturers to prevent delay and ensure productive teaching which will ensure quality assurance. That is why Lazega (2017) considered collegiality as an organizational device used by autocrats to prevent experts and professionals from challenging monocratic and sometimes arbitrary powers.

Collegiality according to Johnson (2013) is defined as relationship between colleagues who are explicitly united in a common purpose and respecting each other's abilities to work toward that purpose. In other words, collegiality simply means "team teaching" that is coming together of lecturers who share common purpose to plan, share ideas, knowledge, skills experiences and values on how to achieve effective instructional delivery for quality assurance in Business Education Programme. Ezeani (2014) sees Business Education as a production and functional form of education which is very relevance in boasting employment generation and making students self-reliance, and as well makes one reach self-actualization. Ezeani further stressed that since Business education programme is a vital instrument for nation building and for achieving government developmental objectives, especially the quest for sustainable national development, Government should try as much as possible to see that business education is well equipped in Nigerian tertiary institutions for proper impartation of skills, knowledge among others; because if one has a skill, he has a job. Akpomudjere (2014) observed that instructional delivery takes more individualistic approach than collaborative method and this is at the expense of quality assurance prior to students' graduation. This may be due to sentiments which offer results in barrier of privacy and isolation to problem solving. According to Akpomudjere (2014), the individualistic approach to problem solving may hamper qualitative lesson plan, delivery of instruction and assessment of students' performance and it could as well lead to high attrition rate among lecturers and render them ineffective in instructional delivery practice. Ineffectiveness in instructional delivery could skew the attainment of lesson objectives which could pose challenges to quality assurance and lecturers end up producing business education graduates that are not competent to perform in the labour market. To remedy this situation, the researcher came up with the idea of collegial teaching which she hopes the result will be felt in academic performance of business education students, as business education programme is structured to equip its recipients with the necessary skills, knowledge and attitudes to be self-reliant economically.

Business education is that facet of educational training that helps the individual to acquire relevant skills needed for living, it is also that educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that enables him/her operate in the environment he/she finds himself/herself Njoku (2013). Some of

business education skills according to Adam (2015) includes: good communication skills, good time management, good communication skills, customers services and relationship building skills, discretion and team working skills, confidence with IT and computer packages, accuracy and good attention to details, an ability to stay calm under pressure, self -motivational and negotiation skills, flexibility, discretion, diplomacy and book-keeping skills. The authors believe that if all these skills designated are effectively delivered in the life of business education students through collegiality, it will prepare them fully for the task that is expected of them in the world of work. Where collegiality is being practiced, lecturers (both male and female) should shun norms of individualism and embrace supportive team work, they could engage in professional dialogue regularly to enhance their effective instructional delivery practice, efficient utilization of resources and in collaboration could provide solution to teaching problems with maximum cooperation that would have lowered individual lecturer's attrition rate. Shah (2014) was optimistic that through collegial teaching, lectures could share their failures, mistakes, uncertainty and inadequacies together and provide possible solution rather than protecting and defending them. The process could facilitate easy coverage of whole course content without much stress on individual lecturer.

The relationship could be collegial pair, group or mentoring. Dean and Forray (2017) maintained that enduring collegiality could foster lecturers' relationship to have meaningful discussion in order to think, reflect, analyze and take useful decisions which could increase their competencies and make them become resilient even in adverse conditions. Dean and Forray further stressed that higher collegiality practices leads to higher quality instructional delivery thereby increasing students' academic achievement. The acquisition of relevant knowledge and skills is a sine-qua-non to quality assurance in Business Education programme. This could be achieved through efficient planning and delivery of the curriculum content as well as assessment of students' performance. Collegiality could help lecturers in both Universities and Colleges of Education become more open and receptive of themselves to avoid any form of sentiment that could be inimical to their effective instructional delivery practice. This could facilitate the attainment of the lesson objective that could guarantee quality assurance in office technology and management studies. Shafer (2016) maintained that institutions that have good collaborative culture and strong atmosphere of collegiality have lower attrition rate as compared to other institutions. Dean and Forray (2017) also posited that institutions (universities, colleges of education in urban and rural) where collegiality is being practiced, members of institutions community are bound to be less isolative and more collaborative. Oriazowanlan (2018) opined that collegiality leads to high quality professional development towards the implementing curriculum for excellence. Oriazowanlan stated that collegial institutions environment is one which lecturers (male and female), match their educational strengths and preferences with appropriate institutions goals. Akpomudjere (2014) observed with dismay that experienced and inexperienced lecturers individualistic approach to teaching and sentiments such as unnecessary and unhealthy competition, conservatism, and resentment, jealousy, over self-esteem and over confidence among others could sustain them through difficulties and impel them to test and compare new practices in teaching techniques. If instructions are not planned and delivered, students

could be grouped to comprehend the lesson objectives and this could affect the acquisition of relevant knowledge, skills, attitudes and values, needed in the field of study and also if there is shortage of equipment and facilities, quality teaching and learning will be affected. Quality diminishes when facilities are inadequate or at times not available. The National Policy on Education (2013) section 1 sub section 8 (f) states that quality of educational instruction in both federal and state institutions should be oriented towards inculcating competencies necessary for self-reliance in order to attain the set standard in business education programme. The onus of the lecturers (male, female, experienced and inexperienced) is to make paradigm shift from the individualistic approach to more proactive approach of instructional delivery to ensure quality assurance (qualitative manpower development) in order to combat the unemployment challenges facing graduates. A qualitative instructional delivery is *sin-qua-non* to qualitative man power development if education must thrive in playing a pivotal role in developing sound and effective citizens.

Statement of the Problem

Observation shows that some business education programme lecturers seem not to be too effective in their instructional delivery practices that could guarantee quality assurance. Their individualistic approach to teaching and problem solving techniques which can easily lower individual lecturer's attrition rate and render them ineffective in curricula delivery seem to be responsible. Also lecturers' extreme busy schedules, course loads, and additional material duties make it difficult for them to make out time to talk or work together. This could be a hindrance to quality assurance in Business Education Programme.

It becomes imperative therefore to explore strategies that could enhance lecturers' proficiencies in instructional delivery practices to guarantee quality assurance by attaching the newly recruited lecturers with already experienced lecturers until high level theory and strong operational ability is ensured.

Against this back drop, the study tends to find out from business educators the relevance of collegiality towards effective instructional delivery in business education programme that would guarantee quality assurance for better students' academic performance.

Purpose of the Study

The main purpose of this study was to find out how collegiality can promote effective instructional delivery to boost quality assurance in Business Education programmes in tertiary institutions in Anambra State. Specifically, the study sought to:

1. Find out Forms of collegiality employed to enhance effective instructional delivery of business education.
2. Ascertain ways collegiality assists in covering of curriculum content at the right time for quality assurance.

Research Questions

The following research questions guided the study:

1. What are the forms of collegiality employed to enhance effective instructional delivery of business education?
2. In what ways does collegiality assist in covering curriculum content at the right time for quality assurance.

Hypotheses

The following hypotheses were raised and were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of business educators with M.Sc./PhD degree and above those with below B.Sc. / B.Ed. degree on forms of collegiality employed to enhance effective instructional delivery of business education.
2. There is no significant difference in the mean ratings of business educators with 5 years and above teaching experience and those with below 5 years teaching experience on ways collegiality assist in covering of curriculum content at the right time for quality assurance.

METHOD

The research design adopted for this study was descriptive research design. The design was chosen since the data from the opinions of the business educators were collected and used to justify how collegiality will promote effective instructional delivery to boost quality assurance in Business Education programmes in tertiary institutions in Anambra State. The area of the study was Anambra State. The study was conducted in the four public tertiary institutions in Anambra State. The population of the study consisted of 110 business educators from all the 4 public tertiary institution in the State. The entire population was used for the study hence, no sampling was done. Since the number was manageable, out of 110 instruments administered, only 101 were retrieved and used for the study. Questionnaire was the instrument used for data collection. The questionnaire was developed by the researcher based on the related literature reviewed and the research questions guiding the study. The instrument contained two sections, A and B. Section A contained five items on the personal data of the respondents while section B covers the research question with a total of 18 items. The instrument for the study received both face and content validity by three experts from the fields of business education and psychology respectively. To determine the reliability of the instrument, the split half method of 5 odd and 5 even numbered items was administered to 20 business educators in Asaba, Delta State. The data collected were analyzed with Pearson Product Moment correlation and the reliability co-efficient of 0.76 was obtained. This high score showed that the instrument was reliable.

The data collected was analyzed using mean scores and standard deviation to answer the research question. The t-test was used to test the null hypotheses at .05 level of significance.

Results

Research Question 1:

What are the forms of collegiality employed to enhance effective instructional delivery of business education?

Table 1: Respondents’ Mean Ratings and Standard Deviation on Forms of Collegiality to be Employed by Lecturers to Enhance Effective Instructional Delivery

S/N	Items Descriptions	\bar{X}	SD	Remarks
1	Lecturers demonstrating mutual support and trust	1.59	.49	Disagree
2	Lecturer contribute to decision-making within the Department	2.64	.49	Agree
3	Junior lecturers observing their senior colleagues while they teach	1.57	.50	Disagree
4	senior lecturers guide junior lecturers on how to supervise students’ projects	3.10	.51	Agree
5	Lecturers share ideas on how to plan departmental course programmes	3.40	.46	Agree
6	Lecturers share ideas and expertise on how to improve the teaching of business education programme	2.59	.49	Agree
7	Opportunities to undertake PhD supervision are fairly distributed	1.64	.49	Disagree
8	Lecturers teach each other	1.57	.50	Disagree
9	Lecturers share instructional resources	3.10	.51	Agree
10	Senior professors contribute sufficiently to teaching and mentoring junior lecturers	3.40	.46	Agree
	Cumulative Mean	2.46	0.49	Disagree

Data in table 1 shows that out of 10 forms of collegiality listed, respondents agree that they employ items 2, 4, 5, 6, 9 and 10 with mean ratings ranged between 2.59 to 3.40 while they disagree that they employ items 1, 3, 7, and 8 with mean scores ranged between 1.57 and 1.64. The cluster mean score of 2.45 shows that on the whole, respondents disagree that they employ majority of the forms of collegiality listed to enhance effective instructional delivery. The standard deviation for all the items is within the same range showing that the respondents are not wide apart in their mean ratings.

Research Question 2

In what ways does collegiality assist in covering curriculum contents at the right time for quality assurance?

Table 2: Respondents’ mean ratings and standard deviation on ways collegiality assist in covering curriculum content for quality assurance at the right time.

S/N	Item Description	X	SD	Remarks
11	promote good supportive collaboration among lecturers towards implementing curriculum for excellence	3.47	.48	Agree
12	Make lecturers to be more committed in covering their course contents	2.61	.51	Agree
13	Help lecturers to select proper amount of homework to be assigned to each students	3.07	.56	Agree
14	Help lecturers to properly organize instructional content	3.23	.48	Agree
15	Enables lecturers cover the whole course content without much stress	3.50	.50	Strongly Agree
16	Help lecturers to focus on the instructional task to cover course contents	3.14	.91	Agree
17	Reduces lecturers' course loads which hinder them from covering course contents	2.64	.62	Agree
18	Reduces lecturers' additional managerial duties which makes it difficult for them to cover course contents	3.57	.75	Strongly Agree
Cumulative mean		3.15		Agree

Data in table 2 shows that item 15 and 18 have mean scores of 3.50 and 3.57 meaning that the respondents strongly agree that collegiality assist lecturers in covering whole course content without much stress. The remaining six items have mean scores ranging from 2.61 to 3.47 showing that the respondents agree that collegiality can assist the lecture's in covering curriculum content at the right time. The cluster mean score of 3.15 shows that on the whole, respondents agree that collegiality assists them in covering curriculum content for quality assurance at the right time.

The standard deviation for all the items range from .48 to .91 showing that the respondents are not wide apart in their mean ratings.

Hypothesis 1

There is no significant difference in the mean ratings of business educators with M.Sc./PhD degree and those with B.Sc./B.Ed. degree on the forms of collegiality to be employed to enhance effective instructional delivery of business education.

Table 3: Summary of t-test analysis of significant difference of the mean ratings of business educators with M.Sc./PhD degree and those with B.Sc./B.Ed. degree and below on the forms of collegiality employed to enhance effective instructional delivery of business education

Educational Qualification	N	X	SD	df	T-value	P-value	Decision
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M.Sc/PhD	67	3.56	.69	99	.49	.43	Accepted
B.Sc./B.Ed and below	34	3.44	.84				

Table 3 shows that the t-value of .49 with 99 degree of freedom has p-value of .43 which is greater than the alpha level of .05 (P-value = .43 > .05). This means that there is no significant difference in the mean ratings of business educators with M.Sc./PhD degree and those with B.Sc./B.Ed. degree and below on the forms of collegiality to be employed to enhance effective instructional delivery of business education. Therefore, the null hypothesis was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of business educators with 5 years and above teaching experience and those with below 5 years teaching experience on how collegiality assist in covering of curriculum content at the right time for quality assurance.

Table 4: Summary of t-test analysis of significant difference in the mean ratings of business educators with 5 years teaching experience and above and those with below 5 years teaching experience on ways collegiality assists in covering of curriculum content at the right time for quality assurance.

Years of Experience	N	X	SD	df	T-value	P-value	Decision
5 years and above	78	4.00	.76	99	1.37	.70	Accepted
Below 5 years	23	3.74	.89				

Table 4 shows that the t-value of 1.37 with 99 degree of freedom has p-value of .70 which is greater than the alpha level of .05 (P-value = .70 > .05). This means that there is no significant difference in the mean ratings of business educators with 5 years and above teaching experience and those with below 5 years teaching inexperience on how collegiality assist in covering of curriculum content at the right time for quality assurance. Therefore, the null hypothesis was accepted.

Discussion

The findings of this study revealed that the respondents do not employ some of the identified designated forms of collegiality to enhance effective instructional delivery. The findings of this study agrees with that of O’Meara (2014) who stated that lecturers in tertiary institutions find it difficult to cooperate with their colleagues to enhance their professional practices. Meara’O stated that lecturers do not cooperate with one another, they lack respect for each other and do not consult with one another in decision-making processes, they do not negotiate with others in their unit with whom they disagree. Twale and Deluca (2018) also observed that lecturers lack trust for one another, shows aggressive and/or manipulative behaviours, gossip and are in competition with one another. They are indifferent, show retaliatory actions and open hostility or intimidation to others. Similarly,

Bees and Walvoord (2014) asserted that senior lecturers (business education lecturers inclusive) are disrespectful of each other's tangible contributions which are evident in how senior lecturers act towards junior lecturers. Baporikar (2015) regretted that lack of collegiality affects the performance of lecturers, and the coordination of curriculum within academic programme and the overall health of the institutions. Baporikar posited that in most tertiary institutions in Nigeria, cases of unpleasant and abrasive working relationship exists which negatively affects the productivity of individual lecturers.

Findings of this study also showed that there is no significant difference in the mean ratings of business educators with M.Sc./PhD degree and those with B.Sc./B.Ed. degree and below on the forms of collegiality to be employed to enhance effective instructional delivery of business education. This means that both educational qualification was not a significant factor on business educators' responses on forms of collegiality employed in enhancing effective instructional delivery for quality assurance. In disagreement, Shah (2012) observed that teachers with higher educational qualifications perceived forms of collegiality to be higher employed in their respective institutions.

Ways Collegiality Assists in Covering Curriculum Content for Quality Assurance

Findings from research question 2 indicated that business educators agree that collegiality can assist in covering curriculum content for quality assurance. The findings revealed that collegiality promotes good supportive collaboration among lecturers towards implementing curriculum for excellence, makes lecturers to be more committed in covering their course contents, help lecturers to select proper amount of homework to be assigned to each students, helps lecturers to properly organize instructional content, and enables lecturers cover the whole course content without much stress. The findings of the study aligns with that of Leonard and Leonard (2013) who reported that lecturers perform better when working together professionally. Abdallah (2011) noted that collegiality enables lecturers to interact regularly to share ideas and expertise and develop common understanding of teaching goals and the means to their attainment. Additionally, Jarzabkowski (2013) noted that numerous benefits from teacher collegiality have been reported as evidence of the need for building a more effective collegial culture in institutions. Jarzabkowski stated that the most significant benefits of collegiality among teaching staff is an improvement in teacher professional growth and development, teacher professionalism (Futernick, 2007), institutions quality and organizational effectiveness, and student behaviour, attitude, and achievement.

The finding of this study that shows that business educators agree that collegiality assist in covering curriculum content for quality assurance means that they are aware of the benefits of collegiality to their quest to cover curriculum content. Mainly, business educators indicated that collegiality enables lecturers cover the whole course content without much stress and that it reduces lecturers' additional managerial duties which make it difficult for them to cover course contents. This shows that collegiality is important to the achievement of objectives of business education programme. The findings also showed that there is no significant difference in the mean ratings of business educators with 5 years and above teaching experience and those with below 5 years teaching experience on ways collegiality

assists in covering of curriculum content at the right time for quality assurance. This means that irrespective of experience, business educators all agree that collegiality can assist them in covering curriculum content for quality assurance. This finding is in contrast with the report of Shah (2012) that teachers with more professional teaching experience employed collegiality more than the less experience teachers.

Conclusion

To ensure that tertiary institution students are graduating at the right time without unnecessary delay from lecturers as well as students themselves, various forms of collegial teaching were introduced in order to facilitate teaching and learning, to ensure for effective instructional delivery. The findings of this study also revealed that business educators agree that collegiality assists them in covering curriculum content at the right time thereby making possible comprehensive coverage of curriculum contents.

Based on the findings, the researcher concludes that the identified forms of collegiality that enhance effective instructional delivery for quality assurance were not fully employed despite the fact that business educators irrespective of educational qualification and years of teaching experience recognize that collegiality can assist in covering curriculum contents at the right for quality assurance of the programme.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Business educators in tertiary institutions in Anambra State should adopt different forms of collegiality to enhance their professional practices.
2. Heads of Department of business education programme in tertiary institutions in Anambra State should ensure that conducive academic environment is provided for collaboration and teamwork among lecturers and the administrative staff.
3. Experienced business educators or senior lecturers should initiate collegiality culture among junior lecturers to improve their teaching competencies and performance.
4. Administrators of tertiary institutions should organize regular re-training programmes for lecturers on how to develop effective collegial system in their various departments.

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