COLLEGIALITY: A TOOL FOR PROMOTING LECTURERS’ EFFECTIVE INSTRUCTIONAL DELIVERING FOR QUALITY ASSURANCE IN ENTREPRENEURIAL STUDIES IN NIGERIAN TERTIARY INSTITUTIONS

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Abstract
The study investigated the relevance of collegiality in Nigerian tertiary institutions (Universities, Polytechnics and Colleges of Education). It determined the role collegiality would play in the promotion of lecturers’ effective instructional delivering in entrepreneurial studies to guarantee quality assurance. A total number of 100 entrepreneurial studies lecturers from five public tertiary institutions in Edo state constituted the study population and no sampling was done because the population size was manageable. Two research questions guided the study and the survey research design approach was adopted for the study. A 20-item structured questionnaire was used as instrument for data collection. The instrument was validated and tested for its reliability using Cronbach Apha and a reliability value of 0.87 was obtained. The data collected were analyzed using descriptive statistics of mean and standard deviation. The findings revealed that lecturers’ collegiality (collegial pair, collegial group and collegial mentoring) would promote professional dialogue to enhance lecturers’ teaching proficiencies and promote their collaborative problem solving technique with maximum cooperation on issues that would have lowered individual lecturer’s attrition rate in the teaching career. It would equally eradicate sentimental attitudes that could be inimical to their effective instructional delivering practice. Against this backdrop it was recommended among others that collegiality should be encouraged among lecturers in order to break the barrier of isolation in teaching and sentimental attitudes to ensure lecturers’ teaching proficiencies that could guarantee quality assurance in entrepreneurial studies in Nigerian tertiary institutions.

Introduction
Despite the relevance of entrepreneurial studies to boost employment generation, observation shows that instructional delivering practice 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 often results in barrier of privacy and isolation to problem solving. The individualistic approach to problem solving may hamper qualitative lesson planning, delivering of instruction and assessment of students’
performances and it could as well lead to high attrition rate among lecturers and render them ineffective in instructional delivering practice. Ineffectiveness in instructional delivering could skew the attainment of lesson objective which could pose challenges to quality assurance.

Where collegiality is practiced, lecturers could shun the norms of individualism and embrace supportive teamwork: they could engage in professional dialogue regularly to enhance their effective instructional delivering 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. Through the process they could share their failures, mistakes, uncertainty and inadequacies together and provide possible solutions rather than protecting and defending them. The process could facilitate easy coverage of the whole course contents without much stress on individual lecturer. The relationship could be collegial pair, group or mentoring. Enduring collegiality could foster lecturers' relationship to have meaningful discussion in order to think, reflect, analyze and take useful decisions. This could increase their competencies and make them become resilient even in adverse conditions. Inger, (1993) opined that collegiality enables teachers have the organizational skills and resources to attempt innovation that would have exhausted the conditions. Inger, (1993) opined that collegiality enables teachers have the organizational skills and resources to attempt innovation that would have exhausted the conditions.

Collegiality which seems to have been neglected by lecturers for individualistic approach to teaching owing to sentiments such as unnecessary competition, conservativism, resentment, petty 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 effectively planned and delivered, students could grope to comprehend the lesson objective and this could affect the acquisition of the relevant knowledge and skills in the field of study. The acquisition of relevant knowledge and skill is a sine-qua-non to quality assurance in entrepreneurial studies. This could only be achieved through efficient planning and delivering of the curriculum contents as well as assessment of students’ performances. Collegiality could enable lecturers become more open and receptive to avoid any form of sentiment that could be inimical to their effective instructional delivering practice. This could facilitate the attainment of the lesson objective that could guarantee quality assurance in entrepreneurial studies. Inger (1993) opined that schools where teachers work collaboratively, students can sense the programme coherence and a consistency of expectations which may explain their improved behavior and achievement. Wallace (2002) also posited that members of school community are better supported to change practice when they are not isolated or in competition with each other.

Collegiality which would promote good school organizational structure towards implementing curriculum for excellence can motivate lecturers to maintain a balance between educational strength and preferences towards the attainment of quality assurance. Donaldson (2009) opined that collegiality leads to high quality professional development towards implementing curriculum for excellence. Martinez, (2004) equally stated that collegial school environment is one in which teachers are able to:

* Work well with other teachers.
* Match their educational strengths and preferences with appropriate school goals.

The National Policy on Education (2004) Section 1, sub-section 8 (f) states that quality of educational instruction should be oriented towards inculcating competencies necessary for self-reliance. In order to attain this set standard in entrepreneurial studies, the onus of the lecturers is to make paradigm shift from the individualistic approach to a more proactive approach of instructional delivering to ensure qualitative manpower development (quality assurance) in order to combat the unemployment challenges facing graduates. A qualitative instructional delivering is sine-qua-non to qualitative manpower development if education must thrive in playing a pivotal role in developing sound and effective citizens. Against this backdrop the study tends to investigate the relevance of collegiality to enhance lecturers' effectiveness in instructional delivering in entrepreneurial studies to guarantee quality assurance.

**Literature Reviewed**

The objective of entrepreneurial studies is to equip students, prospective entrepreneurs with entrepreneurial competencies and skills prior to graduation to make them become self-reliant and to enable them live a meaningful productive and independent future lives. These competencies and skills could inspire them to engage in a successful business venture than owner-managers who are usually imitators. Nwankwo, Nwachukwu and Chinedu (2010) posited that entrepreneurship education as a renewed process of achieving self reliance is centrally focused on the acquisition of entrepreneurial competencies for successful business venture. Entrepreneurial studies which is a component of business education emphasises the practical application of knowledge and skills for self-reliant and wealth creation in employment generation. Awojobi (2011) opined that business education strives to fulfil the functions of entrepreneurship education. Oriazowanlan (2011) also posited that entrepreneurship education cannot be isolated from business education since they both strive to equip recipients with the relevant competencies and skills to become-self reliant in order to boost employment generation. The entrepreneurial studies which is required to combat unemployment challenges facing young graduates needs efficient instructional delivering to guarantee quality assurance.

Quality assurances in entrepreneurial studies is implementing curriculum for excellence in terms of compliance to standard in equipping the students with the appropriate entrepreneurial competencies and skills prior to graduation. It is implementing educational curriculum to attain the set objective in terms of ensuring accountability of purpose in resource utilization and outcome measurement and it could be viewed from the generic approach. Eheazu (2003) posited that quality assurance ensures the maintenance of high standard of effectiveness and efficiency in the attainment of set goals for any education programme. The UNESCO International Institute for Education identified
control/accountability and quality improvement as parameter for determining quality assurance in education programmes. Ajayi and Adegbesan (2007) equally posited that quality assurance is demonstrating accountability with effectiveness and efficiencies in educational systems and services in relation to the contexts of their mission and stated objectives. The National Policy on Education (2004) Section 1, sub-section 5 (a) states that Nigeria’s philosophy of education should be based on the development of the individuals into a sound and effective citizens. The attainment of this set standard is dependent on the quality of instructional delivering by the lecturers using proactive measures.

Collegiality which emphasis collaboration and could be proactive, could be said to be the relationship that exists among lecturers to engage in professional dialogue in order to share ideas, knowledge, observe one another’s work, provides solution to teaching problems and difficulties together to ensure effectiveness in their teaching career. The relationship could be collegial pair, collegial group or collegial mentoring. Collegiality supports professional development and culture that promotes the continuous renewal of instructional strategy with trust and shared mission in lesson planning, instructional delivering and assessment of student's performances. Through the relationship lecturers could share their failures, mistakes, uncertainty and inadequacies together and provide possible solutions rather than protecting and defending them.

Specially, through collegial pair or group, lecturers could collaboratively plan their lessons, deliver instruction and assess students' performances with maximum cooperation. They could equally help one another to bridge any gap created in a given lesson and be able to cover the whole course contents without much stress. The collaborative and cooperative efforts of lecturers as colleagues could produce greater coherence and integration to the daily work of teaching. Inger, (1993) opined that collegiality breaks the isolation of the classroom and brings career rewards and daily satisfaction. Jarzabkowski (2002) posited that collegiality creates a sense of inter-dependence and teachers are able to lighten their individual workloads when they collaborate together in planning, assessment and even instruction.

Abdallah (2011) equally opined that through collegiality, teachers pursue a course of action together involving such things as team teaching, collaborative planning, peer-coaching, mentoring and at times action research. In addition, collegial pair or group could enhance teaching in urban setting where lecturers mostly face challenges of using limited resources for the teeming students' population. It would break the barrier of privacy and isolation and lecturers could observe one another and provide immediate remedative measure to observed deficiencies in the classroom in such setting. Through collegial group they could engage in action or applied research to develop new approach to teaching. Lezotte and Levine in Abdallah (2011) posited that when schools are effective in urban setting, children can develop the skills, knowledge and capacities needed to be successful in work and adulthood.

Through collegial mentoring relationship, young or new lecturers could be assisted to effectively adjust to teaching conditions by accepting changes and adapting to the new environment and become productive. They could learn new beliefs, values and assumptions to enable them adapt to changes in teaching styles and practices mostly in rural areas, particularly where conventional teaching practice do not necessarily work for indigenes. Inger, (1993) posited that teachers’ collegiality avoids the sink or swim and trial and error mode that beginning teachers usually face. Jarzabkowski (2003) equally posited that new teachers in remote teaching setting where conventional teaching practices do not necessarily work with indigenous Australian students need to be introduced to new ideas that they could accept, modify or reject through collegial relationship. Abdallah (2011) equally opined that collegiality helps newer and less-experienced teachers build on their strengths and develop the ability to turn their weaknesses into strengths.

Considering the relevance of collegiality to promote lecturers' effectiveness in instructional delivering to boost quality assurance in entrepreneurial studies, it should be highly encouraged among entrepreneurial studies lecturers in Nigerian tertiary institutions in order to boost employment generation. The society at large will receive economic boost and transformation through the contribution of competent graduate entrepreneurs from the tertiary institutions who may function as either self-employed or employers of labour in proffering solution to the unemployment challenges in the society.

Statement of the Problem

Observation shows that most entrepreneurial studies lecturers seem not to be too effective in their instructional delivering practice 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 delivering seems to be responsible. This could be inimical to quality assurance in entrepreneurial studies. It becomes imperative therefore to explore strategy that could enhance lecturers' efficiencies in instructional delivering practice to guarantee quality assurance. Collegiality which may enable lecturers engage in collaborative teaching and problem solving with maximum cooperation to become resilient even in adverse conditions seems to be a good platform for this unequivocal task. Against this backdrop, the study tends to investigate the relevance of collegiality to effective instructional delivering in entrepreneurial studies that would guarantee quality assurance.

Purpose of the study

The main purpose of this study was to determine how collegiality will promote effective instructional delivering to boost quality assurance in entrepreneurial studies in nigerian tertiary institutions. Specifically, it was to ascertain the followings:

1. the role of collegiality to enhance lecturers' effective instructional delivering to promote quality assurance in entrepreneurial studies in nigerian tertiary institutions and
2. the role of collegiality to promote lecturers' collaborative problem solving technique in instructional delivering to ensure quality assurance in entrepreneurial studies in Nigerian tertiary institutions.

Research Questions
The following research questions were raised to guide the study:

1. What role will collegiality play in enhancing lecturers' effective instructional delivering to promote quality assurance in entrepreneurial studies in Nigerian tertiary institutions?
2. What role will collegiality play in promoting lecturers' collaborative problem solving technique in instructional delivering to ensure quality assurance in entrepreneurial studies in Nigerian tertiary institutions?

Method
The research design adopted for this study is survey and the study population consisted of 100 entrepreneurial studies lecturers from five public tertiary institutions (Universities, Polytechnics and Colleges of Education) in Edo State. No sampling was done because the population size was not too large for the study. A 20-item structured questionnaire was used for eliciting information from the target population. The instrument was validated by three experts and was tested to be highly reliable using Cronbach Apha formula and a reliability value of 0.87 was obtained. The questionnaire items were rated using five point likert type scale and nominal values were assigned thus; Strongly Agree (SA=4), Agree (A=3), Undecided (U=0), Disagree (D=2) and Strongly Disagree (SD=1).

The descriptive statistics of mean and standard deviation were used to analyze the data in answering the research questions and determine the homogeneity of the respondents. The standard mean score adopted was 2.5; any value equal to or more than 2.5 was accepted while any value less than 2.5 was not accepted.

Results: The data analyses are shown below;

Research Question 1: What role will collegiality play in enhancing lecturers' effective instructional delivering to promote quality assurance in entrepreneurial studies in Nigerian tertiary institutions?

Table 1: Respondents' mean rating and standard deviation on the role of collegiality to enhance lecturers' effective instructional delivering in entrepreneurship studies.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>Mean</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Collegiality will enhance lecturers' effective instructional delivering to promote quality assurance in entrepreneurial studies.</td>
<td>3.00</td>
<td>0.89</td>
<td>Agreed</td>
</tr>
<tr>
<td>2</td>
<td>Collegiality will not enhance lecturers' teaching proficiencies in entrepreneurial Studies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Entrepreneurial Studies.
3.80 1.98 Disagree
Collegiality will facilitate lecturers' knowledge and skills through professional dialogue.
3.05 0.25 Agree
Collegiality will enable lecturers cover the whole course content without much stress.
3.35 0.73 Agree
Collegiality will enable lecturers test and compare new practices to develop new approaches to teaching.
3.86 0.86 Agree
Collegiality will enable lecturers take useful decision to improve their teaching styles and techniques.
3.58 0.25 Agree
Collegiality will sustain lecturers and enable them to attempt innovation that would have lowered individual's attrition rate.
3.86 0.02 Agree
New lecturers require collegiality to adapt and adjust to new teaching styles and environment.
3.01 0.78 Agree
Collegiality will enhance lecturers' professional development and growth.
3.15 0.79 Agree
Collegiality cannot promote good supportive collaboration towards implementing curriculum for excellence.
1.11 1.54 Disagree
Collegiality can produce greater coherence and integration to daily work of teaching entrepreneurial course.
3.15 0.79 Agree
Collegiality cannot improve lecturers' productivity.
2.05 1.73 Disagree

Research Question 2: What role will collegiality play in promoting lecturers' collaborative problem solving technique in instructional delivering to ensure quality assurance in entrepreneurial studies in Nigerian tertiary institutions?

Table 2: Respondents' mean rating and standard deviation on the role of collegiality to promote collaborative problem solving among lecturers in entrepreneurship studies.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>Mean</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Collegiality will not promote collaborative problem solving technique among lecturers on issues that could inhibit their effective instructional delivering.</td>
<td>1.90</td>
<td>1.72</td>
<td>Disagree</td>
</tr>
<tr>
<td>15</td>
<td>Collegial problem solving technique could arouse conflicting interest among lecturers in delivering entrepreneurial course contents.</td>
<td>1.25</td>
<td>1.32</td>
<td>Disagree</td>
</tr>
<tr>
<td>16</td>
<td>Collegial relationship will eradicate over-confidence that could cause ineffectiveness among lecturers in their instructional delivering in entrepreneurial studies.</td>
<td>3.45</td>
<td>0.59</td>
<td>Agree</td>
</tr>
<tr>
<td>17</td>
<td>Collegiality will break the barrier of privacy among entrepreneurial studies lecturers.</td>
<td>3.15</td>
<td>0.72</td>
<td>Agree</td>
</tr>
<tr>
<td>18</td>
<td>Collegiality will break the barrier of isolation among entrepreneurial studies lecturers.</td>
<td>3.03</td>
<td>0.71</td>
<td>Agree</td>
</tr>
<tr>
<td>19</td>
<td>Collegiality will not eradicate unhealthy competition that could inhibit effective instructional delivering among lecturers.</td>
<td>1.15</td>
<td>1.85</td>
<td>Disagree</td>
</tr>
<tr>
<td>20</td>
<td>Collegiality will not eradicate resentment that could hinder lecturers' effective instructional delivering in entrepreneurial studies.</td>
<td>2.10</td>
<td>1.89</td>
<td>Disagree</td>
</tr>
<tr>
<td>21</td>
<td>Through collegiality, lecturers will comparatively provide solution to observed deficiencies in instructional delivering better than individual lecturers.</td>
<td>3.60</td>
<td>0.97</td>
<td>Agree</td>
</tr>
<tr>
<td>22</td>
<td>Collegiality can increase lecturers' competencies and make them resilient in adverse condition particularly in urban areas.</td>
<td>3.75</td>
<td>0.92</td>
<td>Agree</td>
</tr>
</tbody>
</table>
In the tables 1 and 2 above, items 1, 3, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17 and 19 met the standard mean score or decision rule of 2.5 and above. This indicates that respondents agreed with the issues raised in the items while they disagreed with issues raised in items 2, 4, 5, 8, 9, 18 and 20 that did not meet the standard mean score. This result is an indication that collegiality will promote effective instructional delivering that could boost quality assurance in entrepreneurial studies in Nigerian tertiary institutions.

Discussion of Results
The findings of this study revealed that respondents agreed that collegiality will promote professional dialogue to facilitate new knowledge, competencies and skills for effective entrepreneurial curriculum contents delivering that could guarantee quality assurance. In addition it could enable them collaboratively provide solution to teaching problems with maximum cooperation that would have lowered individual's attrition rate. This is in agreement with Inger, (1993) assertion which emphasised that collegiality enables teachers have the organizational skills and resources to attempt innovation that would have exhausted the energy, skills or resources of an individual teacher.

The findings equally revealed that collegiality can eradicate sentiments such as unhealthy rivalry, conservatism, resentment, unnecessary competition, over-confidence and could even break the barrier of privacy and isolation that would have been inimical to effective instructional delivering of entrepreneurial curriculum contents. This complied with Martinez (2004) assertion which stated that collegial school environment is one in which teachers are able to work well with other teachers and even with administrators.

In addition, the findings revealed that collegiality will enable newer and less-experienced lecturers to adapt to the teaching environment, adjust to the teaching styles and practices particularly in rural areas where conventional teaching practice do not necessarily work with indigenes. This is in compliance with Inger, (1993) assertion which stated that teachers' collegiality avoids the sink or swim and trial and error mode that beginning teachers usually face. It equally revealed that collegiality can make lecturers resilient even in adverse conditions particularly in urban areas where they face challenges of managing teeming students' population and use limited resources.

Finally, the findings revealed that collegiality will make lecturers to be proficient in teaching entrepreneurial course, develop supportive attitude, enhance their professional development and improve their productivity which is an indication of quality assurance. This is implied with Donaldson, (2009) assertion which stated that collegiality leads to high quality professional development and it is helping many schools in their work towards implementing curriculum for excellence.

In the light of the above, it is obvious that to ensure effective instructional delivering that could guarantee quality assurance, enduring collegiality that frowns at the norms of privacy and isolation is required among lecturers in tertiary institutions to effectively deliver entrepreneurial course contents. This will ensure the continuous realization of the course objective optimally.

Conclusion
The study investigated the relevance of collegiality to enhance lecturers' proficiencies in entrepreneurial curriculum contents delivering to promote quality assurance. The findings revealed that the knowledge and skills acquired through professional dialogue in collegial relationship could enhance lecturers' in-depth understanding of the subject matter of the curriculum contents and improve their proficiencies in instructional delivering practice that could guarantee quality assurance in entrepreneurial studies. It would equally promote collaborative problem solving among lecturers with maximum cooperation on issues that would have lowered an individual lecturer's attrition rate. It would as well reduce sentiments among lecturers which could be inimical to the successful attainment of the lesson objective that could guarantee quality assurance.

Since enduring collegiality (collegial pair, group or mentoring) would enhance lecturers' in-depth understanding of entrepreneurial course contents and the instructional delivering practice to guarantee quality assurance, its relevance should be highly encouraged in entrepreneurial studies. Lecturers' motivation and career commitment could be impelled for better service delivering through the process.

Recommendations
Based on the findings and conclusion of the study, the following recommendations were made
1. Lecturers should develop the tendency to work collaboratively together with one another with maximum cooperation through collegial relationship to lighten their individual workload.
2. They should avoid any form of unnecessary privacy and isolation involved in individualistic approach to instructional delivering practice that could lead to their ineffectiveness.
3. They should be more open and receptive to one another and avoid unnecessary sentiments that could render the work environment unsafe and less productive.
4. They should develop the habit of supporting one another and solve teaching problems together with maximum cooperation by way of collaborative lesson planning, instructional delivering and assessment of students' performances that could lead to their proficiencies in the teaching career.
5. They should use collaborative efforts to test and compare new practices in order to develop new approach to teaching with honesty and trust such as in action and applied research.
6. They should ensure adequate collegial mentoring to facilitate younger lecturers' professional growth and development.
References


