

EMERGING INSTITUTIONAL COLLABORATIVE CULTURE AND TASK ACCOMPLISHMENT IN A DIGITAL LANDSCAPE

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Abstract

For any organization or institution to accomplish tasks there must be collaboration among staff, management and other stake holders. This study therefore investigated emerging institutional collaborative culture and task accomplishment in a digital landscape in Rivers State. The study adopted the correlational design. The variables of institutional collaborative culture such as teamwork, dynamic support, delegation of duty, and norms and values were discussed in relation to task accomplishment. The study used a target population of 200 principal officers of Ignatius Ajuru University of Education, Rumuolumeni and the Rivers State University all in Port Harcourt. A modified Likert Scale instrument graded into Very High Extent (VHE-4), High Extent (HE-3), Low Extent (LE-2), Very Low Extent (VLE-1) titled Institutional Collaborative Culture and Accomplishment of Tasks in Universities in Rivers State Questionnaire (ICCATURSQ) was used to collect data from the respondents. Adopting the stratified sampling technique, a sample size of 110 was used and a total of 100 copies of the questionnaire representing 90% were duly completed and returned. The Research questions were answered using the mean and standard deviation statistical tool and the Hypotheses were tested using regression. The findings of the study revealed that institutional collaborative culture of teamwork, dynamic support, norms and values showed significant relationship with task accomplishment while delegation of duty showed no significant relationship with task accomplishment. The study concluded that the identified variables of teamwork, dynamic support and norms and values can encourage task accomplishment and therefore recommended among others that management of universities at every level of operation should encourage team work by providing adequate support to staff in all angles of operations.

Keywords

*Institutional Collaborative Culture,
Teamwork,
Dynamic Support,
Task Accomplishment,
Delegation,
Norms and Values.*

1. Introduction

Accomplishment of tasks in any institution is the hallmark of corporate existence. For any organization or institution to accomplish tasks there must be collaboration among staff, management and other stake holders. In the case of universities, the organizational culture I expected to be so designed in a way that teamwork, dynamic support by all involved, delegated responsibilities, norms and values are properly directed towards goal attainment. The sense of collaborative culture lies in the ability of university management to integrate this culture in the pursuit of goal attainment. There is increasing need for staff to work as a team to attain task accomplishment in order to achieve set goals. Task accomplishment for goals attainment is a collective responsibility as no one staff can attain or achieve alone. Universities have the task of delivering services as defined and contained in the National Policy in Education. The National Policy on Education (2014), enumerated the educational goals attainment of university education to be that of providing high level

manpower with the opportunity for education of a higher level irrespective of sex, social statues, religious or ethnic background; offer identified curriculum to cater for the differences, provide trained manpower in the applied sciences, technology and commerce at sub-professional grades.

Dynamic support as a component of collaborative culture is required in a university to accomplish tasks as all members of the university are involved in goal attainment no matter what happens. It is averse to resistance, in other words, an organization that is dynamic does not resist change, or abhor management approach to goal attainment. One major way of achieving dynamic support is by encouraging sense of belonging amongst staff. Staff are more allured to giving support to management if their needs are met or addressed. The objectives or tasks stated by management ought to be clearly defined to get the expected support. Dynamic support can equally be aroused when staff are commended or motivated when they accomplish tasks over time. Delegation of duty is the process by which managers assign to subordinates the right to make decisions and act in certain situations (Alasomuka, 2020). Delegation means the conferring of a specified authority by a higher authority. It involves a dual responsibility. The one to whom authority is delegated becomes responsible to the superior for doing the job, but the superior remains responsible for getting the job done. This principle of delegation is the centre of all processes in formal school system. Delegation, therefore embraces both authority and responsibility. Responsibility must be supported by authority, and by the power to influence the areas of performance for which the subordinate is to be held responsible. Authority can be delegated readily, but many problems of delegation stem from failure to provide the necessary information and resources in order to achieve expected results, or from failure to delegate sufficient authority to enable subordinates to fulfil their responsibilities (Hater & Bass, 2010).

To hold staff responsible for certain areas of performance without also conferring on them the necessary authority within the structure of the school system to take action and make decisions within the limits of that responsibility is an abuse of delegation (Den, 2007). Norms and values here could mean codes of conduct established as conventional principles and expectations outlining a range of social norms, rules and responsibilities that are considered binding by the individuals that are part of an organization or a group. Develop a Code of Conduct or ethical guidelines which show awareness and commitment to peace values applied to internal practices in the university system. To establish norms means to establish guiding rules that will conduct behaviour towards university goal attainment. The present study explored collaborative elements that enable task accomplishment in universities in Rivers State. It has a unique approach different from that of Jon, Caroline and James (2016) and Alasomuka (2019) which studied organizational culture, and organizational justice respectively. The approach of this study is said to be unique because attaining task accomplishment through collaborative culture in training institutions in Rivers State may not have been well explored.

2. Statement of the Problem

Institutional collaborative culture approach has been proven to be very effective in ensuring task accomplishment in institutions. When teamwork and other variables of collaborative culture in an organization is incorporated, there would be task accomplishment. However, it has been observed that teamwork is downplayed in universities in Rivers State. Management does not seem to collaborate with shades of staff or stakeholders. Staff rarely show commitment to the system because of seeming lack of motivation and late or non-attendance to staff needs by the leadership. The norms and values of universities ought to be written out for every member of staff to assimilate for the purpose of seamless attainment or accomplishment of tasks. This study is therefore geared towards investigating the relationship between the variables of institutional collaborative culture (teamwork, dynamic support, delegation of duty, norms and values) and task accomplishment in universities in Rivers State.

Aim and Objectives of the Study

The aim of the study was to investigate the institutional collaborative culture and task accomplishment in universities in Rivers State; with the following objectives:

To investigate the relationship between teamwork and task accomplishment in universities in Rivers State.

To determine the relationship between dynamic support and task accomplishment in universities in Rivers State

To find out the relationship between delegation of duty and task accomplishment in universities in Rivers State

To investigate the relationship between values and norms and task accomplishment in universities in Rivers State.

Research Questions

The following research questions guided the study:

To what extent does teamwork relate to task accomplishment in universities in Rivers State?

To what extent does dynamic support relate to task accomplishment in universities in Rivers State?

To what extent does delegation of duty relate to task accomplishment in universities in Rivers State?

To what extent does values and norms relate to task accomplishment in universities in Rivers State?

Hypotheses

The following null hypotheses guided the study:

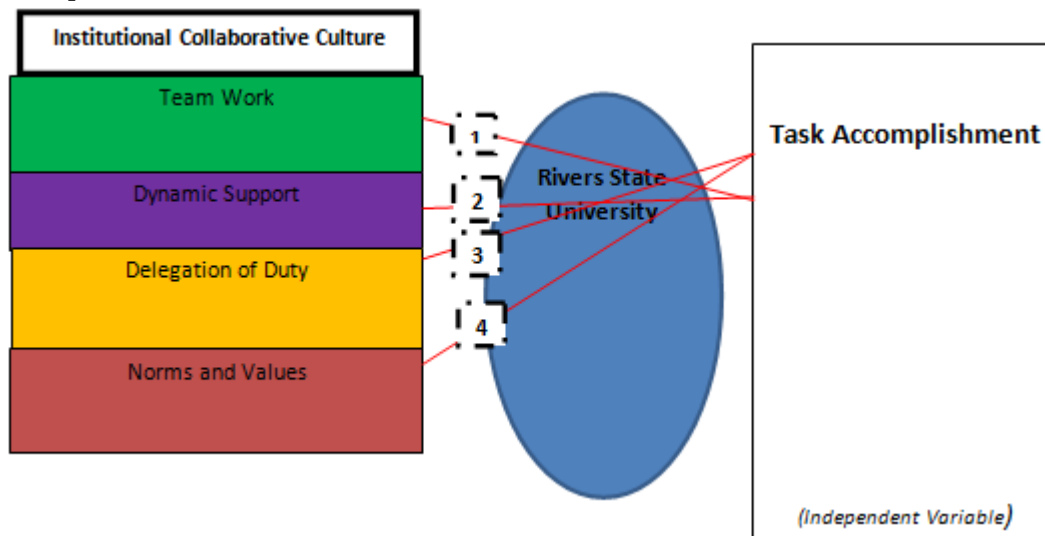
There is no significant relationship between teamwork and task accomplishment in universities in Rivers State.

There is no significant relationship between dynamic support and task accomplishment in universities in Rivers State

There is no significant relationship between delegation of duty and task accomplishment in universities in Rivers State

There is no significant relationship between values and norms and task accomplishment in universities in Rivers State.

Conceptual Framework



Institutional Collaborative Culture

The different attributes of culture have been arranged on the basis of norms, objectives set for itself and values which help in differentiating one institution from another (Konte, 2012). As observed by Fiol, Harris and House (2009), the process of thinking helps in establishing one member from another on the basis of cognitive thinking and according to Schalwyk, Kroek and Sivasubramaniam (2005), success guidance is based upon different values and norms that make culture effective. In the opinion of Kotter (2002), the set of beliefs, behaviours, norms and values helps in making culture most effective because knowledge of culture is gained through understanding of beliefs on the basis of large groups. On this note, it can be said that institutional collaborative culture is geared towards accomplishing tasks at individual and corporate levels.

The main idea of culture according to Yukl (2010) comes from sharing in learning processes that have been based upon systematic allocation of resources as Yamarino (2009) also sees the cognitive systems of human that helps in improving thinking and decision making as being based upon organizational culture. For Podsakoff and Mackenzie (2008), the normative glue based upon organizational culture helps in holding overall management effectiveness as the concept of effective organizational culture helps in improving business decisions. The culture of organization has been affected by attitudes, norms and beliefs that lead to strong communication pattern between employees.

Task Accomplishment

Task accomplishment has been perceived differently by various researchers, but most of the scholars relate task accomplishment with measurement of transactional efficiency and effectiveness towards organizational goals (Den & Van 2007). The job of an employee is built up by the degree of achievement of a particular target or mission that defines boundaries of task accomplishment. In the opinion of Edem (2007), the capability of an organization to establish perfect relationship with resources presents effective and efficient management of resources. Ololube (2018) said that in order to achieve goals and objectives of organizations, strategies have been designed based upon organizational task accomplishment. The equity based upon high returns helps in effective management of organizational resources so that task accomplishment is improved. The task accomplishment measurement system helps in improving organizations to achieve goals and objectives in an effective manner (Ololube, 2017).

Teamwork

Egbu (2002) described teamwork and task accomplishment as intertwined concepts that pair up to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal. There are certain characteristics that a team must have in order to work effectively. It is imperative that Group Cohesion is strong within the team. There is a positive relationship between group cohesion and performance. Communication is another vital characteristic for effective teamwork. Members must be able to effectively communicate with each other to overcome obstacles, resolve conflict, and avoid confusion. Principals are expected to communicate with their teachers and students. Complaints and requests are expected to be attended to promptly. Feedback by every member of the team should be seen as a responsibility of all (Allen, 2015).

Team work is involving more than one person in a process to achieve a task. An aspect that should be emphasized in the strategic management of a school organization is forming a working team that is active and able to work together to achieve organizational goals. In general, the team is a group of individuals built in order to create a rule of quality that strive for excellence. Therefore, the success of the efforts of a group that was formed, the spirit of co-operation and good relations among group members need to be nurtured. This paper focused greatly on the importance of team work which includes working as a team, work team, effective team work, communication, participative decisions making, emphasis on action, leaders and group work, teamwork as a skill for life, extra teamwork, and good team building methods in higher learning institutions especially universities in Rivers State.

Dynamic Support

Dynamic support is a stimulant which can be used to arouse or motivate staff in high task performance resulting in the accomplishment of tasks (Alasomuka (2021). Dynamic support is given by the management to members of the university system such as staff and students. Staff who are supported by the leadership and management of the university are unarguably one of the most valuable assets of the university, as they “hold much of the systemic knowledge and intellectual capital required to ensure the functioning of the university” (Brown & Miller, 2000). In addition, the increasing professionalization and qualification of university professional staff has impacted on the roles they currently perform, as more professionals now occupy senior executive positions within universities; positions that were previously occupied by senior academics. Also, the boundaries between some professional and academic roles have blurred, creating a subcategory: “the para-academic – staff who specialize in one aspect of academic practice or the other” (Brown & Miller 2000).

Delegation of Duty

Delegation is a more extensive form of decentralization. Through delegation, central school administrators transfer responsibility for decision-making and administration of public functions to semi-autonomous school systems not wholly controlled by the central school administrators, but ultimately accountable to it. Staffs that are delegated to duty have their roles defined with a given time frame (Bryman, 2008). Delegation of duty is the process by which managers assign to subordinates the right to make decisions and act in certain situations Alasomuka (2020). Delegation means the conferring of a specified authority by a higher authority to a subordinate. It involves a dual responsibility. The one to whom authority is delegated becomes responsible to the superior for doing the job, but the superior remains responsible for getting the job done. This principle of delegation is the centre of all processes in formal school system. Delegation, therefore embraces both authority and responsibility. Responsibility must be supported by authority, and by the power to influence the areas of performance for which the subordinate is to be held responsible. Authority can be delegated readily, but many problems of delegation stem from failure to provide the necessary information and resources in order to achieve expected results, or from failure to delegate sufficient authority to enable subordinates to fulfil their responsibilities (Hater & Bass, 2010).

Norms and Values

Norm is an essential aspect of organizational culture which implies the system of attitudes about the status quo obtainable in any organization. There is no one-size-fits-all approach as every organization is unique because of its history, mission and vision, strategies, approaches, members, organizational structure, management style and local culture/context in which it operates. Nevertheless, an organizational culture which expresses the values of the organization in practice is key to drive the organization forward in support of its mission, vision and strategy. Norms are established to engender task accomplishment in all overall interest of corporate goal attainment. Organizational values guide organization’s thinking and actions. Organizational values exist in terms of guiding principles that provide an organization with purpose and direction. They help organizations manage their interactions with both customers (students) and employees. Values emanate from strategic (topmost) management. When it comes to culture and values, actions speak louder than words.

3. Methodology

The study adopted the correlational research design. The population of the study was 200 which comprised of principal officers of Rivers State University and Ignatius Ajuru University of Education, Rumuolumeni all in Port Harcourt. A modified Likert Scale instrument graded into Very High Extent (VHE-4), High Extent (HE-3), Low Extent (LE-2), Very Low Extent (VLE-1) and titled Institutional Collaborative Culture and Accomplishment of Tasks in Universities in Rivers State Questionnaire (ICCATURSQ) was used to collect data from respondents. Adopting the stratified sampling technique, a sample size of 110 was used and a total of 100 copies representing 90% were duly completed and returned which was used in the analysis. The Research questions were answered using the mean and standard deviation statistical tool and the Hypotheses were tested using regression.

4. Results

Research Question 1

To what extent does teamwork relate to task accomplishment in universities in Rivers State?

Table 1: Extent teamwork relates to task accomplishment in universities in Rivers State

Descriptive Statistics

S/N Items	N=110	Mean	Std. Deviation	Remark
Targets are easily met when everyone involved is functional to accomplish tasks		2.54	.81	HE
Tasks are easily accomplished when staff work as a team		2.84	1.24	HE
Tasks are well done because of effective communication among team members		2.76	1.22	HE
With team spirit, tasks are performed by staff with a sense of fulfillment		2.33	.78	LE
Being part of a team motivates staff to outperform and accomplish tasks		2.91	1.11	HE
Grand Mean		2.67	1.03	HE

Table 1 above showed in item 1 a mean score of 2.55 and STD .801 implying that to a high extent, targets are easily met when everyone involved is functional to accomplish tasks. Item 2 mean score of 2.83 and STD 1.24 showed to a high extent that tasks are easily accomplished when staffs work as a team. Item 3 showed to a high extent with mean score of 2.76 and 1.23 that tasks are well done because of effective communication among team members. Item 4 mean score of 2.34 and STD .78 indicated low extent to which team spirit relates to tasks performed by staff with a sense of fulfillment. However, in item 5 mean score of 2.91 and STD 1.11 there was an indication that to a high extent, being part of a team motivates staff to outperform and accomplish tasks.

Thus, aggregate mean score of $2.67 > 2.5$ implied that to a high extent, teamwork relates to task accomplishment in universities in Rivers State.

Research Question 2

To what extent does dynamic support relate to task accomplishment in universities in Rivers State?

Table 2: Extent dynamic support relates to task accomplishment in universities in Rivers State

Descriptive Statistics

S/N Items	N=110	Mean	Std. Deviation	Remark
Tasks are readily accomplished by staff who feel valued		1.10	.31	VLE
Having a sense of belonging endears staff to perform beyond expectations		2.12	1.13	LE
Staff perform tasks with ease when their needs are well addressed		1.78	1.06	VLE
Giving clear directions on tasks helps staff to easily accomplish tasks		1.80	1.02	LE
Staff perform better when needed support is given for task accomplishment		1.29	.45	VLE
Grand Mean		1.62	.79	VLE

Table 2 above showing in item 6 a mean score of 1.11 and STD .31 proved a very low extent to tasks being readily accomplished by staffs who feel valued. Item 7 showed a low extent with mean score of 2.13 and STD 1.13 to having a sense of belonging as an endearment to staff to perform beyond expectations. In item 8 the

mean score of 1.78 and STD 1.06 showed a very low extent to staff performing tasks with ease when their needs are well addressed. Item 9 mean score of 1.80 and STD 1.02 showed a low extent to giving clear directions on tasks as a help to staff to easily accomplish tasks. In item 10 the mean score of 1.29 and STD .45 indicated very low extent to staff performing better when needed support is given for task accomplishment.

Thus, aggregate mean score of $1.62 < 2.5$ showed very low extent to which dynamic support relates to task accomplishment in universities in Rivers State.

Research Question 3

To what extent does delegation of duty relate to task accomplishment in universities in Rivers State?

Table 3: Extent delegation of duty relates to task accomplishment in universities in Rivers State

Descriptive Statistics

S/N Items	N=110	Mean	Std. Deviation	Remark
Tasks are accomplished when activities are allocated to staff		2.7000	1.16957	HE
Being assigned responsibility makes staff feel responsible for achievement		2.1545	.36313	LE
Delegating tasks to staff reduces workload thereby accomplishing tasks		2.8273	1.13420	HE
Assigning tasks harnesses individual staff skills		2.718	1.0848	HE
Delegating tasks to staff improves staff performance		2.8000	1.02088	HE
Grand Mean		2.69	.95	HE

Table 3 above indicated in item 11 having a mean score of 2.7 and STD 1.16 that to a high extent, tasks are accomplished when activities are allocated to staff. In item 12 with a mean score of 2.15 and STD .363 there is an indication that being assigned responsibility makes staff feel responsible for achievement was to a low extent. Item 13 with a mean score of 2.83 and STD 1.13 proved that to a high extent, delegating tasks to staff reduces workload thereby accomplishing tasks. Item 14 mean score of 2.80 and STD 1.02 indicated that to a high extent, assigning tasks harnesses individual staff skills. Item 15 having a mean score of 2.80 and STD 1.02 equally showed that to a high extent, delegating tasks to staff improves staff performance.

Thus, aggregate mean score of 2.69 and STD .95 showed to a high extent that delegation of duty relates to task accomplishment in universities in Rivers State.

Research Question 4

To what extent do norms and values relate to task accomplishment in universities in Rivers State?

Table 4: Extent to which norms and values relate to task accomplishment in universities in Rivers State

Descriptive Statistics

S/N items	N=110	Mean	Std. Deviation	Remark
There are measures to ensure staff understand the rules guiding operations		1.3455	.62716	VLE
Staff are proud of being member of the university		1.6727	1.12608	VLE
Policies are made available to staff before implementation		1.2455	.63804	VLE
There are provisions for policy instruction on intermittent basis		2.1273	1.13420	LE
It is against the rules to avoid task accomplishment		1.7818	1.06126	VLE
Grand Mean		1.62	.98	VLE

Table 4 above showed in item 16 with a mean score of 1.35 and STD .62 that provision of measures to ensure staff understands the rules guiding operations is to a very low extent. Item 17 having a mean score of 1.67 and STD 1.12 showed that staff being proud of being members of the university is to a very low extent. In item 18 with a mean score of 1.24 and STD 1.13 there is an indication of a very low extent that policies are made available to staff before implementation. Item 19 with a mean score of 2.12 and STD 1.13 showed a low extent to provisions for policy instruction on intermittent basis. Item 20 mean score of 1.78 and STD 1.06 showed very low extent that it is against the rules to avoid task accomplishment in the university.

Thus, aggregate mean score of $1.62 < 2.5$ implied very low extent that values and norms relate to task accomplishment in universities in Rivers State

Test of Hypotheses

There is no significant relationship between teamwork and task accomplishment in universities in Rivers State.

Table 5: Relationship between teamwork and task accomplishment in universities in Rivers State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751a	.565	.548	.54369

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.235	4	10.059	34.028	.000b
	Residual	31.038	105	.296		
	Total	71.273	109			

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.562	.195		2.883	.005
	Tasks are easily accomplished when staff work as a team	.085	.075	.130	1.131	.260
	Tasks are well done because of effective communication among team members	.315	.064	.478	4.916	.000
	With team spirit, tasks are performed by staff with a sense of fulfillment	.431	.095	.417	4.539	.000
	Being part of a team motivates staff to outperform and accomplish tasks	-.070	.054	-.097	-1.311	.193

a. Dependent Variable: AU1

Table 4 above showed R value of .751a, r-square value of .565, adjusted r square value of .548 and std error of the estimate .543, and p-value of .030<.05 which showed that there is a significant relationship between teamwork and task accomplishment in universities in Rivers State. The null hypothesis is therefore rejected.

There is no significant relationship between dynamic support and task accomplishment in universities in Rivers State

Table 6: relationship between dynamic support and task accomplishment in universities in Rivers State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863a	.744	.734	.16144

ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.954	4	1.989	76.302	.000b
	Residual	2.737	105	.026		
	Total	10.691	109			

a. Dependent Variable: AU6

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.744	.056		13.279	.000
	Having a sense of belonging endears staff to perform beyond expectations	.143	.020	.519	7.233	.000
	Staff perform tasks with ease when their needs are well addressed	.056	.024	.189	2.322	.002

Giving clear directions on tasks helps staff to easily accomplish tasks	.179	.018	.584	10.131	.000
Staff perform better when needed support is given for task accomplishment	-.280	.058	-.408	-4.834	.000

a. Dependent Variable: AU6

Table 6 above showed r value of .863a, r square value of .744, adjusted r square value of .734, std error of the estimate of .16144 and p-value of .002<.05 which implies that there is a significant relationship between dynamic support and task accomplishment in universities in Rivers State. The null hypothesis is therefore rejected.

There is no significant relationship between delegation of duty and task accomplishment in universities in Rivers State

Table 7: relationship between delegation of duty and task accomplishment in universities in Rivers State
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.888a	.788	.777	.55170

ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	117.445	5	23.489	77.171	.000b
	Residual	31.655	104	.304		
	Total	149.100	109			

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.684	.254		-2.694	.008
	12. Tasks are accomplished when activities are allocated to staff	1.933	.174	.754	11.104	.000
	13. Being assigned responsibility makes staff feel responsible for achievement	-.101	.208	-.031	-.485	.629
	Delegating tasks to staff reduces workload thereby accomplishing tasks	.537	.073	.520	7.319	.000
	Assigning tasks harnesses individual staff skills	-.442	.070	-.410	-6.294	.000

a. Dependent Variable: E11

Table 7 above showed r value of .888a, R square value of .788, adjusted r square value of .777, std error of the estimate of .55170 and p-value of .128>.05 which implied there is no significant relationship between delegation of duty and task accomplishment in universities in Rivers State. The null hypothesis is therefore accepted.

There is no significant relationship between values and norms and task accomplishment in universities in Rivers State.

Table 8: relationship between values and norms and task accomplishment in universities in Rivers State
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799a	.638	.624	.38441

ANOVAa

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	27.357	4	6.839	46.283	.000b
Residual	15.516	105	.148		
Total	42.873	109			

a. Dependent Variable: RE16

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.298	.092		3.231	.002
	17. Staff are proud of being member of the university	.219	.045	.392	4.870	.000
	18. Policies are made available to staff before implementation	.242	.075	.247	3.212	.002
	19. There are provisions of for policy instruction on intermittent basis	-.028	.053	-.050	-.528	.598
	20. It is against the rules not to avoid task accomplishment	.246	.043	.417	5.777	.000

a. Dependent Variable: RE16

Table 8 above showed r value of .799a, r square value of .638, adjusted r square value of .624, std error of the estimate .38441 and p-value of .012<.05 which proved that there is a significant relationship between values and norms and task accomplishment in universities in Rivers State. The null hypothesis is therefore rejected.

5. Summary of Findings

The findings of the study are hereunder itemized:

Aggregate mean score of 2.67>2.5 implied that to a high extent, teamwork relates to task accomplishment in universities in Rivers State.

There is a significant relationship between teamwork and task accomplishment in universities in Rivers State.

Aggregate mean score of 1.62<2.5 showed that dynamic support relates to task accomplishment in universities in Rivers State at a very low extent

There is a significant relationship between dynamic support and task accomplishment in universities in Rivers State.

Aggregate mean score of 2.69 and STD .95 showed a high extent to which delegation of duty relate to task accomplishment in universities in Rivers State.

There is no significant relationship between delegation of duty and task accomplishment in universities in Rivers State.

Aggregate mean score of .162<2.5 implied very low extent to which values and norms relate to task accomplishment in universities in Rivers State.

There is a significant relationship between values and norms and task accomplishment in universities in Rivers State.

6. Discussion of Findings

Teamwork

The study revealed that there is a significant relationship between teamwork and task accomplishment in universities in Rivers State. The findings of the present study is supported by Asiabaka (2018) which described teamwork and task accomplishment as intertwined concepts that pair up to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal.

Dynamic Support

The findings of the study revealed that there is a significant relationship between dynamic support and task accomplishment in universities in Rivers State. The study's findings is buttressed by Brown and Miller, (2000), stating that dynamic support is given to members of the university system such as staff and students. According to them, Staff supported by leadership and management are one of the most valuable assets of the university as they "hold much of the systemic knowledge and intellectual capital required to ensure the functioning of the university". In addition, the increasing professionalization and qualification of university professional staff has impacted on the roles they currently perform, as more professionals now occupy senior executive positions

within universities; positions that were previously occupied by senior academics (Brown & Miller, 2000).

Delegation of Duty

The findings of the study showed that there is no significant relationship between delegation of duty and task accomplishment in universities in Rivers State. Aligning with the findings of the study, Bryman (2008) stated that delegation is a more extensive form of decentralization. Through delegation, central school administrators transfer responsibility for decision-making and administration of public functions to semi-autonomous school systems not wholly controlled by the central school administrators, but ultimately accountable to it. Delegation of authority is the process by which managers assign to subordinates the right to make decisions and act in certain situations. Delegation means the conferring of a specified authority by a higher authority. It involves a dual responsibility. The one to whom authority is delegated becomes responsible to the superior for doing the job, but the superior remains responsible for getting the job done.

Norms and Values

The findings of the study showed that there is a significant relationship between values and norms and task accomplishment in universities in Rivers State. Burns, (2008) agreed that norm is an essential aspect of organizational culture which implies the system of attitudes about the status quo ante obtainable in any organization. There is no one-size-fits-all approach to as every organization is unique because of its history, mission and vision, strategies, approaches, members, organizational structure and management style and local culture/context in which it operates. Norms are established to engender task accomplishment in the overall interest of corporate goal attainment. Allen (2015) on the other hand aligned that organizational values guide organization's thinking and actions. Organizational values exist in terms of guiding principles that provide an organization with purpose and direction. They help organizations manage their interactions with both students and staff. Values emanate from strategic (topmost) management.

7. Conclusion

The study investigated institutional collaborative culture and task accomplishment in universities in Rivers State. The identified items of institutional collaborative culture such as teamwork, dynamic support, norms and values showed that there is significant relationship with task accomplishment. Whereas delegation of duty showed that there is no significant relationship with task accomplishment. The findings of the study have therefore shown that teamwork, dynamic support, norms and values can encourage task accomplishment in universities in Rivers State.

Recommendations

Based on the findings of the study, the following recommendations have been made:

Management of universities at every level of operation should encourage team work by creating a healthy work and learning environment for every member of the university community.

Staff should be encouraged through motivation and the provision of adequate support by management for the attainment of set goals within stipulated time

Management should brief staff adequately before delegating duties.

Norms and values of university organization should be constantly reminded to members of the school community at every gathering or meeting of the university.

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