

Academic Collaboration and Teacher Education in Nigeria: Problems and Prospects

Tupele-ebi E. Oydonghan PhD and Benneth Ifiezibe PhD
Isaac Jaspa Boro College of Education, Sagbama, Bayelsa state
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Abstract

Teacher education is the engine room of any nation's educational achievement as it involves putting the incoming generation on the right path to enable them contribute positively to the nation's all round development. Improving the level of teacher education therefore is vital to improving the educational efforts of the country. One critical element in improving the quality of teacher education is academic collaboration, which can significantly enhance curriculum and professional development, and instructional practices of educators. Academic collaboration in teacher education refers to the partnership between educational institutions, stakeholders, and other organizations to share knowledge, resources, and expertise to improve teacher training and enhance educational outcomes. It is important to note that what one does not have, what cannot give. Therefore, teachers in training need to be exposed to it. Collaborative learning in teacher education has two advantages. It enables teachers to pull together their energies and available resources, and equip would be teachers to be ready for the 21st century learner centred classroom interactions. Involving collaborative learning in Nigeria's teacher education setting have some setback as: inadequate infrastructure, cultural factors, most teachers' are adamant to changes, lack of required cooperation among schools' management, and it may not be appropriate for most conventional schools' time table. It recommended that the government, school management and teachers of teachers, give collaborative learning a trial to effectively initiate a change in the production of teachers and their effectiveness in their classroom practices.

Key words: *Collaboration, Collaborative learning, Teacher education, Problems*

1.0 Introduction

Teacher education is an essential aspect of educational development in any country, particularly in Nigeria, where a rapidly evolving educational landscape demands continuous adaptation in teaching practices. One vital element in improving the quality of teacher education is academic collaboration, which can significantly enhance curriculum development, instructional practices, and professional development for educators. Academic collaboration in teacher education refers to the partnership between educational institutions, stakeholders, and other organizations to share knowledge, resources, and expertise to improve teacher training and enhance educational outcomes.

In Nigeria, the teacher education system faces several challenges, some of which are the use of outdated curricula, limited professional development opportunities for teachers, and insufficient funding of educational institutions. The need for a more collaborative approach to address these challenges has never been more pressing. This study explores academic collaboration in Nigerian teacher education, with a focus on its impact on curriculum and instruction for effective teacher production to meet the demand for 21st century teachers in Nigerian classrooms.

Collaborative learning occurs in many different forms. Some of which include: peer-to-peer or in larger group collaborative learning. Peer learning is a type of collaborative learning with students working or learning in pairs or small groups to discuss concepts or find solutions to identified problems. This is in line with the idea that two or three good heads are better than one. Educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions that may be difficult if not impossible to address in conventional classrooms (Johnson and Johnson 2022).

Studies have shown that educational experiences that are active, social, contextual, engaging, and student-owned encourage deeper learning and higher academic performance in students. (Johnson et al 2020; Smith Gregor 2022; Ajayi 2020 and Akinyemi 2019) The major advantages of collaborative learning are:

Development of higher-level thinking, oral communication, self-management, and acquisition of leadership skills among others. Others include the promotion of student-faculty interaction; increase in student retention, self-esteem, and responsibility; exposure to and an increase in understanding of diverse perspectives and preparation for real life social and employment situations. (Johnson and Johnson 2024) included that

In the 21st century classrooms, teaching learning strategies have shifted from teacher-centered to learner-centered classroom interactions as learners are encouraged to share relevant information and facts with each other and learn many new things from their group members. In the course of their working together, they naturally take part in the assigned task spontaneously with high motivation and they each contribute in group's collaborative activities. Also, they offer mutual support for planning and implementing lessons, assessing students' progress, sharing professional concerns, and addressing students' learning needs. In the same context, McInerney and Robert (2024) state that, collaborative learning involves a group of two or more learners working together to achieve a common goal respecting each individual's contribution to the whole. Most importantly, such work in teaching allows more opportunities to teachers in improving their classroom pedagogy. In addition, it assists them to understand the content apparently and develop individual's learning potential. Collaboration engages student-student, student-teacher and student-content interactions (Schmid, 2023). In a typical classroom, collaborative learning offers interaction and mutual helpfulness atmosphere, the learners have a chance to practice the knowledge learnt through social skills with their group or mates by the exchange of information between them to increase the learning of others. In this way, they learn better and retain more of what they learn rather than being the passive learners in teacher-centered classrooms as the most common practice. Regarding

this, Sukirman (2016) says it involves students learning in groups that involves every individual taking responsibility of their own learning in order to produce a new piece of comprehensive knowledge. This type of learning becomes more effective when students share their ideas, experiences, and perceptions with their peers (Jonassen & Kwon 2021). In this regard, Jacobs (1998) states, in cooperative learning, teachers teach students social skills, which involves the creation of a helpful atmosphere where the learners have a chance to practice their knowledge through collaborative social skill with their group or mates by the exchange of information between learners in groups to increase the learning of others. Furthermore, Storch (2021) mentions that group work provides learners with more chances to employ the target language in low anxiety atmosphere and boost their motivation. He further pointed out that a collaborative learning strategy in writing classes is helpful for brainstorming and discussing collaboratively and it is also supportive to the peer review and editing. In this line, Storch (2022) also found that writing collaboratively encourages the learners to share responsibility for making decisions in all aspects and categories of writing, including content, structure and language. Similarly, another study of Storch (2022) examined the effectiveness of collaboration in improving learner's writing texts written in groups with others written independently. The students working collaboratively recorded their conversations while completing their compositions. The study showed that the students working collaboratively produced short texts than the students who wrote individually and it facilitated them to construct better and more complex written texts.

Successful collaboration is known to have these added advantages, common goal, shared beliefs, harmonious interaction, and cooperative process (Jeon 2020). Sharing similar teaching beliefs help to have a smooth and effective collaboration. Teachers who take part in collaborative activities according to the perspective of Express News Service (2021), play a significant role in the development of a society since they are considered as pillars of strength and guiding forces in the lives of students. Teachers are responsible for imparting values to children, preparing them for further education, and contributing to good education in society. A teacher's love and affection, character, competence, and moral commitment have a profound impact on their students. Thus, the role of a teacher in society is crucial to ensuring a promising future for the nation. Similarly, the University of the People acknowledged that teachers provide the power of education to the youth, offering them the possibility of a better future. The roles of teacher in the process of teaching and learning is multifaceted and include simplifying complex concepts, making abstract ideas accessible to students, and exposing them to new topics and ideas. Furthermore, teachers can expand their students' interests and can encourage them to achieve better results. However, in contemporary times, teachers face various challenges as outlined by Gama Learn, who cited research indicating that there are seven common obstacles faced by teachers today. These challenges consisted of: 1) Inspiring students to be more self-directed, 2) Improving students' learning outcomes, 3) Differentiating and personalizing teaching, 4) Getting students to do their work outside the classroom, 5) Finding the time to keep up with administrative tasks, 6) Understanding changing technology, and 7) Fostering parental involvement. Daskocil (2023) identified three primary challenges that teachers face in modern classrooms as: 1) Balancing the different learning needs of students, 2) Respecting expectations from school administrators, and

3) Helping parents and students meet long-term goals. Similar to High School Access (2019), discussed the main challenges facing teachers in the 21st century as criticisms and opinions that have been expressed by those stakeholders within the education system. The challenges are as follows: 1) individualistic students, 2) teachers playing multiple roles simultaneously, 3) teachers dealing with excessive paperwork, 4) increased demand from school administrators, 5) following the same curriculum for all students regardless of their differences in ability, 6) the changing face of classroom management, and 7) the changing face of teaching

Learners who work together in cooperative teams achieve higher level of thoughts, preserve information and keep knowledge more than learners who work individually (Johnson, & Johnson, 1986). Samuel Totten, et al. (2021) stated that joint learning and sharing knowledge, give learners the opportunity to discuss about the subject, be responsible about their learning, and therefore lead to create crucial thinkers.

There is a trend toward collaboration learning in the 21st century classrooms. Individuals need increasingly to think and work together in the societies, on critical subjects (Austin, 2020; Welch, 1998). This leads to a transition from individual efforts to group work, and from independence to community (Leonard, & Leonard, 2021). Laal, et al. (2022) noted that Confucius in 2400 years ago stated:

What you tell me; I will forget,

What you show me; I may remember,

The active involvement of learners is the most efficient tool to assist them perfectly to keep the knowledge gained in the course of teaching and learning. It is the desire of learners to be involved and engaged in their learning process (Hsu, & Malkin, 2011). Lecturing does not, by its own, cause learning. Learning needs to be through individual's mental processing, as Melvin L. Silberman (1996) claimed. He said learning is not acquired by pouring information into one's head. Silberman developed an adjustment of what Confucius said and called *The Active Learning Credo* that shows the opinion of further learning by individuals, which is presented as as follows:

What I hear, I forget

What I hear and see, I remember some

What I hear, see, and ask questions about or discuss with someone else, I begin to understand

- What I hear, see, discuss and do, I acquire knowledge and skills
- What I teach to another, I master.

Collaboration style of teaching indicates a shift from a traditional teacher-or lecturer-centred teaching to a student-or learner-centred learning in college classrooms. In a collaborative setting, the lecturing/ listening/notetaking process seldom occur. Collaborative learning (CL) emphasizes

on processes that include students' discussion and their active engagement with the subject. In CL practices, teachers don't think of themselves just as skilled transmitters of knowledge to the students. They more or less act as skilled instructors of intellectual experiences for students, as coaches or midwives of a more emergent situation (Smith, & MacGregor, 2022). This article strives to weave its own particular focus on the topic, presenting the concept of the term, and describes important benefits that follow implementing CL in teacher education institutions. The core argument is to defend the notion of liberal education but within a revised framework of flexibility that enables learners to study at their own pace.

1.2. Statement of the Problem

Despite the significant role that teacher education plays in shaping the quality of education in Nigeria, the sector faces numerous challenges. These challenges include outdated curriculum content, inadequate teacher training, and limited exposure to modern teaching methods as in most time, the lecture method is adopted in lecturer student interactions. One promising solution to these challenges is the adoption of academic collaboration, which involves partnerships between lecturers in the same institution with those in similar academic background, teacher education institutions, professional bodies, and international organizations. Such collaboration has the potential to enhance curriculum development, improve instructional practices, and foster teachers' professional development. However, there is the lack of comprehensive empirical research on the extent, challenges, and prospects of academic collaboration in teacher education especially in Nigeria. This study aims to fill this observed gap by investigating the current state of academic collaboration in Nigerian teacher education and exploring its impact on curriculum and instruction for greater improvement on the production of quality teachers to meet the current demand of improve lesson delivery of teachers in the 21st century classrooms in the country.

2.0 Literature Review

1. The Concept of Collaborative Learning

Collaborative learning is based on the idea that students learn more effectively when they work together to solve identified problems, share knowledge, and support each other's learning (Vygotsky, 1978). The core principles of collaborative learning include positive interdependence (students are dependent on each other to achieve their goals), individual accountability (each student is responsible for their contribution), and promotive interaction (encouraging face-to-face exchanges) (Johnson & Johnson, 2009). Research suggests that collaborative learning enhances cognitive, social, and emotional learning outcomes. It encourages students to engage in higher-order thinking and enables them to develop skills such as negotiation, problem-solving, and critical reflection (Hakkarainen et al., 2017). In teacher education, collaborative learning prepares future educators to create inclusive, participatory, and dynamic classrooms where students actively engage with each other, facilitating the development of essential competencies such as communication, teamwork, and adaptability. In all, collaborative learning encourages social skills such as effective communication,

cooperation, problem solving and critical thinking. International studies on teacher education have shown that incorporating CL into teacher preparation programmes will help to encourage improved teaching effectiveness and better outcomes for both teachers and students (Darling-Hammond, 2017). Studies have established that when teacher education system places a strong emphasis on collaborative learning, it provides prospective teachers with opportunities to collaborate with peers, mentors, and experienced educators, thus fostering a culture of shared responsibility for learning (*Darling-Hammond, 2017*).

Theoretical Framework

The theoretical foundation for the study is the Socio-cognitive conflict Theory.

Socio-cognitive Conflict Theory.

The socio-cognitive conflict theory is part of the Social Psychology School in Geneva, responsible for its systematization, called “interactionist paradigm of intelligence”. This position must be understood in the context of Piagetian thought, as a critical derivation of this. In this regard, it can be called as neo Piagetian, despite the importance assigned to the socio-cognitive interaction by its representatives bring them to the Vygotskian perspective. In fact, it may be considered as a socio-constructivist approach (Dillenbourg et al., 1996).

School industry collation in teaching:

The essence of education is to create manpower to manage utilize human and materials resources to produce goods and services to satisfy human needs. (Kolawole and Oyandonghan 2008). Trainees as college or university graduates are expected to acquire the skills needed by the industries to occupy job vacancies and earn a living for themselves.

For this theory, the socio-cognitive conflict is the determining factor of intellectual development. This is transmitted in the core of the social interaction, primarily in the context of cooperation between peers. The multiplicity of perspectives that converge in this type of social situations, provided they are inherently difficult and give rise to an explicit social disagreement, makes possible cognitive decentering of the subject and thereby intellectual progress.

The concept of cognitive conflict is implicit in the equilibration theory, often understood as disturbance of equilibrium in the subject-object relationship. As Coll (1991) says: “In what we might call the orthodox version of Piaget, cognitive conflict appears basically as a result of lack of agreement between subject’s assimilation schemes and the verification of the corresponding physical observable means, or as a result of the internal contradictions between different subject’s schemes”. For Social Psychology School in Geneva, this is an individualistic idea of development. The cognitive conflict that enables operational progress is mainly social that means an exchange situation (cooperative) with others happens. Before being single, conflict is social. It is thanks to this that the subject can overcome cognitive egocentrism (concentration in its own preexisting

schemes). Only through knowledge of other's perspectives, the subject can modify their own schemes. It is not a static knowledge, but an active negotiation with (the) other (s) to reach consensus.

Conceptual Review Pre-service Teacher

Zacharis (2020) in his book, describes pre-service teachers as students undergoing training in higher education institutions to become professional educators. The process of preparing pre-service teachers for the teaching profession involves actively acquiring and refining knowledge from various sources (Borger, 1996). Woodward (1991) emphasizes the importance of training that encompasses both theoretical understanding and practical skills. Therefore, the objective of teacher education programs is to equip pre-service teachers with essential teaching theories, enabling them to observe and analyse teaching practices effectively (Bobrov, 2014). During the practicum period, pre-service teachers have the opportunity to apply their theoretical knowledge and bridge the gap between theories and practice Arvanitis (2018). Pre-service teachers, also referred to as teacher in training, are individuals enrolled in undergraduate teacher education programmes (Assoc & Mohamed, 2019). They are students involved in teacher training programmes who have not fulfilled all the necessary criteria to become fully qualified teachers. (Yusiransa 2024).

Collaborative Teaching

According Elia (2021) collaborative teaching is considered as a process involving a sequence of actions undertaken by teachers and students, grounded in a reciprocal relationship. This relationship fosters positive interactions between teachers and students within educational settings, aiming to achieve optimal learning outcomes. Collaboration holds significant importance in the teaching and learning process, fostering a conducive classroom environment that encourages interaction and cooperation among teachers and students, as well as among peers, with the ultimate goal of enhancing students' learning outcomes.

Zulaikha (2024) emphasizes that collaboration entails cooperative efforts and the exchange of information and knowledge among group members, fostering students' interaction in discussing subject matter with the teacher in the classroom. Collaboration is very essential in the rapidly evolving and dynamic societal landscape. According to HM. Arifin (cited in Zulaikha, 2024) education plays a primary role in shaping students' personalities as individuals and members of society, aiming to instill desired personality traits, behaviours, and morals aligned with educational aspirations and objectives. This pertains to the evolving patterns of student personalities and mental maturity in tandem with societal changes.

Collaboration in the world of education today, collaboration has become indispensable as educators recognize the inadequacy of traditional approaches in effectively educating and empowering students. Consequently, educators must shift their mindset from traditional roles to

viewing themselves as partners directly engaged with students. Within the classroom, students and educators are regarded as equals, with neither holding a superior nor inferior position. Together, they collaborate in devising teaching strategies that cater for the needs of both educators and students, facilitating mutual understanding and enabling students to effectively engage with lesson materials, thereby enhancing learning outcomes significantly. (Yusiransa 2024).

Effective collaboration plays a crucial role in the interaction within the classroom teaching and learning process, fostering engagement between teachers and students as well as among peers. In addition to fostering interaction, both teachers and students must demonstrate adaptability within the classroom environment. The goal of collaborative teaching is to encourage active participation among students in grasping lesson materials, as the interaction between teachers and students is an integral classroom practice. (Untari et al 2018).

Characteristics of Collaborative Teaching

Collaborative teaching is characterised by three main features: a transformation in the dynamic between teachers and students, an innovative teaching approach adopted by teachers, and the structure of collaborative teaching arrangements, as provided by Kasriyati et al (2022).

Knowledge Sharing between Teachers and Students

In traditional teaching, lecture method, the teacher is typically seen as the sole provider of information, leading to a unidirectional flow of knowledge from teacher to students. Conversely, collaborative teaching emphasizes the exchange of knowledge, fostering a two way interaction in the learning process.

Authority Sharing between Teacher and Students

Collaborative teaching involves a specific sharing of authority between teachers and students, contrasting with the more exclusive role of the teacher in traditional teaching methods. In collaborative settings, teachers encourage students to utilise their own knowledge and teaching strategies, fostering mutual respect among peers and prioritizing deep understanding.

Teacher as Mediator

As knowledge and authority are shared between teachers and students, the teacher's role shifts towards that of a mediator in collaborative teaching. Effective mediation role of the teacher involves his/her assisting students in connecting new information to their experiences and other areas of learning, while also guiding them when they encounter confusion, ultimately facilitating effective learning.

Heterogeneous Grouping of Students

A key aspect of collaborative teaching is the inclusion of students in heterogeneous groups, regardless of ability, achievement, background or interests. This approach enriches collaboration

and learning experiences by providing all students with opportunities to interact with peers of varied backgrounds and abilities. Teachers in collaborative settings often find satisfaction in observing diverse perspectives and contributions from students traditionally labeled as low achievers.

The role of Teachers and Students in Collaborative Teaching

By Oyadonghan and Johnson (2024)

A. The teacher's role in collaborative teaching

The teacher's role is very important in collaborative teaching, but not dominant. In this case, the teacher's role is to mediate teaching through dialogue and collaboration. Mediation means facilitating, modeling and training students. The teacher's role in collaborative teaching emphasizes two attitudes, namely teaching movements in collaborative teaching and having specific goals in a collaborative context. There are several teacher roles in collaborative teaching, such as:

1. Teacher as facilitator

As facilitators, teachers are responsible for creating dynamic learning environments and activities that bridge new information with students' prior knowledge. They must provide opportunities for collaborative work, problem-solving, and engaging in authentic tasks.

2. Teacher as a model

The teacher typically guides students in sharing their thoughts and demonstrating or explaining the material being studied, particularly in rhyme writing. However, in collaborative teaching, modeling extends beyond simply discussing the material; it also involves demonstrating the process of collaborative communication and teaching.

The role of students in collaborative teaching

In collaborative teaching, students are chiefly regarded as collaborators and proactive participants. Unlike in the traditional classrooms where they are passive and more or less like nonexistence. Before instruction, students engage in goal-setting and task planning, while during lessons, they collaborate to accomplish tasks and assess their progress against satisfactory learning outcomes.

Following instruction, students evaluate their achievements and strategize for future instruction. As a mediator, it is the teacher's responsibility to assist students in fulfilling their new found roles.

The delineation of various student roles in collaborative teaching includes: (Oyadonghan and Johnson 2024)

1. Form a goal

Students can prepare for instruction in numerous ways, with one crucial approach being the formulation of goals. This process is pivotal as it guides students through various aspects before, during, and after teaching activities. Despite the fact that teachers set goals for their students, students independently establish their own goals, resulting in a multitude of goal choices. Through collaboration, students discuss their goals with the aim of achieving satisfactory learning outcomes.

2. Design teaching and supervision tasks

In collaborative learning, adhering to established rules in teaching is crucial for fostering student responsibility in self-monitoring, adaptation, self-questioning, and peer questioning.

Activities centered on self-regulation are particularly pressing in contemporary student education. Students tend to learn more effectively in groups where teaching responsibilities are shared, rather than individually. Supervision involves monitoring students' progress and making necessary adjustments based on the supervision of their activities, enabling students to develop skills according to their own guidelines.

3. Self-assess

Self-assessment is intricately linked to the continual monitoring of one's progress towards achieving teaching objectives. In collaborative teaching, assessment extends beyond merely earning a grade; it encompasses evaluating student learning outcomes comprehensively.

The significance of dialogue in collaborative learning is underscored, where the teacher and students engage not only as speakers but also as active listeners in the classroom. The primary objective of collaborative teaching is to foster engaging dialogue within the classroom setting.

Empirical Studies

Many studies have carried out by different researchers on the positive impacts of collaborative strategy. Among them are:

Yusiranna (2024), investigated collaborative teaching strategies of pre-service teachers in fostering students' English language skills at SMP Tri Dharma Makassar. The research investigated collaborative teaching strategies used by preservice teachers in fostering students' English language skills. The research subjects were pre-service teachers who carried out teaching practice in a team consisting of 2 people at SMP Tri Dharma Makassar. Data collection was carried out by taking field notes and interviews presented in descriptive form using qualitative research methods.

Based on the results of the researcher findings, there are several strategies used by pre-service teachers in fostering students' English language skills namely discussing lesson plan, starting the

class, applying warm-up activity, taking turns teaching and giving assignments to students. These strategies were depicted in 3 stages of learning carried out by pre-service teachers, namely preparation stage, implementation stage, and evaluation stage. Therefore, it can be concluded that the collaborative teaching strategy can facilitate the learning process because the teachers help each other in fostering students' English language skills.

Untari et al (2018) who conducted a research aimed to clarify how collaborative approaches can improve the learning process. The findings indicated that a collaborative approach enhances both teaching skills and preparation. Notably, students developed learning tools like concept maps, contributing to increased abilities and comprehension. The presence of comprehensive learning tools and media sharpened students' thinking patterns, cultivating skills such as observation, identification, analysis, discovery, communication, and conclusion. Concept maps, supported by tools like RPS, RPM, methods, media, resources, and assessments, played a crucial role in advancing students' expertise and teaching skills. The lecturer's contributions included designing chapters and learning plans.

Fatimah et al (2023) who conducted a research about underscored the significance of a teacher's self-control as a crucial aspect in the teaching and learning process, emphasizing the role of the teacher as an exemplar for students. The research focused on English teaching strategies, encompassing reading, speaking, listening, writing, grammar, and vocabulary skills. Employing a qualitative approach, the study observed an enhancement in students' teaching abilities within the English Language Education Study Program at FKIP UMSU across the initial test, cycle I test, and cycle II test. The initial test revealed a 42.55% teaching ability, which increased to 71.05% in cycle I, marking a 28.50% improvement. Subsequently, in cycle II, the percentage further rose to 87.62%, showcasing a 16.57% increase from the cycle I test.

Willegems et al (2017) A systematic literature review (N = 14) was performed with a focus on the influence of collaborative teacher research on the professional development of pre-service teachers (PTs). A thematic overview of reported outcomes is presented. Collaborative teacher research has proven itself to be a promising practice for improving PTs' knowledge and attitudes regarding collaboration, reflection, inquiry, and student centred teaching. Shared inquiry in less hierarchical partnerships between pre-service and in-service teachers, and other multiple actors, advances PT's learning more than one-to-one relationships between a mentor and a PT.

Kasriyati et al (2022) conducted a study focusing on the identification of students' teaching abilities in Teaching English as a Foreign Language (TEFL) courses. Utilizing a qualitative descriptive research approach, the findings reveal that 29% of students exhibit proficiency in pre-learning aspects, encompassing effective class opening, greetings, attendance checking, and warm-up activities. Closing skills, comprising the ability to conclude material and provide feedback, fall into the medium category at 23%. Core activities, such as explaining material, managing class activities, and engaging student interest, demonstrate a good level of proficiency at 24%. In summary, students display commendable teaching skills across all components, demonstrating a comprehensive understanding of TEFL course activities.

From these previous studies, the researcher can conclude that there are similarities and differences with this current research. The similarities are all the researches above were also investigating students' teaching abilities and strategies. The difference is that the previous researcher used the word in service teacher and the researcher only focused on researching one English skill. However, this research focused on investigating the collaborative teaching strategies of pre-service teachers in fostering students, English language skills.

3.0 Methods

The study adopted an explanatory and expository design. Explanatory in the sense that it did a theoretical explanation of the challenges and prospects of adopting or introducing collaborator teaching and learning methods into teacher education in teaching and in practice. It is an explanatory study because collaborative teaching has not been a popular method to teaching in teacher education, it's going to be a new concept in teaching and the practice of teachers training in Nigeria. There will be no empirical data for analysis because the study did not conduct an experiment to test its applicability in training teachers in Nigeria. However the exploration o relevant stakeholders to the concepts with the exposure to available literature on the subject will be good starting point for experiment studies in the future leading to a proper adoption of the concept in training teachers in Nigeria.

4.0 Conclusion

This study explored the extent, challenges, and prospects of academic collaboration in teacher education in Nigeria, with a focus on its impact on curriculum development and instructional practices. The findings revealed that:

1. Collaboration in teacher education remains limited, particularly in areas like joint curriculum design and faculty exchange programs.
2. Existing collaborative efforts have a moderate positive impact on curriculum relevance and teaching competencies but are insufficient to drive systemic change.
3. Challenges such as inadequate funding, institutional bureaucracy, and technological barriers hinder the growth of collaborative frameworks.
4. Emerging opportunities, including digital platforms and international partnerships, provide a pathway for improving academic collaboration in teacher education.

5.0 Recommendations

1. Policy Interventions:
 - Increased funding, streamlined bureaucratic processes, and the establishment of a Teacher Collaboration Fund.
 - Simplify approval procedures for academic collaborations to encourage institutional partnerships.
2. Capacity Building for Educators:
 - Organize professional development programs and introduce incentives for collaboration.
3. Technological Integration:
 - Develop digital platforms for collaboration and leverage Open Educational Resources (OER).

4. Strengthening International Partnerships:

- Establish global collaboration models and facilitate exchange programs for Nigerian institutions.

5. Continuous Research and Evaluation:

- Conduct regular needs assessments and establish robust Monitoring and Evaluation (M&E) frameworks.

6.0 Implications for Stakeholders

1. Government:

The government must prioritize funding and policy reforms to create an enabling environment for collaboration.

2. Educational Institutions:

Institutions should adopt a proactive approach by seeking partnerships and investing in collaborative research and training.

3. Educators:

Teachers and faculty members must embrace collaborative practices and continuously upgrade their skills to meet evolving educational demands.

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