TEACHER ENGAGEMENT IN PARTNERSHIP AND COLLABORATIVE PROGRAMMES: REFORMATION FOR PEDAGOGY RE-EVALUATION IN 21ST CENTURY PRACTICES IN SOUTHERN NIGERIAN SCHOOLS

by

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Abstract

The call for quality and ethical professional practices in marketplace industries has become a growing concern, particularly within Nigerian schools. Ensuring that educators and staff conduct their daily operations professionally remains a significant challenge in many school systems. However, schools that adopt the Partnership or Collaboration Approach (PCA) to task delivery have demonstrated notable improvements in professional conduct and institutional ethos through the implementation of shared knowledge and cooperative engagement. This study examines the principles of professional practice among school staff using the social constructivism and Vygosky- Activity Theory, which infused the PCA model and technique. A multi-stage design combining case-study and comparative studies of real-life school operations were employed. Using purposive and simple random sampling techniques, 78 staff members participated in the study. Three research objectives and questions guided the investigation, utilising a self-designed 4-point Likert-scale questionnaire containing six modules with sixty

items. Face and content validity were established, and internal consistency was confirmed with a Cronbach's Alpha coefficient of 0.76. Data were collected through interviews, focus group discussions, and practical procedural engagements. The findings revealed that PCA significantly enhanced task delivery, strengthened social connections, and promoted ethical work practices among staff. However, sustaining mastery of these procedures remains essential for long-term improvement. The study recommends integrating the PCA model into school structures and curricula to promote continuous professional growth, ethical standards, and collaborative efficiency among educators and other staff members.

Keywords: Teacher Engagement Partnership and Collaboration Pedagogy Re-evaluation

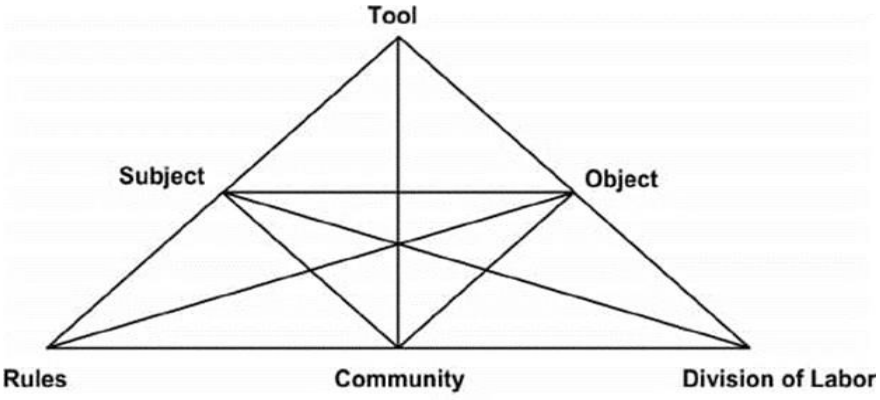
Introduction

Despite the push for quality and ethical professional practices by various business organisations; and the recent push by private international schools, for teachers to get involved in the advocacy for quality and ethical professional practices, it is surprising that only few schools understand the need, and seek the part to achieve professional practices with the members of staff (teaching and non-teaching) alike. The negligence experienced in complying with this move has been attributed to environmental influences, personal interest and fear of being victimised among school owners and members of staff respectively. These factors are all linked to the variations that exist and an out burst ripple effect on the social mind-set of the people, which invariably translates to individual's psychosocial outflow.

In the last few years many schools have leveraged on training opportunities, but they have struggled with retaining the network of professional relationship formed at such training gatherings. An insight to the principles of interactive activities can be taken from the social constructivists believe that learning is collaborative in nature and it involves the continuous integration into a knowledge-based community of professionals. A deep dive into these assumptions reveals the impact of continuous social interactions and the learning acquired by the of practitioners (Nugroho, Anwar & Hartono 2024). In other for man to have what he desires, he has to engage in some form of activities. Members of cohort or group, work together to turn their imaginations into reality, thus reality is constructed through their activities (Kukla, 2022). When man engages in these activities, then knowledge is acquired to a point of satisfaction. The regular practices of the knowledge that has been acquired leads to mastery. This may sometimes and somehow be a connective attributed of social and cultural integration

(Fergusson, 2022 and Lau, Vahasantanen & Collin, 2022). Learning is viewed as a social process, which does not take place only within the individual, nor is it a passive development of behaviours that are shaped by external forces (McMahon, Lewis & Weihu, 2024). Meaningful learning occurs when individuals are engaged in social activities that are spurred by curiousities and leading interactions.

Another school of thought considered in this study of the relevance of partnership by interactive process, is that of Vygosky- Activity Theory. This theory uses the whole work activity as the unit of analysis, for understanding the digitalised human interaction processes and the information system in this evolving environment, Nigeria, not being excluded from this evolutionary practices (Engestrom, 2001). The recent practices and intervention for improving teacher education have been explored in collaborative and partnership network programmes. By this, interested academic educators and non-academic educators have built solid network of professional links, who share their best practices, using the activity triangle description of social community-based division of labour tool. (Engestrom, 2000). It identified the place of rules for the subjects (the educators) and the objects (the target performance outcome). This has been identified to improve the confidence level of teachers who find refuge in this regard (Hasan & Kazlauskas, 2024).



Source: Adapted from Engeström (2000, p. 962)

Getting more teaching and non-teaching practitioners on board is the focus of this research work. Thus, it will link the connection between the principles expressed by the two schools of thought and analyze how these can be explored to enhance the teacher's network programme. Further analysis of how this intervention can aid the improvement of professional practices among academic and non-academic members of the school system will be revealed.

School Partnership and Collaboration Programme.

In striving to meet professional standards in education, there is a growing need for practitioners to actively engage in the exchange of ideas, actions, and initiatives aimed at continuous improvement. This forms the foundation of the Partnership and Collaboration Programme (PCA), which promotes collective engagement, mutual learning, and shared innovation. Collaboration in this context involves identifying and aligning the common benefits and goals that exist among diverse concepts and practices. It goes beyond individual effort to include co-construction of knowledge and shared problem-solving, ensuring that practitioners not only refine their professional skills but also build collective capacity for sustained school improvement. Partnership, as a concept, emphasises working together towards common goals. When teachers and educational professionals collaborate, they benefit from each other's value-based experiences, challenges, and best practices. Such engagement fosters a cycle of reflection, improvement, and innovation. A well-structured partnership programme, therefore, creates a framework for professional development, enabling staff to cultivate a culture of high-quality self-evaluation, peer review, and school-led improvement. Through this framework, practitioners exchange insights on pedagogy, classroom management, and the integration of technology into learning. Furthermore, it inspires professional confidence and strengthens institutional capacity to meet evolving educational challenges.

The school management board re-emphasised the need for transformational leadership and innovation, encouraging all departments to adopt the PCA as a means of achieving shared objectives and sustaining improvement. In meetings with the middle and senior leadership teams, the PCA was endorsed as a core approach for ensuring collaboration and teamwork across all professional activities.

Procedure for Cultural and Ethical Practices within the School's Settings

The case study school, located in Nigeria's South-South region, has a multi-cultural workforce, comprising staff from the six geo-political zones of the country. This diversity enriches professional interactions but also introduces varying expectations, values, and communication styles. Recognizing this, the study emphasises the infusion of cultural and ethical practices into the school's structure and pedagogy.

Cultural practices observed include:

- Rules guiding conversational manners and professional dialogue.

- Dispositions toward conduct and interpersonal interactions.
- Protocols for receiving guests and visitors.
- Procedures for student admission, orientation, and staff induction.

- Integration of lessons and examples that reflect cultural diversity and contextual relevance.

Ethical practices promoted in the schools include:

- Punctuality and respect for time.
- Adherence to dress codes reflecting professionalism.
- Transparent and ethical information dissemination.
- Respect for personal and professional boundaries among staff.
- Compliance with operational rules, regulations, and pedagogical guidelines.
- Effective conflict resolution and management practices.

Application of Activity Theory

The study applies Activity Theory (Eames, 2024) to understand how these cultural and ethical practices influence professional collaboration. In this framework, staff (subjects) engage in daily routines and special tasks (objects) mediated by human tools (colleagues, leadership teams) and non-human tools (ICT resources, institutional routines, and infrastructure).

Key aspects include:

1. Mediation by tools and artefacts – Professional actions are shaped by institutional tools such as ICT facilities, peer networks, and established routines.
2. Rules, division of labour, and community – School practices are governed by formal and informal rules, structured task distribution, and a shared sense of community.
3. Contradictions, change, and learning – The introduction of PCA may create tensions or contradictions between old and new practices, which can serve as catalysts for professional growth and transformation.
4. Contextual and cultural resources – Professional collaboration is deeply rooted in socio-cultural values, requiring sensitivity to diversity and inclusivity.
5. Application to educational settings demonstrate that activity theory enhances pedagogical effectiveness and digital learning, validating its relevance for examining professional practice in schools (Nguyen Phu L; Nguyen Pham P.O; Nguyen P.T; Trang VD & Le Viet, M.T. 2022).

Overall, the Partnership and Collaboration Programme, guided by Activity Theory, serves as a dynamic model for strengthening professional culture, fostering innovation, and ensuring sustainable educational transformation.

Problem:

The problem identified in this study are categorised as;

1. The appropriation of pedagogical processes of engaging individual and group teaching staff's performances.
2. The Development of common base of understanding for members of staff who have completely different perceptions about cultural and ethical school ethos and practices.
3. The actualisation of professional ethical practice, using technology for the transformation of innovative concepts in both school operations and pedagogy improvement using Partnership and Collaborative Approach (PCA).

Purpose:

The purpose of this study is to determine the level of influence of PCA (among staff of two campuses of same school) on technological innovation programmes aimed at enhancing profession practices and improving the quality of peadagogical task delivery.

Objectives:

The objectives are to:

1. Determine how pedagogical effectiveness of task delivery is achieved with individuals and in group performances.
2. Develop common base of understanding for members of staff who have completely different perceptions about cultural and ethical school ethos and practices.
3. Determine how PCA is being actualised during operational task practices aimed at improving the quality of practices and the quality of task delivery in School A and School B.

Research Questions:

The research questions answered in this study are;

1. How is pedagogical effectiveness of task delivery achieved using PCA during instructional performance?
2. What is the common base of understanding for members of staff who have completely different perceptions about cultural and ethical school ethos and practices?

Hypothesis:

$H_0 1$ There will be no significant difference in how partnership and collaborative approach are being actualised during operational task practices aimed at improving the quality of task delivery between school A and School B at 0.05 level of significance.

Methodology

This study adopted a mixed-method research design, integrating both qualitative and quantitative approaches within a case study and comparative analysis framework. This design facilitated a comprehensive understanding of academic staff members' social realities, beliefs, and attitudes toward technological innovation through the Partnership and Collaboration Approach (PCA). The study was conducted across two campuses—a Day School and a Boarding School—of the same institution, utilising daily school activities and interactions to examine staff experiences.

The population comprised 333 members of staff from both campuses. A multi-stage sampling technique was employed, beginning with purposive sampling to identify academic staff capable of using technological devices and with a history of incorporating innovative practices into teaching and learning. This stage also considers internal resource utilisation, including facilities, personal performance, and engagement in collaborative programmes. Subsequently, a stratified simple random sampling technique was applied to select 78 participants, categorised according to departmental units and prior records of achievement. Out of these, 33 staff members were selected from School A (boarding) and 45 from School B (day).

A self-constructed questionnaire titled Effectiveness of Partnership and Collaborative Approaches as Reformation for Pedagogy Re-evaluation in School (PCA-RPR) was designed to collect data. The instrument consisted of six modules—(1) school statement alignment with pedagogy, (2) technical teaching-learning skills, (3) management of systems and safety, (4) stakeholder collaboration, (5) cultural and ethical integrity, and (6) advocacy for standard policies—each containing ten items, totaling sixty items. Responses were measured using a four-point Likert scale: Satisfactory (4), Good (3), Fair (2), and Need Improvement (1). The questionnaire underwent content and face validity by senior leadership members, while Cronbach's Alpha reliability coefficient of 0.76 confirmed internal consistency.

Data collection occurred in three stages. First, participants underwent training sessions introducing PCA strategies for task performance. This was followed by demonstration practices and observations of the approaches in actual teaching contexts. Next, structured interviews and focus group discussions were conducted to gain qualitative insights into participants' lived experiences. Finally, after a three-week engagement period, participants completed the questionnaire, reflecting on their experiences and the impact of PCA on collaboration and instructional delivery.

Data processing involved Extraction, Transformation, and Loading (ETL) methods for coding and organisation. Descriptive statistics (percentages) were used to summarise responses, while inferential statistics (independent t-test) compared mean differences between Schools A and B to evaluate the relative effectiveness of the PCA implementation.

Results:

The result was analysed using descriptive statistic of percentage between Schools A and B.

Table 1: Distribution of Schools and Activity Tool using PCA

Tool	School A 33 participants		School B 45 participants	
	Individual	Group	Individual	Group
I. Observation	10	23	11	34
II. Questionnaire	11	22	17	28

Research Question 1:

How is pedagogical effectiveness of task delivery achieved using PCA during instructional performance?

This analysis is recorded in the table below:

Table 2.0: Response Rating for PCA -RPR (Questionnaire)

Indicators Measured	**School A (33 participants)**				**School B (45 participants)**			
	S (4)	**G (3)**	**F (2)**	**NI (1)**	**S (4)**	**G (3)**	**F (2)**	**NI (1)**

Well-articulated school statement during task performance	11	12	4	6	21	15	7	2
Display of technical skills during task performance	10	17	4	2	18	16	7	4

From table 2.0; responses for both schools A and B are analysed using percentage distribution for compliance with PCA and regularly approaches for members effectiveness of pedagogical task delivery.

Table 2.1: Percentage Rate Showing Compliance with PCA and Regular Approach for well-articulated school statements in Schools A and B

School	Total complying with PCA		Total complying with regular approach	
A	Participants Response Rate (%)	23 69.69	Participants Response Rate (%)	10 30.30
B	Participants Response Rate (%)	36 80.00	Participants Response Rate (%)	9 20.00

The responses recorded table 2.1 indicate that in school A 23 participants, which accounts for 69.69% of the participants believed that well-articulated school statement aids the understanding of the PCA using activity theory model. While 10 participants of 30.30% are in compliance with the regular approach. In School B; 36 participants accounting for 80% of the respondents believed that well-articulated statement aids in the understanding of the PCA, while 9 participants of 20% are in compliance with the regular approach.

Table 2.2: Percentage Rate Showing Compliance with PCA and Regular Approach for application of technical Skills in Schools A and B

School	Total complying with PCA		Total complying with regular approach	
A	Participants Response Rate (%)	27 81.81	Participants Response Rate (%)	6 18.18

B	Participants Response Rate (%)	34 75.55	Participants Response Rate (%)	11 24.44

The responses recorded table 2.2 indicate that in school A 27 participants, which accounts for 81.81% of the respondents believed that technical skills aids the understanding of the PCA using activity theory model. While 6 participants of 18.18% are in compliance with the regular approach.

In School B; 34 participants accounting for 75.55% of the respondents believed that technical skills aids the understanding of the PCA using activity theory model. While 11 participants of 24.44% are in compliance with the regular approach.

Research Question 2

What is the common base of understanding for members of staff who have

completely different perceptions about cultural and ethical school ethos and practices?

Table 3: Response Analysis for School A and School B on PCA Staff Perception about Cultural and Ethical Professional Practices

Indicators Measured	**School A (33 participants)**				**School B (45 participants)**			
	S (4)	**G (3)**	**F (2)**	**NI (1)**	**S (4)**	**G (3)**	**F (2)**	**NI (1)**
Display of ethical integrity	10	8	9	6	15	12	10	8
Procedural advocacy for cultural practices	9	10	7	7	12	14	9	10

From table 3.0; responses for both schools A and B are analysed using percentage distribution for compliance with PCA and regularly approaches of participants' responses regarding staff perception of cultural and ethical professional practices.

Table 3.1: Percentage of Participants'Response on PCA Staff Perception about Ethical Professional Practices in Schools A and B

School		

	Total complying with PCA		Total complying with regular approach	
A	Participants Response Rate (%)	18 54.54	Participants Response Rate (%)	15 45.45
B	Participants Response Rate (%)	27 60.00	Participants Response Rate (%)	18 40.00

The responses recorded table 3.1 indicate that in school A 18 participants, which accounts for 54.54% of the participants responses showed that PCA enhance Staff Perception about Ethical Professional Practices in Schools A. While 15 participants of 45.45% are in compliance with the regular approach.

In School B; 27 participants accounting for 60.00% of the respondents showed that PCA enhance

Staff Perception about Ethical Professional Practices while 18 participants of 40.00% are in compliance with the regular approach.

Table 3.2: Percentage Rate Showing PCA Staff Perception about Cultural Professional Practices in Schools A and B

School	Total complying with PCA		Total complying with regular approach	
A	Participants Response Rate (%)	19 57.57	Participants Response Rate (%)	14 42.42
B	Participants Response Rate (%)	26 57.77	Participants Response Rate (%)	19 42.22

The responses recorded table 3.2 indicate that in school A 19 participants, which accounts for 57.57% of the participants responses showed that PCA enhance Staff Perception about cultural

Professional Practices, while 14 participants of 42.42% are in compliance with the regular approach.

In School B; 26 participants accounting for 57.77% of the respondents showed that PCA enhance Staff Perception about cultural Professional Practices while 19 participants of 42.22% are in compliance with the regular approach.

Hypothesis

$H_0$1 There will be no significant difference in how partnership and collaborative approach are being actualised during operational task practices aimed at improving the quality of task delivery between school A and School B at 0.05 level of significance.

Table 4.0: One-Sample t-test Statistics for comparing the means of School A and B

	N	Mean	Std. Deviation	Std. Error Mean
PCA Task Practice Improving Delivery for School A	33	65.6061	12.0595	2.09931
PCA Task Practice Improving Delivery for School B	45	44.1556	16.55563	2.46797

Table 4.0 gives an indication of t-test output of PCA task practice improving delivery for Schools A and B. The mean difference showing school A with 65.6061 and school B 44.1556 and standard deviation of 12.0595 and 16.55563 respectively for schools A and B.

Table 4.1: One-Sample t-test Statistics for comparing the means of School A and B

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PCA Task Improving Delivery for School A	30.299	32	.000	63.60606	59.3299	67.8822
PCA Task Improving Delivery for School B	17.081	44	.000	42.15556	37.1817	47.1294

Table 4.1 gives an indication of the t-test comparison between partnership and collaboration approach to improving task delivery in school A at 30.299 and school B at 17.081. A comparative difference exist between the schools, as 2-tailed 0.000 significance is less than 0.05 level of significance, such the null hypothesis is rejected.

Discussion

From the analysis of result, the following implications are revealed in this study.

Implication 1:

When partnership and collaborative activities are well-structured, and monitored during task performance, it breeds clarity of purpose and helps each member in the team align with their task on the set goal. The implication of this using activity theory and social constructivism theory lie in the articulation of boosting team work, improve the quality and out of knowledge integration, boost the levels of performers' confidence and improve deliveries or productivity (result).

The application of the theories in research question one, saw the school statement as the tool, with guidelines (rules) for each school community to infuse into their scheme of work, lesson instructions, lesson activities and assessments - pedagogy (Eames, 2024). This is evident in the result as 69.9% of the responding participants asserts the functionality of PCA, as against the 30.3% of the regular approach in school A, while 80% asserts to PCA as against 20% in the regular approach in school B. Members are enthusiastic about their input to the task and they become interested in the output of their team (Munby, 2025).

Implication 2:

The perception of participants forms a basis for consideration in this study, bearing the diversity of cultural background of each participating respondent. More so, bearing the fact that these participants are brought together to achieve common set goal requires the need to align ethical standard practices of the ethos. These are important tools that the team will require to be familiar with, in order to perform their tasks in line with requirements for expected result, using the theories. Giving the results from this question, in school A, 54.5% asserts the functionality of PCA as against 45.5% for the regular and in school B 60% asserts PCA as against 40% for regular approach. The programme and modules highlighted that many elements of professional practices are embedded in the school's curriculum which in most cases is a reflection of the cultural and ethical practices of the schools' ethos. (Milne, 2019).

Implication 3:

The comparative difference between school A and school B is an indication of the evidence of activity theory and social constructivism theory. It was easy for school A to adapt with the PCA approaches in all areas assessed; pedagogy, cultural and ethical practices. This was as a result

of existing practices that mandates the practice of lesson integration. Lesson integration simply allows each members of staff seek the aligning gap that exist between a lesson and how such gaps can be bridged with the concepts from another lesson, then it was for school B (Ahmad, Ibrohim & Herawati, 2024) and (Joselyn, Banaken, Gawaen, Lagawida, Togmey & Marilou, 2024). The mean difference for school A 63.60 shows a clear indication of that the participants exhibit better clarity of purpose that is required for PCA, when compared with the mean difference in school B – 42.15, which is required more of the participants and indeed the staff in that school to have better understanding of PCA approach towards achieving effectiveness in task performance and delivery.

Conclusion:

The research findings and the data from this study reveal that professional practices among staff in schools is largely enhanced by improving individual capabilities through partnership and collaborative approaches to task performance. While this study revealed the impact of collaboration and partnership in task delivery, using activity and social constructivism theories, members of staff find the need to master the procedures that had been engaged in while performinh their tasks. The studyfurther revealed the cultural and ethical disposition of participants staff are factors that militates against connecting with colleagues and embracing the need for the adaptive behavioural change.

Finally, the procedure engaged members of staff, whose perception is orientated by competitive mindset of out-doing one another during tasks delivery rather then a teamspot expedient of task delivery. The procedures adopted using collaborative and partnership approaches created a re-orientation in the mindset of the members of staff in a way that it aids in appropriating cultural and ethical biases, by aligning the school's ethos and practices in aligning with PCA. Thus, ensuring the practice of professionalism, with a focus on task delivery as against unhealthy competition of self-accomplishment and contention.

Recommendation:

It is recommended that school owners and managers explore the structure partnership and collaborative approaches to task performance among members of their staff in order to ensure purpose-drive result that breeds continuous need for improvement. Further to this PCA can also be integrated into the school's pedagogy through the restructuring of the curriculum and it's

practices. Since PCA approach to task achievement, encourages the acts of focal unity among staff (ethoical practice), a common ground is set for task performance and result achievement. Finally, to ensure the effective turn out of partnership and collaborative approaches to task delivery, the process should be structured and monitored for effectiveness in all areas of implementation.

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