

Promoting Institutional Collaborations for Capacity Improvement of Business Educators in Tertiary Institutions in Delta State of Nigeria

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Abstract

This study examined the relevance of promoting institutional collaborations for capacity improvement among business educators in the tertiary education sector in Delta State of Nigeria. Three research questions guided the study. The study employed the descriptive survey research design. Purposive sampling technique was used to select a sample size of 105 business education lecturers out of 307 of them from four Colleges of Education in Delta State. A questionnaire titled: Promoting Institutional Collaborations for Capacity Improvement Questionnaire (PICCIQ), which contained 35 items and designed on a 4 point scale was used to collect data for this study. The instrument was validated by three experts of Business Education and Measurement and Evaluation from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State of Nigeria. Reliability of the instrument was determined through a pilot-test conducted by the researcher on the instrument, selecting 8 academic staff in business education from two teacher education institutions in Anambra State. The result was found to have a reliability coefficient of 0.64 using the Cronbach Alpha Coefficient Measurement which indicated that the instrument was trustworthy to collect the necessary data for the study. Data collected were analyzed using mean score at 2.50 rating, standard deviation, frequency and simple percentages in order to answer the research questions. From the findings of the study, recommendations were proffered and among such recommendations included that: various education agencies such as NCCE - for college of education should make contributive efforts and encourage institutions to incorporate the practices of institutional collaboration for educators' capacity improvement. All the same, the agencies should liaison and connect with the Government in order to implement policy on institutional collaborations for academic staff capacity improvement, which also calls for effective strategies to be mapped out as means for achieving this course. All tertiary education institution leaders should avail themselves and including the lecturers in their institutions opportunities of collaborating with other institutions as a means of capacity improvement. The leaders should also have an open-mind towards adopting this practice.

Keywords: Relevance, Promoting, Institutional, Collaborations, Capacity, Improvement, Business Educators, Tertiary Institutions

1. Introduction

Business educators at various tertiary institutions in the education sector play active role(s) in promoting teaching and learning activities in business education. They are one of the important machineries that facilitate students' learning in business education. Their active participation in tertiary education sector helps to promote quality learning and education in business education. Duze (2012) opined that the main drivers of successful teaching and learning are teachers who are also known as educators. Hence, quality educators who can perform their responsibilities with great commitment are prerequisites for successful and excellent education. Quality curriculum implemented through effective instruction should ensure successful teaching and learning in the education institutions given quality educators. This also requires that all activities and resources in every education institution should be optimized to ensure that teaching and learning are implemented effectively. This puts a demand on educators' capacity and improvement to effectively handle the classrooms of today. Again, the recent technological development in the Nigerian society further deems it necessary that the role of business educators will continue to improve in tandem with the current developments in the world of business education because business education is a social phenomenon that is dynamic and often subjected to changes and innovations in the larger society (Duze, 2012). According to Onajite (2016) business education encompasses education for business, office occupation, economic understanding and entrepreneurship. It seeks to develop in the learners basic skills for personal use in the future. Enabling them acquire the basic knowledge and skills of business education in order to relate these knowledge and skills acquired to national development.

Business education further develops in the learner, basic skills in office occupation and prepares them for further training in the subject area. With all the above, a lot of changes and innovations are occurring in curriculum diversifications and teaching practices, and, for business educators to survive and be equally current, they need to keep in step with these changes. Indeed, the current globalization era has changed the teaching profession landscape in business education and this reality needs to be accepted by business educators to enable

them meet up with the demands of the society. Consequently, in today's classroom environment both students and educators behaviours are very different from what they used to be in some decades back. The effect of rapid and continuous accessibility to technology and innovation has changed the learning needs of business education students. This is further aggravated by various demands from education stakeholders who are seeking education excellence. This phenomenon demands that business educators are always alert and involved in the continuous capacity development and improvement process to master the latest knowledge, skills and competencies required to match the emerging changes and be able to explore innovations in business education. It therefore becomes necessary that business educators must possess the capacity - ability and capability to handle these changes to ensure their roles and functions remain relevant in tertiary institutions. In this regards, all reform programmes and strategic plan must be channeled on educators' capacity improvement which will promote quality learning in the business education sector. Business educators' capacity improvement according to the Great School Partnership (2014) simply refers to any effort being made to improve the abilities, skills, and expertise of educators. Capacity improvement is however used in reference to the perceived abilities, skills, and expertise of school leaders, teachers, faculties, and staffs – which is most common when describing the 'capacity' of an individual or school to execute or accomplish something or specific task, such as leading a school-improvement effort or teaching more effectively. The term may also encompass the quality of adaptation—the ability of a school or educator to grow, progress, or improve. In essence, educators capacity improvement varies, they may recognize they need capacity improvement in understanding a content standard indicator or in reaching consensus on defining proficiency. They may need help in writing good assessments, analyzing data, or in diagnosing student performance (Great School Partnership, 2014). One way of improving the capacity of business educators is through institutional collaborations. As part of the strategic plan for educational development in the country, the Federal Republic of Nigeria – FRN (2013) in the National Policy on Education (NPE) document has recognized the use of collaboration by various education stakeholders as one means of improving teacher quality and achieving quality education at any educational level. The FRN further identified in the policy document that the effective use of strategic planning to improve the quality of education provision and service delivery will also include better coordination, collaboration and networking of activities, programmes and interventions of all tiers of government, development partners and all other stakeholders in the Nigerian education sector to eliminate overlaps, achieve and sustain synergy.

Notably, institutional collaboration has both official and legal backing which necessitates that all tertiary institutions should collaborate not for only teacher improvement, but achieving quality education as well. It is a way of eliminating overlaps and sustaining synergy in the education sector as pointed out by the FRN (2013). Since no country's education system can rise above the quality of her teachers' considerations must be given to institutional collaboration for quality teacher improvement. Institutional collaborations from the point of view of Czajkowski (2007) entail a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. Wood and Gray cited in Czajkowski (2007) define institutional collaboration as a process that occurs when a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms, and structures, to act or decide on issues related to that domain. Institutional collaboration is a process, and not an invent that seems to work best provided a win-win interaction is established. It is the most formal inter-organizational relationship involving shared authority and responsibility for planning, implementation, and evaluation of a joint effort. Collaboration on the other hand, brings autonomous organizations together to fulfill a common mission that requires comprehensive planning and communication on many levels (Mattessich, Murray-Close & Monsey, 2001). The researcher then sees institutional collaboration as joint partnership or relationship between two or more educational institutions for mutual benefits. By definition, institutional collaborative efforts bring together professionals who have different expertise. Institutional collaboration can help a college or university accomplish things that an individual institution might not have been able to accomplish alone within a short period of time. Smaller institutions, for example, might collectively offer a technology course that requires rare or expensive equipment or a language course that is not cost-effective for any single school to provide. A collaborative group of research universities could gather experts who can draw joint grants, and research collaborations often involve establishing high-performance computing clusters that provide considerable capacity to the members. Finally, collaboration among institutions can reduce duplication of effort among those working jointly on a problem and provide multiple voices for troubleshooting and problem solving during the implementation stages of a project or task (EDUCAUSE, 2015). Its significance for capacity improvement among business educators include; aiding of knowledge transfer; giving room for collective benefits of parties and shared knowledge; connect colleagues and diverse professionals; among others (Rodríguez, 2010; Opolot-Okurut & Bbuye, 2014).

In other words several ways have been pointed out by Rodríguez (2010) to indicate how institutions can collaborate to promote capacity improvement among business educators to include through: cooperation which aids cooperative research and mutual learning, mentoring, inter-institutional visitations, facilitations or consultancy, among others. Under cooperation, the relationship is interdependent and a source of mutual learning,

shared responsibility, experience or convergence of perspectives. Materials and ideas are developed together. There is an awareness of reaching agreements and reaching a consensus on courses of action. Cooperative research is promoted. Both institutions make input to the improvement plan. There is shared leadership and promotion of interdependence, reciprocity, collegiality and solidarity. Mentoring includes dialogue sessions, reviews of situations, decision-making arrangements and work plans, among others to provide the following to the new teacher: intervention (guidance), facilitation (advice), and cooperation (co-responsibility). The new teacher needs *counseling and mentoring actions* to consolidate his/her skills as an inclusive teacher. Whereas educational dynamic is intense and complex, it is necessary that new teachers participate under the accompaniment and mentoring of experienced teachers to enable consolidation of an inclusive vision in those teachers. Mentoring are actions carried out by a teacher, preferably of the same school, or networks of teachers that assume this important task. It requires a lot of creativity and a clear and definite plan for the monitoring of such actions. The time should be defined by each environment, however this task should be carried out at least in the first year very closely and the second year in a more distant way. Nieto (2004) identifies three models of advice that characterize actions of accompaniment and mentoring: intervention, facilitation and cooperation. The role of the experienced teacher under intervention is *directive* and assumes a leadership position, where instruction is given through interpersonal behaviour which provides materials and ideas to be adapted, and so dominates the transmission of information with an emphasis on the explanation and application of knowledge and skills. Facilitation or consultancy is a model that focuses on interactive work methodology and improves the quality of action processes. The role of the experienced teacher is *consulting*. His/her interaction with the novice teacher provides advice and listens, encourages and clarifies. The experienced teacher provides materials designed for this purpose and promotes the discussion and review of diverse conceptions. The experienced teacher assumes a role of coordinator of decisions and is a strong observer. In this vein, Omar, Khuan, Kamaruzaman, Marinah and Jamal (2011) advised that the contributions of experienced educators to various innovations in teaching and learning should not be allowed to die with their retirement from their institutions; there must be means for collaboration. According to them, all experiences, innovations and best practices which constitute tacit knowledge will definitely be taken away with them resulting in a gross loss to the next generations of teachers and to their institutions. It is the leadership responsibility therefore through effective collaborations, to establish an environment /culture where an effective system of knowledge sharing takes place. This effort will not become a reality if collegiality does not exist strongly among academic staff members (Omar, Khuan, Kamaruzaman, Marinah & Jamal, 2011). The need for effective inter-institutional knowledge flow for educators' improvement is of particular importance in business education.

1.2 Statement of the Problem

One of the turbulent issues which continue to boarder on the education system is improving educators' capacity for quality service delivery. This is not an exception in business education which is a dynamic vocational course taught in the tertiary education sector which prepares students for the challenges of the 21st century in the world of business. Most times, it is as if educators do not possess the competences to promote quality learning in business education given students' poor academic performance in business education. Educational practitioners and stakeholders then try to blame the situation on the educators who are important instruments that facilitate learning without looking inwards on the institutional activities in adopting possible strategies that will improve educators capacity. Besides, it is a fact that every educational system or programme needs to improve and work towards the achievement of best results. One of such strategies is through institutional collaborations which have great impact on quality education and many institutions seem to have failed to explore it for educators' capacity improvement. With institutional collaborations in business education, educators will learn new things that they can transfer in the classroom to improve teaching and learning. This calls the need for promoting institutional collaboration among business educators for capacity improvement in the tertiary education sector in Delta State.

1.3 Purpose of the Study

This study aimed at determining the relevance of promoting institutional collaborations for capacity improvement of business educators in the tertiary institutions in Delta State. This study aimed at finding out the following:

1. Relevance of promoting institutional collaborations for capacity improvement among business educators in the tertiary education sector in Delta State.
2. Practices for promoting institutional collaborations for capacity improvement among business educators in the tertiary education sector in Delta State.
3. Percentage of business educators who are already collaborating with others in their various practices as a way of promoting institutional collaborations for capacity improvement in the tertiary education sector in Delta State.

1.4 Research Questions

The following research questions were raised to guide the study:

1. How relevant is promoting institutional collaborations necessary for capacity improvement among business educators in the tertiary education sector in Delta State?
2. What are the various practices for promoting institutional collaborations for capacity improvement among business educators in the tertiary education sector in Delta State?
3. What percentages of business educators are already collaborating with others in their various practices as a way of promoting institutional collaborations for capacity improvement in the tertiary education sector in Delta State?

2. Method

The study adopted the descriptive survey research design. The study population cut across all business education lecturers in the four colleges of education in Delta State whose total population comprised 307. The purposive sampling technique was used to select only a sample size of 105 business education lecturers out of 307 lecturers from four Colleges of Education in Delta State. This sample covers the entire business education lecturers from the four institutions. Justification for choosing only business education lecturers is as a result of the nature of the study. A researcher self-developed questionnaire titled: Promoting Institutional Collaborations for Capacity Improvement Questionnaire (PICCIQ), which contained 35 items, was used as instrument for data collection. The instrument was designed on a 4 point scale of; (a) Strongly Agree – SA (4), Agree – A (3), Disagree – D (2), Strongly Disagree – SD (1), were used for answering only research questions 1 and 2. While the statements constructed to answer research 3 required only an “Agreement” or “Disagreement” answer. The instrument was validated by three experts from the Department of Business Education, and Department of Educational Foundations via Measurement and Evaluation Unit, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. These experts examined the face, construct and content validity of the research instrument. Reliability of the instrument was determined through a pilot-test conducted by the researcher on the instrument, selecting 8 lecturers in business education from two teacher education institutions in Anambra State. The result was found to have a reliability coefficient of 0.64 using the Cronbach alpha coefficient measurement which indicated that the instrument was trustworthy to collect the necessary data for the study. The research instrument was finally administered and collected by the researcher with the help of four research assistants who were lecturers from the various colleges of education selected for the study. These research assistants received briefings on how to administer the instrument on the respondents. Method of data collection also involved a personal, hand delivery and face to face contact with all the respondents. An on the spot method was employed in order to collect the research instrument where applicable, if not such respondent was given extra one day to fill the instrument. Distribution of the instrument took a period of four weeks and thereafter computation was done. All copies of the questionnaire were retrieved and this gave a return rate of 100%. The research questions were answered using the mean at 2.50 rating, standard deviation, frequency and simple percentages. Also, any mean that rated above the bench mark of 2.50 was regarded as agree while mean rated below the bench mark (2.50) was regarded as disagree.

3. Results

Table 1: Mean Scores and Standard Deviation of Business Education Lecturers on the Relevance of Promoting Institutional Collaborations for Capacity Improvement among Business Educators in the Tertiary Education Sector in Delta State

N = 105

S/N	ITEMS	SA	A	D	SD	MEAN	STD	DECISION
	Please indicate your agreement on the relevance of promoting institutional collaborations for capacity improvement among business educators in your institution							
1	Institutional collaboration will aid business educators accomplish goals which they might have not achieved individually.	35	45	14	11	2.99	0.94	Agree
2	It enables business educators relate professionally with experts from other institutions which will enable them solve their own institutional difficulties and problems.	43	50	8	4	3.26	0.76	Agree
3	Institutional collaboration promotes shared knowledge among business educators of various institutions collectively.	45	48	5	7	3.25	0.83	Agree
4	It breeds collaborative researches among business educators and their institutions which improves efficiency and productivity.	50	43	9	3	3.33	0.75	Agree
5	It makes room for innovations and creativity in one's own institution by learning new inventions from other institutions.	44	47	8	6	3.23	0.82	Agree
6	It brings autonomous institutions together to fulfill a common mission that requires comprehensive planning and communication.	52	36	7	10	3.24	0.94	Agree
7	Institutional collaboration aids knowledge transfer from one business educators to another which gives room for collective benefits of parties.	53	46	3	3	3.42	0.69	Agree
8	It improves professional skills and competences of business educators of the different institutions collaborating.	37	55	5	8	3.15	0.83	Agree
9	It enables business educators of different institution to work together as teams and build networks that will improve teaching.	42	43	11	9	3.12	0.91	Agree
10	It promotes the use of new and alternative methods of teaching which does not bring about changes in one institution.	39	53	6	7	3.18	0.81	Disagree
11	This process accords and allows one institution to benefit and gain from the other institution that tends to suffer.	7	15	39	44	1.86	0.90	Disagree
OVERALL MEAN AND STANDARD DEVIATION						2.99	0.98	Agree

Results from Table 1 revealed lecturers responses on the relevance of promoting institutional collaborations for capacity improvement among business educators in the tertiary education sector in Delta State. The result showed that only items 1-9 rated above the acceptable mean score of 2.50, indicating that the respondents' responded positively in agreement with the statements. All the other items from 10-11 rated below the acceptable mean score of 2.50, indicating that the respondents' responded negatively in disagreement with most of the statements. The overall mean of 2.99 and standard deviation of 0.98 indicated positive reactions from the respondents concerning the relevance of promoting institutional collaborations for capacity improvement among business educators in the tertiary education sector in Delta State.

Table 2: Mean Scores and Standard Deviation of Business Education Lecturers on the Various Practices for Promoting Institutional Collaborations for Capacity Improvement among Business Educators in the Tertiary Education Sector in Delta State
N = 105

S/N	ITEMS	SA	A	D	SD	MEAN	STD	DECISION
Please indicate your agreement on the various practices promoting institutional collaborations for capacity improvement among business educators in your institution								
12	Institutional collaboration among business educators is promoted through academic staff and institution research collaboration.	39	55	4	7	3.20	0.80	Agree
13	Collaborations through staff training and development.	37	62	4	2	3.28	0.62	Agree
14	It can be promoted through mentorship.	50	51	2	2	3.42	0.63	Agree
15	Inter-institutional academic visits and alliances.	44	58	3	0	3.39	0.54	Agree
16	Institutional consultancy and acting as a resource person.	46	54	4	1	3.38	0.61	Agree
17	Collaborations through workshops, seminars and conferences.	39	60	3	3	3.29	0.66	Agree
18	Organizing outreach programmes.	42	44	9	10	3.12	0.92	Agree
19	Collaborations by congeniality.	33	48	11	13	2.96	0.96	Agree
20	Sabbatical leave	38	51	7	9	3.12	0.87	Agree
21	Collaborations through collegiality	41	53	5	6	3.23	0.78	Agree
22	Books co-authorship and sales.	37	57	9	2	3.23	0.68	Agree
23	Through building construction	11	19	33	42	1.99	1.00	Disagree
OVERALL MEAN AND STANDARD DEVIATION						3.13	0.85	Agree

Results from Table 2 indicated that items 12-22 rated above the acceptable mean score of 2.50, indicating that the respondents' responded positively in agreement with the statements. Except for item 23 which rated below the acceptable mean score of 2.50, indicating that the respondents' responded negatively in disagreement with the statement. The overall mean of 3.13 and standard deviation of 0.85 showed positive reactions from the respondents concerning the various practices for promoting institutional collaborations for capacity improvement among business educators in the tertiary education sector in Delta State.

Table 3: Percentage Scores of Business Education Lecturers who are already collaborating with others in their Various Practices as a way of Promoting Institutional Collaborations for Capacity Improvement in the Tertiary Education Sector in Delta State
N = 105

S/N	ITEMS	FREQUENCY (N)	PERCENTAGES (%)
24	Collaboration through academic staff and institutional research.	12	11.4
25	Institutional collaboration through staff training and development.	7	6.7
26	Acting as a resource person	5	4.8
27	Collaboration through mentorship	6	5.7
28	Collaboration through joint institutional workshops, seminars and conferences	9	8.6
29	Collaboration by consultancy	6	5.7
30	Books co-authorship and sales	8	7.6
31	Collaborations through collegiality	11	10.5
32	Inter-institutional academic visits and alliances	8	7.6
33	Collaboration by participating in institutional outreach programmes	5	4.8
34	Collaboration by congeniality	10	9.5
35	Collaboration through sabbatical leave	18	17.1
TOTAL =		105	100%

Result computation as shown in Table 3 indicated that business education lecturers that collaborate through academic staff and institutional research were 12 (11.4%). Those that collaborate through staff training and development were 7 (6.7%). Those that acting as resource persons were 5 (4.8%) and 6 (5.7%) of the lecturers collaborated through mentorship. Those that collaborated through joint institutional workshops,

seminars and conferences were 9 (8.6%). Those that collaborated by consultancy were 6 (5.7%) and 8 (7.6%) collaborated through book co-authorship and sales. Lecturers that collaborated through collegiality were 11 (10.5%) and those through inter-institutional academic visits and alliances were 8 (7.6%). Those who collaborated by participating in institutional outreach programmes were 5 (4.8%), while lecturers that collaborated by congeniality were 10 (9.5%). Lecturers who collaborate with other institutions through sabbatical leave were 18 (17.1%). This result revealed that only quite a limited number of business education lecturers collaborated outside their institution as way of promoting institutional collaborations for capacity improvement in the tertiary education sector in Delta State. Their rate and level of collaboration was low.

4. Discussion of Results

Generally, the study discovered the relevance of promoting institutional collaborations among business educators in the tertiary education sector in Delta State. Its benefits and significance on business educators (i.e lecturers) capacity improvement cannot be overemphasized. Another finding of the study revealed various practices that promoted institutional collaborations among business educators in the tertiary education sector in Delta State. However, it was also discovered in the study that although lecturers in the colleges of education were already involved in the collaboration process/exercise, but the rate and level of institutional collaborations among business educators in the tertiary education sector in Delta State was still low and minimal owing to the various collaborative practices which they engaged themselves at.

Finding of Table 1 revealing the relevance of promoting institutional collaborations for capacity improvement among business educators in the tertiary education sector in Delta State discovered the following that: institutional collaboration will aid business educators accomplish goals which they might have not achieved individually. It enables business educators relate professionally with experts from other institutions which will enable them solve their own institutional difficulties and problems. Institutional collaboration promotes shared knowledge among business educators of various institutions collectively. It breeds collaborative researches among business educators and their institutions which improves efficiency and productivity. It makes room for innovations and creativity in one's own institution by learning new inventions from other institutions. It brings autonomous institutions together to fulfill a common mission that requires comprehensive planning and communication. Institutional collaboration aids knowledge transfer from one business educators to another which gives room for collective benefits of parties. It improves professional skills and competences of business educators of the different institutions collaborating. It enables business educators of different institution to work together as teams and build networks that will improve teaching. It promotes the use of new and alternative methods of teaching which brings about changes in one institution. This process does not give room or chance for one institution to benefit and gain from the other institution that tends to suffer. Institutional collaboration is a mutual process, where both individuals and institutions involved benefit.

This finding agrees with the works of Rodríguez (2010), Opolot-Okurut and Bbuye (2014) which indicated that institutional collaboration is formed on the basic assumptions of: collective of teachers, a team sharing knowledge, making decisions, solving problems together and generating actions in order to improve the school and to increase the learning for all. As part of the benefits of institutional collaborations, it promotes the use of new and alternative methods for teaching. Encourage teachers to organize their work in teams and to apply problem oriented teaching methods as well as paying respect to diversity and different learning styles among their pupils. Working together with other institutions assists to build collaborative networks, connect colleagues and diverse professionals, to interchange knowledge and making new friends. It promotes educational research projects to develop innovation. It aids to enrich the teacher preparation programmes, with transversal competencies alongside the curricular plan. Increase all professional skills through collaborations. It helps institutions to collaborate with academic centers of others in order to share knowledge. Similarly, Opolot-Okurut and Bbuye (2014) opined that institutional collaborations serve several purposes such as opening channels for sharing ideas and information, initiating, maintaining and upholding an open two-way communication system between the collaborating members. Institutional collaboration therefore, is a key mechanism for linking distributed knowledge and competencies into novel ideas and research. It creates avenues which can produce significant changes in practice, and stimulate substantive growth in individual, team and organizational capability (Robertson, 2013).

Findings of Table 2 revealed the various practices for promoting institutional collaborations for capacity improvement among business educators in the tertiary education sector in Delta State. This was promoted through academic staff and institution research collaboration, staff training and development, mentorship, inter-institutional academic visits and alliances, and through workshops, seminars and conferences. Other practices included; organizing outreach programmes, collaborations by congeniality, sabbatical leave, collaborations through collegiality, and through books co-authorship and sales. This finding agrees with Rodríguez (2010) study which observed various ways of institutional collaborations as: cooperation and mutual learning, mentoring, inter-institutional visitations and facilitations or consultancy. Supporting the above, Cuseo (nd) listed

practices that will aid institutional collaboration as: academic alliances, high school outreach programmes, summer bridge programmes, guaranteed transfer, inter-institutional transfer councils/offices/committees, workshops, conferences and counseling. Goodwin (2010) study also identified at least three new norms and trends that are currently influencing the education system which calls institutional collaboration for educators' capacity improvement in all subject areas. The first, are classrooms that are becoming more and more diverse, almost regardless of location; the second, is that educators can expect to work alongside colleagues who have not been recruited locally, or they themselves may be searching for regional or international teaching jobs; and the third, is that educators will be instructing students who are not only diverse in culture, knowledge and skills but may enter the classroom with very unique and challenging needs. In this vein, Barth (1990) opined that relations and associations of educators through collaborations among tertiary institutions should be viewed from two perspectives of – congeniality and collegiality.

To Barth, congeniality involves the personal aspect while collegiality emphasizes the professional aspect. Congeniality refers to the friendly human relationship that exists among teachers and is characterized by the loyalty, trust, and easy conversation that result from the development of a closely-knit social group. On the other hand, collegiality refers to the existence of high levels of collaboration among teachers and between teachers and their institutions and is characterized by mutual respect, shared work values, cooperation, and specific conversations about teaching and learning (Omar, Khuan, Kamaruzaman, Marinah & Jamal, 2011). In Nigeria, the latter could be said to be lacking because most institutional leadership have been found to be autocratic in their leadership. This is so in many other developing countries (Duze, 2011; Nduka, 2006). However, collaborations in the form of congeniality globally have generally long existed among business educators. What needs to be assertively promoted globally for the purpose of professional learning culture is collegiality. Therefore, a paradigm shift in institutional leadership role as greater instructional leader as well as a change paradigm in relations are needed and should be reinforced among educators and institutions in Delta State.

Finding of Table 3 revealed percentages of business education lecturers who are already collaborating with others in their various practices as a way of promoting institutional collaborations for capacity improvement in the tertiary education sector in Delta State. The finding showed that only quite a limited number of business education lecturers collaborated outside their institution as way of promoting institutional collaborations for capacity improvement in the tertiary education sector in Delta State. Altogether, the lecturers' rate and level of collaboration was low and minimal. This finding agrees with Omar, Khuan, Kamaruzaman, Marinah and Jamal (2011) who advised that the contributions of experienced educators to various innovations in teaching and learning should not be allowed to die with their retirement from their institutions; there must be means for collaboration. According to them, all experiences, innovations and best practices which constitute tacit knowledge will definitely be taken away with them resulting in a gross loss to the next generations of teachers and to their institutions. Knowing the importance of institutional collaborations, calls the need for all college administrators, lecturers, government and controlling agencies – i.e National Commission for Colleges of Education (NCCE) to adopt this practice in the institutions as a way of capacity improvement not for only business educators but others (educators) at their different academic disciplines and schools.

5. Conclusion

This study examined the relevance of promoting institutional collaborations for capacity improvement among business educators in the tertiary education sector in Delta State. Few research questions which were raised and answered were used for the investigation. Indications from the study's findings revealed generally that institutional collaborations were relevant to business educators' capacity improvement which impacted on the educators performance and productivity. It also had a linkage with providing quality learning and high students' achievements in the institutions. Whenever lecturers are exposed to any form of practices, they are bound to discover and learn new things that will improve their competences and they would take back to the lecture room to solve problems affecting their teaching task and profession. Hence, need be for institutional collaborations to be fully propagated and integrated in the tertiary education sector as a means of improving educators' capacity in Delta State. From the foregoing, recommendations have been made.

6. Recommendations

The following recommendations have been proffered below:

1. The various education agencies such as NCCE - for college of education should make contributive efforts and encourage institutions to incorporate the practices of institutional collaboration for educators' capacity improvement. All the same, the agencies should liaison and connect with the Government in order to implement policy on institutional collaborations for academic staff capacity improvement, which also calls for effective strategies to be mapped out as means for achieving this course.
2. All tertiary education institution leaders should avail themselves and including the lecturers in their

institutions opportunities of collaborating with other institutions as a means of capacity improvement. The leaders should also have an open-mind towards adopting this practice.

3. Orientation exercise and training programmes should be organized in order to encourage business education lecturers to utilize the opportunities of collaborating with order lecturers in various institutions for capacity improvement.

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