

## Collegiality And Effective Instructional Delivery For Quality Assurance Of Office Technology And Management Programme In Rivers State Tertiary Institutions

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### **Abstract**

*This study adopted a descriptive survey research design on collegiality and effective instructional delivery for quality assurance of the Office Technology and Management programme in Rivers State tertiary institutions. The population of the study was 1083, with a sample size of 285. The instrument for data collection was a structured questionnaire. Face and content validity of the instrument were established using three experts, and reliability was established using 20 respondents. Data collected were analysed using Cronbach's Alpha, which yielded a correlation coefficient index of 0.78, 0.81 and 0.75 for clusters B1 to B3, respectively, with an overall index of 0.78. 285 copies of the questionnaire were distributed, correctly filled out, and returned, which were used to carry out data analysis. The data collected were analysed using mean and standard deviation. The t-test was used to test the three null hypotheses at a 0.05 level of significance using the Special Package for Social Sciences (SPSS) version 23.0. Based on the findings of the study, it was concluded that collegiality practices that can enhance effective instructional delivery for quality assurance were not being employed by OTM lecturers despite the fact that they recognised that collegiality can help in improving their overall effective instructional delivery for quality assurance. Among other things, it was recommended that OTM lecturers in Rivers State tertiary institutions should adopt different forms of collegiality to enhance their instructional delivery.*

**Keywords:** *collegiality, effective instructional delivery, quality assurance, OTM programme, tertiary institutions.*

## Introduction

The issue of poor performance of Office Technology and Management (OTM) students has been a source of concern to tertiary institutions in Nigeria. The educational professionals, in their effort to checkmate this problem, observed that lecturers are sometimes the major cause because often some of them do not cover the course contents for the semester, thereby not allowing the students to acquire the needed skills (Ezenwafor & Ukata, 2022). To ensure that tertiary education students acquire the expected knowledge and skills for effective performance, collegial teaching was introduced in order to facilitate teaching and learning and 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 to ensure productive teaching, which will ensure quality assurance. Collegiality is defined as a relationship between colleagues who are explicitly united in a common purpose and respect each other's abilities to work towards that purpose (Johnson, 2013). In other words, collegiality simply means "team teaching" or "collaborating teaching", that is, coming together of OTM lecturers who share a common purpose to plan, share ideas, knowledge, skills, experiences and values on how to achieve effective instructional delivery for quality assurance in the Office Technology and Management (OTM) Programme.

Office Technology and Management (OTM) is the application of scientific knowledge, devices and systems to facilitate and enhance the information processes and delivery of the same (Ukata & Nmehielle, 2021; Olukemi & Boluwaji, 2014). It is associated with office automation, electronic technology and office globalisation (Ukata & Nmehielle, 2024). Olukemi and Boluwaji stated that the need to prepare and make students of secretarial students competent, skilful, and employable in the world of work, which is being driven by technological content not in the curriculum of the erstwhile secretarial studies programme in the nation's tertiary institutions, gave birth to OTM. According to Akpomudjere (2014), instructional delivery takes a more individualistic approach than a collaborative method, and this is at the expense of quality assurance before OTM students' skills acquisition and graduation. Akpomudjere stated that the individualistic approach to problem solving may hamper quality lesson plans, delivery of instruction and assessment of students' performance and it could also lead to a high attrition rate among OTM lecturers and render them ineffective in instructional delivery practices. Ineffectiveness in instructional delivery could skew the attainment of lesson objectives, which could pose challenges to quality assurance, and OTM lecturers end up producing graduates who are not competent to perform in the labour market. To remedy this situation, the researcher came up with the idea of collegial teaching, which is hoped that the result will lead to academic performance of OTM students, as the OTM programme is structured to equip its recipients with the necessary skills, knowledge and attitudes to be self-reliant economically. Shah (2014) was optimistic that through collegial teaching, lecturers could share their failures, mistakes, uncertainty and inadequacies 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 the individual lecturer.

Dean and Forray (2017) maintained that enduring collegiality could foster lecturers' relationships to have meaningful discussions in order to think, reflect, analyse, 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 lead to higher quality instructional delivery, thereby increasing students' academic achievement. The acquisition of relevant knowledge and skills is a sine qua non for quality assurance in the OTM programme. This

could be achieved through effective planning and delivery of the curriculum contents as well as assessment of OTM students' performance.

Collegiality could help OTM lecturers become more open and receptive of themselves to avoid any form of sentiment that may be inimical to their effective instructional delivery practices. This could facilitate the attainment of the lesson objective that could guarantee quality assurance in OTM studies. Dean and Forray (2017) also posited that in institutions (universities, polytechnics and colleges of education in urban and rural areas) where collegiality is being practised, members of institutions community are bound to be less isolative but more collaborative. Donaldson (2019) opined that collegiality leads to high-quality professional development towards the implementing curriculum for excellence.

Akpomudjere (2014) observed with dismay that collegiality seems to have been regulated by lecturers for an individualistic approach to teaching, owing to sentiments such as unnecessary and unhealthy competition, conservatism, resentment, jealousy, over self-esteem and overconfidence, among others, which 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 may not comprehend the lesson objectives, and this could affect the acquisition of relevant knowledge, skills, attitudes and values needed in the field of study. Also, if there is a 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 subsection 8 (f) states that the 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 the OTM programme. The onus of the OTM lecturers is to make a paradigm shift from the individualistic approach to more collaborative approach of instructional delivery to ensure quality assurance in order to combat the unemployment challenges facing OTM graduates.

The justification for this topic," collegiality and effective instructional delivery for quality assurance of Office Technology and Management programme in Rivers State tertiary institutions" was that it would prevent the delay in covering and solve the problem of not covering the course contents. The study will also address the issue of poor performance of OTM students when the course contents are adequately covered and delivered. It will teach lecturers how to create positive relationships among themselves as colleagues to achieve teaching objectives. It will also create "team teaching spirit" and solve the problem of individualism to achieve collaborativism. The study will also create an atmosphere for idea sharing to achieve high-quality instructional objectives delivery in the tertiary institutions with high-quality assurance in the OTM programme. The scope of this study was limited to the role of collegiality in assisting the coverage of curriculum content, promoting lecturers' instructional delivery performance, and assisting in bringing uniformity in instructional delivery. Only OTM lecturers in government-owned tertiary institutions were used for this study. The moderator variables include: institution ownership, educational qualification, years of experience, lecturers and students. Educational qualification as a moderating factor is the level of education a lecturer or student attained at the time of this investigation. This may be a National Diploma, Higher National Diploma, Bachelor of Science, Master of Science or Doctor of Philosophy. Years of experience is the number of years a lecturer has spent on the job (Ukata & Okpokwasili, 2024). This may range from 1-20 years, and 21 years and above. Lecturers are teachers teaching the Office Technology and Management programme in tertiary institutions such as colleges of education, polytechnics and universities. The students are the learners, learning the Office Technology and Management programme under the guidance of the lecturers. The researcher decided to use these variables because they are likely to influence the topic "collegiality and effective instructional delivery for quality assurance of Office

Technology and Management programme in Rivers State tertiary institutions." For example, a lecturer with a Doctor of Philosophy may perform better than a lecturer with a Master of Science in instructional delivery. Also, a lecturer with 21 years of teaching experience and above may perform better than one with 1-20 years of teaching experience (Ukata & Nmehielle, 2024). The use of lecturers and students as moderating factors was necessary because they are directly affected by the collegiality and effective instructional delivery of the OTM programme in Rivers State.

### **Statement of the problem**

Observation has shown that some OTM lecturers do not seem to be effective in their instructional delivery practices, which could guarantee quality assurance. This is because of their individualistic approach of instructional delivery instead of a collaborative or teamwork approach. Many lecturers have failed in many academic sessions to adequately cover the course contents of the OTM programme, thereby preventing the learners from acquiring the expected knowledge and skills. Some lecturers, too, have not been able to adequately interpret and implement the ICT-based OTM curriculum because of inadequate competencies. This could hinder the quality assurance of the OTM Programme in the aspect of students not acquiring the needed employability skills to meet the global work environment. It becomes imperative, therefore, to explore strategies that could enhance OTM lecturers' proficiencies in instructional delivery practices to guarantee quality assurance by attaching the newly recruited OTM lecturers with already experienced lecturers until high-level theory and strong operational ability are ensured. Collegiality, which enables OTM lectures to engage in team teaching and solve problems with maximum cooperation to become resilient even in adverse conditions, seems to be a good platform. This was the reason for this study: "Collegiality and effective instructional delivery for quality assurance of Office Technology and Management programme in Rivers State tertiary institutions."

### **Purpose of the study**

The main purpose of this study was to investigate collegiality and effective instructional delivery for quality assurance of the Office Technology and Management programme in Rivers State tertiary institutions. Specifically, the study ascertained:

1. How collegiality assists in covering curriculum contents for quality assurance in Rivers State tertiary institutions.
2. How collegiality promotes OTM lecturers' teaching performance for quality assurance in Rivers State tertiary institutions.
3. How collegiality can assist in bringing uniformity in instructional delivery in Rivers State tertiary institutions.

### **Research questions**

The following research questions guided this study, from the perception of OTM lecturers;

1. How can collegiality assist in covering curriculum contents for quality assurance in Rivers State tertiary institutions?
2. How can collegiality promote OTM lecturers' teaching performance for quality assurance in Rivers State tertiary institutions?
3. How can collegiality assist in bringing uniformity in instructional delivery in Rivers State tertiary institutions?

### Research hypotheses

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

1. There is no significant difference in the mean ranking of OTM lecturers with 1-20 years teaching experience and 21 years and above teaching experience on how collegiality can assist in covering curriculum contents for quality assurance in Rivers State tertiary institutions.
2. OTM lecturers and students do not differ significantly in their mean rating on how collegiality can promote lecturers' delivery for quality assurance in Rivers State tertiary institutions.
3. There is no significant difference in the mean perception of OTM lecturers in Captain Elechi Amadi Polytechnic and those in Kenule Beeson Saro-Wiwa Polytechnic on how collegiality assists in bringing uniformity in instructional delivery in Rivers State tertiary institutions.

### Method

This study adopted a descriptive survey research design. The survey research design was deemed appropriate for this study since it sought to ascertain the views and opinions of lecturers and students on collegiality and effective instructional delivery for quality assurance of Office Technology and Management programme in Rivers State tertiary institutions. The population of the study was 1083, which comprised 57 lecturers and only final year students of the four Rivers State tertiary institutions, 1026, see Appendix A for population distribution. The sample technique used was Krejcie and Morgan's (1970) table for determining the sample size of 285 from a known population of 1081 (Krejcie & Morgan, 1970), see Appendix B. The lecturers are 57, and the students are 228. The instrument for data collection is a structured questionnaire tagged "Collegiality and Effective Instructional Delivery for Quality Assurance of OTM Programme (CEIDQA-OTMP). It consisted of two sections, A and B. Section A contains four items on demographic information of the respondents, while Section B contains three clusters, B<sub>1</sub> to B<sub>3</sub>. Cluster B<sub>1</sub> contains 5 items on how collegiality assists in covering curriculum contents, B<sub>2</sub> contains 5 items on how collegiality promotes lecturers' delivery performance, while Cluster B<sub>3</sub> contains 5 items on how collegiality can assist in bringing uniformity in instructional delivery. Section B is a 4-point rating scale of Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) - 2 and Strongly Disagree (SD) -1. A copy of the questionnaire is attached in Appendix B. The face and contents validity of the instrument was established using three experts. The experts are one OTM lecturer from Captain Elechi Amadi Polytechnic, one OTM lecturer from Ken Saro-Wiwa Polytechnic, and one measurement and evaluation expert from Rivers State University. The questionnaire was trial tested by the researcher using 20 respondents of 8 lecturers and 12 National Diploma, Higher National Diploma and year four university students from government-owned polytechnics in Abia State Polytechnic and the University of Uyo who were not part of the population of this study. Data collected were analysed using Cronbach Alpha, which yielded a correlation coefficient index of 0.78, 0.81 and 0.75 for clusters B1 to B3, respectively, with an overall index of 0.78 (See Appendix C). This reliability coefficient of 0.77 was considered high enough for this study to be reliable. The researcher personally administered copies of the questionnaire to the respondents in their institutions with the help of two research assistants who were adequately briefed on the modalities for administration and collection of the questionnaires. On-the-spot completion was used, but those who could not fill their copy immediately were revisited for retrieval on an agreed date. 285 copies of the questionnaire were distributed, correctly filled out, and returned, which were used to carry out data analysis. The data collected were analysed using mean and standard deviation. The t-test was used to test the three null hypotheses at a 0.05 level of significance using the Special Package for Social Sciences (SPSS) version 23.0. The decision rule is that a null hypothesis was rejected where the p- value is less than the significance level of 0.05; otherwise, the null hypothesis was accepted.

## Result presentation, analysis and discussion

### Research question 1

How can collegiality assist in covering curriculum contents for quality assurance in Rivers State tertiary institutions?

**Table 1: Respondents' mean ratings on how collegiality assists in covering curriculum content for quality assurance in Rivers State tertiary institutions**

S/N	Items on How Collegiality Can Assist in Covering Curriculum Content	$\bar{X}$	SD	Remarks
1	Promotes good supportive collaboration among lecturers towards implementing the curriculum for excellence	3.47	.48	Agree
2	Makes lecturers more committed to covering their course contents	2.61	.51	Agree
3	Help lecturers select the proper amount of homework to be assigned to each student	3.07	.56	Agree
4	Helps lecturers to properly organise instructional content	3.23	.48	Agree
5	Enables lecturers to cover the whole course content without much stress	3.50	.50	Strongly Agree
<b>Grand Mean</b>		<b>3.18</b>		<b>Agree</b>

Data in table 1 shows that item 10 has a mean score of 3.50, meaning that the respondents strongly agreed that collegiality enables lecturers to cover the whole course content without much stress. The remaining four items have mean scores ranging between 2.61 and 3.47, showing that the respondents agreed that collegiality enables lecturers to cover the whole course content without much stress. The grand mean score of 3.18 shows that on the whole, respondents agreed that collegiality can assist in covering curriculum contents for quality assurance. The standard deviation for all the items was within the same range, showing that the respondents are not wide apart in their mean ratings on how collegiality enables lecturers to cover the whole course content without much stress.

### Research question 2

How can collegiality promote OTM lecturers' teaching performance for quality assurance in Rivers State tertiary institutions?

**Table 2: Respondents' mean ratings on how collegiality can promote OTM lecturers' teaching performance for quality assurance in Rivers State tertiary institutions**

S/N	Items on How Collegiality Can Promote Lecturers' Performance	$\bar{X}$	SD	Remarks
6	Enhance lecturers' use of modern teaching methods in instructional processes	3.57	.53	Strongly Agree
7	Collegiality will enhance lecturers' teaching proficiencies	3.62	.50	Strongly Agree
8	Enhances the selection of instructional strategies to use in teaching students	3.47	.51	Agree
9	Help lecturers to explain topics and concepts clearly and correctly to students	3.16	.49	Agree
10	It will facilitate lecturers' new knowledge and skills through professional dialogue	4.00	.32	Strongly

<b>Grand Mean</b>	<b>3.56</b>	<b>Agree Strongly Agree</b>
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Data in Table 2 shows that items 6, 7 and 10 have mean scores ranging from 3.57 to 4.00, meaning that the respondents strongly agreed that collegiality promotes OTM lecturers' teaching performance for quality assurance in the tertiary institutions.

The remaining two items have mean scores of 3.16 and 3.47, showing that the respondents agreed that collegiality promotes OTM lecturers' teaching performance for quality assurance in the tertiary institutions. The grand mean score of 3.56 shows that, on the whole, respondents strongly agreed that collegiality promotes OTM lecturers' teaching performance for quality assurance. The standard deviation for all the items was within the same range, showing that the respondents are not widely apart in their mean ratings.

### Research question 3

How can collegiality assist in bringing uniformity in instructional delivery in Rivers State tertiary institutions?

**Table 3: Respondents' mean ratings on how collegiality can promote OTM lecturers' teaching performance for quality assurance in Rivers State tertiary institutions**

S/N	Items on How Collegiality Can Bring Uniformity in Delivery	$\bar{X}$	SD	Remarks
11	Helps Lecturers to jointly plan and prepare teaching strategies and procedures to use in teaching courses.	3.64	.48	Strongly Agree
12	Helps Lecturers to jointly plan and prepare a scheme of work for a semester and a section	3.37	.49	Agree
13	Helps Lecturers to collectively test an idea or a new approach in teaching courses	3.54	.50	Strongly Agree
14	Helps Lecturers to collectively analyse their instructional practice	3.43	.49	Agree
15	Helps Lecturers to collectively set assessment criteria for course of study	3.62	.49	Strongly Agree
<b>Grand Mean</b>		<b>3.54</b>		<b>Strongly Agree</b>

Data in Table 3 shows that items 11, 13 and 15 have mean scores ranging from 3.54 to 3.64, meaning that the respondents strongly agreed that collegiality can assist in bringing uniformity in instructional delivery in Rivers State tertiary institutions. The respondents rated the remaining two items and agreed with mean scores of 3.37 and 3.43, showing that collegiality can assist in bringing uniformity in instructional delivery in Rivers State tertiary institutions. The grand mean score of 3.54 shows that, on the whole, respondents strongly agreed that collegiality can assist in bringing uniformity in instructional delivery in Rivers State tertiary institutions. The standard deviation for all the items was within the same range, showing that the respondents are not widely apart in their mean ratings

### Testing of research hypotheses

#### Hypothesis 1

There is no significant difference in the mean ranking of OTM lecturers with 1-20 years teaching experience and 21 years and above teaching experience on how collegiality can assist in covering curriculum contents for quality assurance in Rivers State tertiary institutions.

**Table 4: Summary of t-test analysis of respondents on how collegiality can assist in covering curriculum contents for quality assurance in Rivers State tertiary institutions.**

Variables	N	$\bar{X}$	SD	Df	T-value	P-value	Decision
OTM Lecturers	57	3.56	.69	283	.49	.45	Not Significant
OTM Students	228	3.44	.84				

Table 4 shows that the t-value of .49 with 283 degrees of freedom has a p-value of .45 which is greater than the criterion value of 0.05 (P-value = .45 > 0.05).

This means that there is no significant difference in the mean ranking of OTM lecturers with 1-20 years teaching experience and 21 years and above teaching experience on how collegiality can assist in covering curriculum contents for quality assurance in Rivers State tertiary institutions. Therefore, the null hypothesis was accepted.

### Hypothesis 2

OTM lecturers and students do not differ significantly in their mean rating on how collegiality can promote lecturers' delivery for quality assurance in Rivers State tertiary institutions

**Table 5: Summary of t-test analysis of how OTM lecturers and students do not differ significantly in their mean rating on how collegiality can promote lecturers' delivery for quality assurance in Rivers State tertiary institutions.**

Variables	N	$\bar{X}$	SD	Df	T-value	P-value	Decision
OTM Lecturers	57	3.57	.71	283	.50	.49	Not Significant
OTM Students	228	3.45	.84				

Table 5 shows that the t-value of .50 with 283 degrees of freedom has a p-value of .49 which is greater than the criterion value of 0.05 (P-value = .49 > 0.05). This means that OTM lecturers and students do not differ significantly in their mean rating on how collegiality can promote lecturers' delivery for quality assurance in Rivers State tertiary institutions. Therefore, the null hypothesis was accepted.

### Hypothesis 3

There is no significant difference in the mean perception of OTM lecturers in Captain Elechi Amadi polytechnic and those in Kenule Beeson Saro-Wiwa polytechnic on how collegiality assist in bringing uniformity in instructional delivery in Rivers State tertiary institutions

**Table 6: Summary of t-test analysis of respondents on how collegiality assist in bringing uniformity in instructional delivery in Rivers State tertiary institutions in Rivers State tertiary institutions.**

Variables	N	$\bar{X}$	SD	Df	T-value	P-value	Decision
OTM Lecturers	57	3.55	.70	283	.51	.48	Not Significant
OTM Students	228	3.45	.83				

Table 6 shows that the t-value of .51 with 283 degrees of freedom has a p-value of .48 which is greater than the criterion value of 0.05 (P-value = .48 > 0.05). This means that there is no significant difference in the mean perception of OTM lecturers in Capt. Elechi Amadi Polytechnic and those in Kenule Beeson Saro-Wiwa Polytechnic on how collegiality assists in bringing uniformity in instructional delivery in Rivers State tertiary institutions.

### Discussion of findings

#### How collegiality assists in covering curriculum content for quality assurance

Findings of the study indicated that respondents agreed that collegiality promotes good supportive collaboration among lecturers towards implementing curriculum for excellence. This makes lecturers more committed to covering their course contents, helps lecturers to select a proper

amount of homework to be assigned to each student, helps lecturers to properly organise instructional content, and enables lecturers to cover the whole course content without much stress. The findings of the study align with those of Leonard and Leonard (2013), who reported that lecturers perform better when working together and are professionally supported by organisational theory models which emerged earlier in the corporate sector. Abdallah (2011) noted that collegiality enables lecturers to interact regularly to share ideas and expertise and develop a 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 are an improvement in teacher professional growth and development, as well as teacher professionalism. (Futernick, 2017) added that cordiality brings institutions quality, organisational effectiveness, and student behaviour, attitude, and achievement. The findings also showed that there was no significant difference in the mean ranking of OTM lecturers with 1-20 years teaching experience and 21 years and above teaching experience on how collegiality can assist in covering curriculum contents for quality assurance in Rivers State tertiary institutions. This means that irrespective of experience, respondents all agree that collegiality assists in covering curriculum content for quality assurance of the OTM programme in Rivers State tertiary institutions.

### **Collegiality and the promotion of OTM lecturers' teaching performance for quality assurance**

Findings of the study showed that respondents strongly agree that collegiality can promote OTM lecturers' teaching performance for quality assurance. The findings of the study agreed with those of Shah (2014), who stated that collegial communities create such a cooperative climate that heightens the level of innovation and enthusiasm among lecturers and provides continuous support for staff professional enhancement. Martin (2018) asserted that teacher collegiality modifies instruction. Troncoso-Skidmore (2017) that lecturers who work in collegial settings become more open to new ideas, teaching methods, and resources. The findings also showed that OTM lecturers and students do not differ significantly in their mean rating on how collegiality can promote lecturers' delivery for quality assurance in Rivers State tertiary institutions. This shows that both OTM lecturers and students recognised that collegiality is important in enhancing lecturers' teaching performance. In support, McLaughlin and Talbert (2011) reported that collegiality stimulates enthusiasm among lecturers and reduces emotional stress and burnout, therefore increasing teaching performance.

### **Collegiality can assist in bringing uniformity in instructional delivery**

The findings of this study showed that respondents strongly agreed that collegiality assists in bringing uniformity in instructional delivery. The findings revealed that respondents strongly agreed that collegiality helps lecturers to jointly plan and prepare teaching strategies and procedures to use in teaching courses, helps lecturers to collectively test an idea or new approach in teaching of courses, and helps lecturers to collectively set assessment criteria for course of study while they agree that collegiality helps lecturers to jointly plan and prepare scheme of work for a semester and section and helps lecturers to collectively analyze their instructional practice. This finding is in support of the findings of Twale and Deluca (2018), who stated that collegiality enables lecturers and the department to work together in the development of departmental curriculum for the programme. Shah (2014) reported that collegiality brings experienced and beginning lecturers closer together to work together to achieve common educational goals. Orizowanlan (2013) posited that in institutions where lecturers work collaboratively, students can sense the programme coherence and a consistency of expectations, which may explain their improved behaviour and achievement. Wallace (2012) also posited that members of institutions

community are better supported to change practice when they are not isolated or in competition with each other.

Donaldson (2019) stated that collegiality, which would promote good institutional organisational structure towards implementing curriculum for excellence, can motivate lecturers to maintain a balance between educational strength and preferences towards the attainment of quality assurance. The findings of the study also showed that there is no significant difference in the mean perception of OTM lecturers in Captain Elechi Amadi Polytechnic and those in Kenule Beeson Saro-Wiwa Polytechnic on how collegiality assists in bringing uniformity in instructional delivery in Rivers State tertiary institutions. This finding revealed that the lecturers, irrespective of their institutions, all agreed that collegiality assists in bringing uniformity in instructional delivery.

### Summary of findings

Based on the analysis presented above, the findings of the study are summarised as follows:

1. Respondents agreed that collegiality can assist in covering curriculum contents for quality assurance in Rivers state tertiary institutions.
2. Respondents strongly agreed that collegiality can promote OTM lecturers' teaching performance for quality assurance in Rivers state tertiary institutions.
3. Respondents strongly agree that collegiality assists in bringing uniformity in instructional delivery.

### Conclusion

Based on the findings of this study, it was concluded that collegiality practices that can enhance effective instructional delivery for quality assurance were not being employed by OTM lecturers despite the fact that they recognised that collegiality can help in improving their overall effective instructional delivery for quality assurance.

### Recommendations

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

1. OTM lecturers in Rivers State tertiary institutions should adopt different forms of collegiality to enhance their instructional delivery.
2. The Head of the Department of OTM programme in Rivers State tertiary institutions should ensure that a conducive academic environment is provided for collaboration and teamwork among lecturers and the administrative staff.
3. Experienced lecturers or senior lecturers should initiate a collegiality culture among junior lecturers to improve their teaching competencies and performance.

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### Appendix A

#### Population Distribution of OTM lecturers and Students in State-Owned Polytechnics in Rivers State

S/N	Institutions	No of Lecturers	No of Students	Total
1	Rivers State University	21	368	389
2	Ignatius Ajuru University of Edu.	17	346	363
3	Captain Elechi Amadi Polytechnic	9	161	170
4	Ken Sarowia Polytechnic	10	150	160
<b>Grand Total</b>		<b>57</b>	<b>1025</b>	<b>1083</b>

### Appendice B

#### Determination of Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size

Source: Krejcie & Morgan, 1970