

ACADEMIC ADMINISTRATIVE COLLABORATION FOR EFFECTIVE IMPLEMENTATION OF TEACHER EDUCATION IN COLLEGE OF EDUCATION IN BAYELSA STATE

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Abstract

The study examined academic administrative collaboration for effective implementation of teacher education in College of Education in Bayelsa State. The study was guided by three specific objectives, three research questions and three hypotheses tested at 0.05 level of significance respectively. Descriptive survey research design was adopted for the study. The population of the study consisted of all the HODs and Deans in Isaac Jasper Boro College of Education (IJBCOE) which is 30 HODs and 7 Deans, making a total of 37. The sample size of the study was 37 through the census random sampling technique. Self-made questionnaire titled “Academic Administrative Collaboration for Effective Implementation of Teacher Education in College of Education Questionnaire (AACEITECEQ) was used as the instrument for data collection. Hence, the instrument was given to experts in educational administration for face and content validation. Mean and standard deviation was used to answer the research questions while t-test was used to test the hypotheses. Based on the findings of the study, it was concluded that varying levels of administrative collaboration across different dimensions has significant impact for effective implementation of teacher education in College of Education in Bayelsa State. Therefore, it was recommended among others that, institutions should establish more inclusive policy formulation mechanisms that engage administrators, faculty members, students, and external stakeholders in developing academic policies.

Keywords: Academic administrative collaboration, effective implementation, teacher education, College of Education

Introduction

The implementation of teacher education programmes in Colleges of Education requires effective collaboration between academic experts. This synergy is crucial to ensure that teacher

training is aligned with educational goals, national standards, and societal needs. Colleges of Education play a vital role in preparing competent teachers, yet the effectiveness of these institutions largely depends on how well academic actors coordinate in areas such as resource management, curriculum development, and governance or policy formulation. Poor collaboration in these areas often leads to disjointed planning, inefficient use of resources, and curricula that fail to meet current educational demands (Ofojebe & Ezugoh, 2010). Effective academic-administrative collaboration is thus essential to ensure strategic planning, professional development, and the creation of an enabling environment for the successful implementation of teacher education programmes (Okoli, 2017) which the study examined.

Despite the pivotal role of Colleges of Education in the production of qualified teachers, there appears to be a persistent gap in collaboration between academic staff members. This gap manifests in the mismanagement of resources, fragmented curriculum planning, and weak policy implementation frameworks. Inadequate consultation and cooperation between these key stakeholders have hindered the optimal functioning of teacher education programmes, resulting in inefficient resource allocation, outdated curriculum content, and poor adherence to governance standards. If these collaborative shortcomings are not addressed, the quality of teacher education and the overall goal of improving the educational system in may remain unattainable. Hence, the study determined extent to which academic staff play collaborative roles to ensure effective implementation of teacher education in Colleges of Education in Nigeria and Bayelsa State in particular.

The aim of the study was to examine academic administrative collaboration for effective implementation of teacher education programme in Colleges of Education in Bayelsa State. The study determined the following objectives:

6. Examine how academic administrative collaboration in resource management/allocation influence effective implementation of teacher education programmes in Bayelsa State's Colleges of Education.
7. Find out how academic administrative collaboration in curriculum development influence effective implementation of teacher education programmes in Bayelsa State's Colleges of Education.
8. identify how academic administrative collaboration in governance and policy formulation influence effective implementation of teacher education programmes in Bayelsa State's Colleges of Education.

The following research questions guided the study

- To what extent do teaching staff collaborate in resource management/allocation for effective implementation of teacher education programmes in Bayelsa State's Colleges of Education?

- To what extent do teaching staff collaborate in curriculum development and implementation for effective implementation of teacher education programmes in Bayelsa State's Colleges of Education?
- To what extent do teaching staff collaborate in governance and policy formulation for effective implementation of teacher education programmes in Bayelsa State's Colleges of Education?

The following hypotheses will be tested at 0.05 level of significance.

6. There is no significant difference in the mean opinion responses of HODs and Deans on the extent to which teaching staff collaborate in resource management/allocation influence the implementation of teacher education programmes in Bayelsa State's Colleges of Education.
7. There is no significant difference in the mean opinion responses of HODs and Deans on the extent to which teaching staff collaborate in curriculum development influence the implementation of teacher education programmes in Bayelsa State's Colleges of Education.
8. There is no significant difference in the mean opinion responses of HODs and Deans on the extent teaching staff collaborate in governance and policy formulation influence the implementation of to which teacher education programmes in Bayelsa State's Colleges of Education.

Literature Review

Teacher education encompasses a systematic preparation, training, and professional development of individuals who aspires to enter or advance within the teaching profession. This comprehensive process includes both theoretical foundations and practical applications designed to equip educators with the necessary knowledge, skills, and dispositions to effectively facilitate learning in diverse educational settings (Darling-Hammond, 2017). At its core, teacher education programmes focus on pedagogical theories, subject-matter expertise, classroom management strategies, and understanding of educational psychology to prepare competent and reflective practitioners who can respond to the evolving needs of students in contemporary classrooms.

The landscape of teacher education has evolved significantly, moving beyond traditional approaches to embrace more integrated models that connect theory with practice. According to Zeichner (2018), effective teacher education requires meaningful clinical experiences that allow pre-service teachers to apply theoretical knowledge in authentic classroom environments under skilled mentorship. Additionally, modern teacher education emphasizes cultural responsiveness and inclusive practices to prepare educators who can address the needs of increasingly diverse student populations and promote equitable educational opportunities (Gay, 2018).

Teaching staff collaboration in colleges of education represents a multifaceted approach to institutional governance and educational delivery that fosters shared responsibility and collective expertise. This collaborative paradigm creates synergistic relationships among academic staff that enhance institutional effectiveness and promote educational quality through combined intellectual resources and complementary skills (Smith & Johnson, 2020). When effectively implemented, collaboration among teaching staff transcends mere cooperation to establish genuine professional learning communities that actively contribute to both institutional advancement and student success.

Several distinct dimensions characterize teaching staff collaboration in colleges of education. Resource management collaboration involves joint participation in budget planning, procurement processes, and financial decision-making to ensure optimal allocation of institutional resources. Curriculum development collaboration encompasses collective efforts in programme design, course alignment, teaching practice coordination, and educational technology integration. Governance and policy formulation collaboration includes representation in decision-making bodies, establishment of academic standards, and resolution of administrative conflicts. Additionally, research and scholarship collaboration facilitates joint research projects, co-authorship of academic publications, and shared grant applications. Professional development collaboration involves peer mentoring, teaching circles, and collective reflection on pedagogical practices. Finally, community engagement collaboration coordinates institutional outreach efforts, service-learning initiatives, and partnerships with external stakeholders (Rivera & Thompson, 2019). These interconnected dimensions collectively form a comprehensive framework for understanding the multifaceted nature of teaching staff collaboration in educational institutions.

Teaching staff collaboration in resource management and allocation within colleges of education represents a crucial dimension of institutional effectiveness and program implementation. This collaborative approach typically manifests through structured committee participation, where faculty members from diverse departments engage in joint budget planning processes, contributing their disciplinary perspectives to ensure equitable and strategic resource distribution (Johnson & Williams, 2021). These collaborative mechanisms often include representation on financial decision-making bodies, procurement committees, and resource allocation teams, allowing teaching staff to advocate for departmental needs while maintaining awareness of broader institutional priorities.

The effectiveness of such collaboration depends significantly on established transparency practices and communication channels that facilitate meaningful consultation before key financial decisions are implemented. According to Marshall (2019), successful resource management collaboration in educational institutions requires both formal structures and informal networks that encourage ongoing dialogue about institutional needs, priorities, and challenges. This collaborative approach to resource management not only improves the efficiency of resource utilization but also fosters a sense of shared ownership and accountability

among teaching staff, ultimately enhancing the implementation of educational programmes and institutional objectives.

Collaboration in curriculum development among teaching staff in colleges of education represents a dynamic and systematic process through which academic staff collectively shape educational programmes and learning experiences. This collaborative approach typically begins with joint curriculum review processes, where schools engage in critical examination of existing curricula against contemporary educational theories, emerging disciplinary knowledge, and evolving professional standards (Davis & Thompson, 2019). Such collaborative reviews often involve cross-departmental committees that bring together diverse expertise and perspectives to identify curricular strengths, gaps, and areas for innovation.

Beyond reviews, teaching staff collaboration extends to deliberate planning of practical components such as teaching practice experiences, integration of educational technology, and development of assessment frameworks. According to Wilson and Martinez (2021), effective curriculum collaboration in teacher education institutions requires both formal structures, such as curriculum committees and departmental meetings, and informal collaborative spaces that encourage ongoing professional dialogue about pedagogical approaches and content delivery. This collaborative curriculum development enhances programme coherence, promotes innovative teaching approaches, and ensures alignment between theoretical frameworks and practical applications, ultimately strengthening the preparation of future educators. The collaborative process also creates valuable opportunities for teaching staff to engage in their own professional learning as they synthesize diverse perspectives and collectively respond to changing educational landscapes.

Collaboration in governance and policy formulation among teaching staff in colleges of education represents a critical dimension of institutional management that fosters shared leadership and collective decision-making. This collaborative approach typically manifests through structured representation of academic staff in key governance bodies, including academic senates, faculty councils, and institutional committees, where they contribute to shaping institutional directions and educational policies (Richardson & Martinez, 2020). Through these formal governance structures, teaching staff from various departments and disciplines engage in deliberative processes that draw upon their diverse expertise and perspectives to address institutional challenges and opportunities.

The collaborative governance process extends beyond mere representation to active participation in developing policies that directly impact educational delivery and institutional effectiveness. According to Bennett and Williams (2019), effective collaborative governance in educational institutions involves both vertical integrations, where teaching staff interact with different levels of administration, and horizontal integration, where cross-departmental collaboration facilitates comprehensive policy development. This collaborative approach encompasses various domains, including establishing academic standards, developing safety and security protocols, resolving administrative conflicts, and determining student fee structures. By engaging teaching staff in meaningful governance participation, colleges of

education not only enhance the quality and relevance of institutional policies but also foster a culture of shared responsibility and professional empowerment among academic staff.

Methodology

The study examined academic administrative collaboration for effective implementation of teacher education in College of Education in Bayelsa State. Three objectives of the study were translated to three research question and three hypotheses. The study was anchored on Collaborative Governance Theory of Chris Ansell and Alison Gash (2008). The study adopted descriptive survey research design, to examine the roles academic administrative collaboration for effective implementation of teacher education in College of Education in Bayelsa State. The population of the study comprised 30 Heads of Departments and 7 Deans of Schools, making a total of 37 teaching staff of Colleges of Education. Census sampling technique was used to select all the HODs and Deans for the study. The instrument for data collection was “Academic Administrative Collaboration for Effective Implementation of Teacher Education in Colleges of Education Questionnaire (AACEITECOEQ)”. The instrument was validated by two experts and the reliability coefficient index was 0.77. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent teaching staff collaborate in resource management/allocation for effective implementation of teacher education programmes in Bayelsa State's Colleges of Education?

Table 1: Mean and Standard Deviation Responses rating on the extent Teaching Staff Collaborates in Resource Management/Allocation for Effective Implementation of Teacher Education Programmes in Bayelsa State's Colleges of Education

No.	Academic collaboration in resource management/allocation influence	administrative HODs (30)		Deans (n=7)		Mean Set	Remark
		Mean	SD	Mean	SD		
1	Joint collaboration of teaching staff in budget planning committees improve resource allocation for teacher education programs.	3.12	0.84	3.15	0.82	3.13	High Extent
2	Academic departments are adequately consulted before	3.31	0.61	3.33	0.61	3.32	High Extent

No.	Academic collaboration management/influence	administrative in resource allocation	HODs (30)		Deans (n=7)		Mean Set	Remark
			Mean	SD	Mean	SD		
		financial decisions affecting teacher education programs are made.						
		The procurement process effectively addresses the material needs of teacher education programs through joint senate meetings and committees.	3.1	1	3.15	0.98	3.13	High Extent
		There is transparency in resources allocation when jointly discussed in meetings by lecturers from different departments.	3.07	0.84	3.1	0.82	3.08	High Extent
		Staff development resources are allocated based on academic quality improvement needs	3.17	0.94	3.18	0.92	3.17	High Extent
		Grand Total	3.15	0.85	3.18	0.83	3.17	High Extent

The data on table 1 showed that the extent teaching staff collaborate in resource management/allocation for effective implementation of teacher education programmes in Bayelsa State's Colleges of Education is high (Mean=3.17). The table further revealed that the mean responses of deans (Mean=3.18, SD=0.83) is slightly higher than the mean responses of HODs (Mean=3.15, SD=0.85). Meaning that teaching staff collaborate in resource management/allocation enhances effective implementation of teacher education programmes in Bayelsa State's Colleges of Education.

Research question 2: To what extent teaching staff collaborate in curriculum development for effective implementation of teacher education programmes in Bayelsa State's Colleges of Education?

Table 2: Mean and Standard Deviation Responses Ratings on the Extent Teaching Staff Collaborate in Curriculum Development for Effective Implementation of Teacher Education Programmes in Bayelsa State's Colleges of Education

No. Statement	HODs (n=30)		Deans (n=7)		Mean Set	Remark
	Mean	SD	Mean	SD		
Collaboration of academic staff in curriculum review processes strengthen effective teacher education implementation.	3.45	0.72	3.46	0.73	3.45	High Extent
Academic staff collaborate to deliberate on curriculum innovation and improvement for effective teacher education implementation.	3.4	0.71	3.4	0.71	3.4	High Extent
Academic staff collaborate to deliberate teaching practice/field experience for effective teacher education implementation.	3.23	0.71	3.25	0.71	3.24	High Extent
Academic staff collaborate to discuss school calendar, lecture and examination timetables to effectively implement teacher education.	3.17	0.74	3.2	0.73	3.18	High Extent
Academic staff collaborate to discuss integration technology into teacher education curriculum.	3.14	0.89	3.18	0.87	3.16	High Extent
Grand Total	3.28	0.75	3.30	0.75	3.29	High Extent

The data in table 2 showed that the extent to which teaching staff collaborate in curriculum development for effective implementation of teacher education programmes in Bayelsa State's Colleges of Education is high (Mean=3.29). The table further revealed that the mean responses of deans (Mean=3.30, SD=0.75) is slightly higher than the mean responses of HODs (Mean=3.28, SD=0.75). Meaning that teaching staff collaborate in curriculum development

enhances effective implementation of teacher education programmes in Bayelsa State's Colleges of Education.

Research Question Three: To what extent teaching staff collaborate in governance and policy formulation for effective implementation of teacher education programmes in Bayelsa State's Colleges of Education?

Table 1: Mean and Standard Deviation responses extent to which Teaching Staff Collaborate in Governance and Policy Formulation for Effective Implementation of Teacher Education Programmes in Bayelsa State's Colleges of Education

No.	Academic administrative collaboration HODs in governance and policy formulation influences the implementation effectiveness (n=30)	Deans (n=7)	Mean Set	Remark			
	Mean	SD	Mean	SD			
	Academic staff are equally represented in key decision-making bodies for effective implementation of teacher education.	2.89	0.94	2.93	0.92	2.91	High Extent
	The governance structure of the school promotes collaboration among academic staff from different departments to deliberate safety/security plants of the school for effective implementation of teacher education.	3	0.89	3.03	0.87	3.01	High Extent
	Academic staff collaborate to establish the minimum standards for student graduation to ensure effective implementation of teacher education.	2.94	0.87	2.98	0.86	2.96	High Extent
	Academic staff collaborate to establish the fees and charges for students to pay as a way to foster continue service delivery for effective implementation of teacher education.	3.39	0.73	3.41	0.72	3.4	High Extent

No.	Academic administrative collaboration in governance and policy formulation influences the implementation effectiveness	HODs (n=30)	Deans (n=7)	Mean	Remark
	Academic staff collaborate to resolve administrative conflict affecting the governance of the school to ensure effective implementation of teacher education.	3.4	0.78 3.4	0.77 3.4	High Extent
	Grand Total	3.12	0.84 3.15	0.83 3.14	High Extent

The data on Table 3 showed that the extent teaching staff collaborate in governance and policy formulation for effective implementation of teacher education programmes in Bayelsa State's Colleges of Education is high (Mean=3.14). The table further revealed that the mean responses of deans (Mean=3.15, SD=0.84) is slightly higher than the mean responses of HODs (Mean=3.12, SD=0.85). Meaning that teaching staff collaborate in governance and policy formulation enhances effective implementation of teacher education programmes in Bayelsa State Colleges of Education.

Hypotheses

HO1: There is no significance difference in the mean opinion responses of HODs and Deans on the extent teaching staff collaborate in resource management/allocation influence the implementation effectiveness of teacher education programmes in Bayelsa State's Colleges of Education.

Table 4: Summary of t-test on the difference between the mean opinion responses of HODs and Deans on the extent teaching staff collaborate in resource management/allocation influence the implementation effectiveness of teacher education programmes in Bayelsa State's Colleges of Education

Staff Designation	N	Mean	SD	Df	t-test	p-value	Remark
HODs	30	3.15	0.85	35	0.084	0.933	NS
Deans	7	3.18	0.83				

NS= Not Significant

The Table 4 showed the difference between the mean opinion responses of HODs and Deans on the extent to which teaching staff collaborate in resource management/allocation influence

the implementation of teacher education programmes in Bayelsa State's Colleges of Education. The mean responses of the HODs is 3.16 and the standard deviation is 0.85 while the mean responses of Deans is 3.18 and standard deviation is 0.83. The t-test calculated value is 0.084, the corresponded p.value is 0.933 showing > 0.05 at 35 degrees of freedom. Hence, it is concluded that there is no significance difference in the mean opinion responses of HODs and Deans on the extent to which teaching staff collaborate in resource management/allocation influence the implementation of teacher education programmes in Bayelsa State's Colleges of Education. Therefore, the null hypothesis one is retained at 0.05.

HO2: There is no significance difference in the mean opinion responses of HODs and Deans on the extent teaching staff collaborate in curriculum development influence the implementation of teacher education programmes in Bayelsa State's Colleges of Education.

Table 5: Summary of t-test on the difference between the mean opinion responses of HODs and Deans on the extent teaching staff collaborate in resource management/allocation influence the implementation of teacher education programmes in Bayelsa State's Colleges of Education

Staff Designation	N	Mean	SD	Df	t-test	p-value	Remark
HODs	30	3.28	0.75	35	0.064	0.950	NS
Deans	7	3.30	0.75				

NS= Not Significant

The table 5 showed the difference between the mean opinion responses of HODs and Deans on the extent to which teaching staff collaborate in curriculum development influence the implementation teacher education programmes in Bayelsa State's Colleges of Education. The mean responses of the HODs is 3.28 and the standard deviation is 0.75 while the mean responses of Deans is 3.30 and standard deviation is 0.75. The t-test calculated value is 0.064, the corresponded P.value is 0.950 showing > 0.05 at 35 degrees of freedom. Hence, it is concluded that there is no significance difference in the mean opinion responses of HODs and Deans on the extent teaching staff collaborate in curriculum development influence the implementation of teacher education programmes in Bayelsa State's Colleges of Education. Therefore, the null hypothesis two is retained at 0.05.

HO3: There is no significance difference in the mean opinion responses of HODs and Deans on the extent teaching staff collaborate in governance and policy formulation influence the implementation of teacher education programmes in Bayelsa State's Colleges of Education.

Table 6: Summary of t-test on the difference between the mean opinion responses of HODs and Deans on the extent teaching staff collaborate in resource management/allocation influence the implementation of teacher education programmes in Bayelsa State's Colleges of Education

Staff Designation	N	Mean	SD	Df	t-test	p-value	Remark
HODs	30	3.12	0.84	35	0.085	0.933	NS
Deans	7	3.15	0.83				

NS= Not Significant

The table showed the difference between the mean opinion responses of HODs and Deans on the extent teaching staff collaborate in curriculum development influence the implementation of teacher education programmes in Bayelsa State's Colleges of Education. The mean responses of the HODs is 3.12 and the standard deviation is 0.84 while the mean responses of Deans is 3.15 and standard deviation is 0.83. The t-test calculated value is 0.085, the corresponded P. value is 0.933 showing > 0.05 at 35 degrees of freedom. Hence, it is concluded that there is no significant difference in the mean opinion responses of HODs and Deans on the extent teaching staff collaborate in curriculum development influence the implementation of teacher education programmes in Bayelsa State's Colleges of Education. Therefore, the null hypothesis three is retained at 0.05.

Discussion

The findings presented in Table 1 showed that there is a high extent of collaboration in resource management and allocation. Furthermore, the hypothesis test (HO1) confirmed that there was no statistically significant difference in the responses of HODs and Deans regarding their perception of collaboration in resource management/allocation ($t = 0.084$, $p = 0.933 > 0.05$). This suggests a shared understanding and acknowledgment of collaborative practices in resource management and allocation among academic leaders. The results implied that collaborative efforts between teaching staff and administrative bodies in resource management are well established and positively contribute to the effective delivery of teacher education in the state. However, the consistency of collaboration across other areas like curriculum development and policy formulation, though also rated high, may require continued reinforcement to sustain and improve the quality of teacher education outcomes.

The findings in Table 2 reveal that teaching staff collaborate to a high extent in curriculum development for the implementation of teacher education programmes. The hypothesis test (HO2) showed no statistically significant difference in the opinions of HODs and Deans on this issue ($t = 0.064$, $p = 0.950 > 0.05$). This statistical result confirmed that the perception of collaboration in curriculum development is similar across leadership ranks and is firmly

embedded in the academic structure of the Colleges of Education in Bayelsa State. The implication of this finding is that a strong collaborative culture exists in curriculum-related processes, which is vital for aligning academic content with educational goals and national teacher education standards.

Lastly, in Table 3, the respondents indicated a high extent of collaboration in governance and policy formulation. The hypothesis test (HO3) also revealed no statistically significant difference in the views of HODs and Deans on this matter ($t = 0.085$, $p = 0.933 > 0.05$). These findings imply that academic administrative collaboration in governance and policy formulation enhances policy acceptance and implementation effectiveness, thereby contributing to the stability and quality of teacher education in the state.

Conclusion

This study investigated teaching staff collaboration in Bayelsa State's Colleges of Education across three critical domains: resource management/allocation, curriculum development, and governance/policy formulation. The findings of this study have significant implications for the management and implementation of teacher education programmes in Colleges of Education in Bayelsa State and beyond. The high level of collaboration observed among academic staff in resource management, curriculum development, and governance suggests that such synergy is critical for improving programme quality, aligning curricula with national standards, and ensuring efficient use of institutional resources. The absence of significant differences in perception between HODs and Deans further indicates a shared vision and cooperative culture within the institutions, which strengthens decision-making processes and policy implementation. This implies that sustaining and enhancing collaborative practices can lead to more coherent educational policies, increased transparency, and better resource utilization, ultimately producing well-trained teachers capable of meeting contemporary educational demands.

Recommendations

Based on the study findings, the following recommendations are proposed:

- Colleges of Education and related institutions should establish more inclusive policy formulation mechanisms that engage administrators, faculty members, students, and external stakeholders in developing academic policies
- College of Education management should ensure that curriculum review and development committee comprise experts from different discipline in order to have wide review of the teacher education programme for effective implementation.
- Allocation of resources to departments and schools should be based on needs rather than competition among teaching staff members.

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