



## INSTRUCTIONAL LEADERSHIP AND EFFECTIVE MANAGEMENT OF HIGHER EDUCATION IN PUBLIC TERTIARY INSTITUTIONS IN RIVERS STATE

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### Cite this article:

Judith O. Patrick (2023),  
Instructional Leadership and  
Effective Management of Higher  
Education in Public Tertiary  
Institutions in Rivers State.  
International Journal of Education  
Leadership and Development  
Research, 1(2), 1-9.

DOI: [10.13140/RG.2.2.35046.91206](https://doi.org/10.13140/RG.2.2.35046.91206)

### Manuscript History

Received: 10 Feb 2023

Accepted: 17 Feb 2023

Published: 08 Mar 2023

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### ABSTRACT

This study investigate instructional leadership and effective management of higher education in public tertiary institutions in Rivers State. All of the chief officials at the public tertiary institutions in Rivers State made up the study's population. University of Port Harcourt, Rivers State University, Ignatius Ajuru University of Education, Captain Elechi Amadi Polytechnic, Ken Saro-Wiwa Polytechnic, Rivers State College of Health Science and Technology, and Federal College of Education Omoku are some of the public tertiary institutions in Rivers State. Stratified random sampling was used to choose the 228-person sample, which was calculated using the Taro Yamane formula, from a population of 533. Mean and standard deviation were utilised to answer the study questions, and the null hypotheses were tested at a 0.05 level of significance using the Pearson Product Moment Correlation coefficient. The study's findings revealed a somewhat good association between instruction supervision and efficient management of higher education in Rivers State's public tertiary institutions. The findings of this study indicated that the poor and ineffective administration of universities in Nigeria is due to institutional leaders' lack of values such as integrity, effectiveness, competence, honesty, accountability, and justice. The study recommended that leaders of tertiary institutions should supervise lecturers in their classes intermittently and their supervision should not aim at fault-finding or witch-hunting, but should aim at improving the quality of instruction and learning situations.

**Keywords: Instructional, Leadership, and Effective Management**



## INTRODUCTION

Providing people with the information and skills they need to properly engage in and contribute to the growth of a nation's political, social, and economic activities is only possible via education. Due to the nature of education, ideas, approaches, and theories are continually evolving, and in response, social structures and the definitions and purview of leadership are being updated. The process of mobilising and directing the skills and efforts of teachers, students, and parents towards accomplishing shared educational goals is known as educational leadership, in a wide sense (Hoy & Miskel, 2010). The instructional leaders as educational leaders, stands out in meeting the expectations of social change. Olorube and Kpolovie (2013) stated that the major problem of education in Nigeria is poor leadership and control of education programme. The effectiveness of institutional leadership has recently become the concern of education stakeholders because it requires accountability, discipline and sound ethical behaviour for the system (Patrick, 2021). Academics from across the world concur that instructional leadership (IL) is one of the most practical strategies for developing a productive teaching and learning environment (Hallinger & Walker, 2014). Leadership responsibilities that are specifically connected to the teaching process, involving interactions between educators, students, and the curriculum, are known as instructional leadership practises (Quah, 2011). Ahmed (2016) outlined the following instructional leadership practises: defining school goals, disseminating school goals, monitoring and evaluating instruction, coordinating the curriculum, keeping track of students' progress, protecting instructional time, maintaining high visibility, rewarding teachers, encouraging professional development, and rewarding students. Creating the ideal environment for teaching and learning is intimately related to effective instructional leadership methods.

By establishing the school's vision, mission, and goals, administering the instructional programme, and fostering a positive school atmosphere, instructional leadership focuses on the primary role of a school, which is teaching and learning (Patrick, 2022). The head of school who is an instructional leader is tasked with redefining his or her role to become the primary educator in a community striving for excellence in education, in contrast to the conventional head of school who spends the majority of his or her time dealing only with administrative duties, according to King (2002) (Patrick, 2023). As a result, managing the institutional programme in collaboration with lecturers becomes the responsibility of the instructional leader. By focusing on their lecturers' strengths and minimising their flaws, instructional leaders may increase their capacity by being aware of what is occurring in the classroom (Spillane & Zuberi, 2009).

### Statement of the Problem

Student achievement is facilitated through leadership. According to research, kids do better academically when instructional leaders support school-wide professional development, monitor and offer feedback on the teaching-learning process, and communicate common goals with their students.



The university and polytechnic are institutions for higher learning and a place of character molding engrossed with challenges in the actualization of its set educational objectives. These tertiary institutions play a crucial role in the Nigerian education system, and also serves as a precursory phase of educational development for potential employees. However, it is mostly confronted with issues that tend to hinder the realization of quality education delivery which has led to the production of many unqualified graduates in the society.

The falling standard of education throughout the years may not be detached from the impact of instructional leadership which has affected education delivery in many tertiary institutions. The analysis of instructional leadership identifies some leadership problems in many tertiary institutions; such as lack of staff personnel development, poor supervision, lack of in-service training, lack of collaboration and consultative decision-making which are some characteristics of instructional leadership lacking in tertiary institutions. Due to the aforementioned challenges, this study will investigate the impact of instructional leadership on effective management of higher education in public tertiary institutions in Rivers State

### **Aim and Objectives of the Study**

The aim of this research study is to investigate instructional leadership and effective management of higher education in public tertiary institutions in Rivers State. The specific objectives of this study are to;

1. determine the impact of supervision of instructions on effective management of higher education in public tertiary institutions in Rivers State.
5. assess the impact of planning by lecturer on effective management of higher education in public tertiary institutions in Rivers State.

### **Research Questions**

The following research questions were raised to guide the study:

1. To what extent does supervision of instructions influence effective management of higher education in public tertiary institutions in Rivers State?
2. To what extent does planning by lecturer influence effective management of higher education in public tertiary institutions in Rivers State?

### **Research Hypotheses**

The following null hypotheses were formulated and were statistically tested at 0.05 level of significance.

**HO<sub>1</sub>:** There is no significant relationship between supervision of instructions and effective management of higher education in public tertiary institutions in Rivers State.

**HO<sub>5</sub>:** There is no significant relationship between planning by lecturer and effective management of higher education in public tertiary institutions in Rivers State



## METHODOLOGY

Correlational survey design was employed in this study. All of the chief officials at the public tertiary institutions in Rivers State made up the study's population. University of Port Harcourt, Rivers State University, Ignatius Ajuru University of Education, Captain Elechi Amadi Polytechnic, Ken Saro-Wiwa Polytechnic, Rivers State College of Health Science and Technology, and Federal College of Education Omoku are some of the public tertiary institutions in Rivers State. Stratified random sampling was used to choose the 228-person sample, which was calculated using the Taro Yamane formula, from a population of 533. The researcher's supervisor, two measurement and evaluation specialists, and lecturers in educational management from Ignatius Ajuru University of Education subjected the study's instrument to face and content validation. The Statistical Package for Social Sciences (SPSS) version 23.0 was used to code, arrange, and analyse the data that had been obtained from the respondents. Mean and standard deviation were utilised to answer the study questions, and the null hypotheses were tested using the Pearson Product Moment Correlation coefficient at the 0.05 level of significance.

## RESULTS AND DISCUSSION OF FINDINGS

**Research One:** To what extent does supervision of instructions enhance effective management of higher education in public tertiary institutions in Rivers State?

**Table 2:** Mean ratings and standard deviation on the extent supervision of instructions enhance effective management of higher education in public tertiary institutions in Rivers State

S/N	Item Statement	$\bar{X}_2$	SD <sub>2</sub>	Decision
1	Supervision and evaluation of instruction by the instructional leaders is to make sure the priorities of lecturers are consistent with the goal of the university towards effective management of higher education in the institution	2.70	1.05	<b>High Extent</b>
2	Supervising and evaluating the instruction given lecturers creates positive impact in teaching for effective management of higher education provision	2.94	1.03	<b>High Extent</b>
3	Supervision and evaluation the application of lecturers' teaching method guarantee the review on the use of instructional materials in teaching for effective management of higher education provision.	2.89	1.02	<b>High Extent</b>
4	Supervision and evaluation of instruction allows for continuous improvement for the lecturers in the activities of teaching for effective management of higher education provision	2.96	0.96	<b>High Extent</b>
5	Supervision and evaluation of instruction gives opportunity for the introduction of a new curriculum to be used by lecturers in carrying out teaching activities for effective management of higher education provision	2.60	1.02	<b>High Extent</b>
<b>Grand mean</b>		<b>2.87</b>	<b>2.82</b>	<b>High Extent</b>

Data on Table 2 show the mean ratings and standard deviation on the extent supervision of instructions enhance effective management of higher education in public tertiary institutions in



Rivers State. The Table shows that the respondents agreed that Supervision and evaluation of instruction by the instructional leaders is to make sure the priorities of lecturers are consistent with the goal of the university towards effective management of higher education in the institution, Supervising and evaluating the instruction given lecturers creates positive impact in teaching for effective management of higher education provision, Supervision and evaluation the application of lecturers’ teaching method guarantee the review on the use of instructional materials in teaching for effective management of higher education provision, Supervision and evaluation of instruction allows for continuous improvement for the lecturers in the activities of teaching for effective management of higher education provision, and Supervision and evaluation of instruction gives opportunity for the introduction of a new curriculum to be used by lecturers in carrying out teaching activities for effective management of higher education provision in public tertiary institutions in Rivers State to a high extent as they agreed on items , 1, 2, 3, 4, and 5 with the weighted mean scores of 2.70, 2.94, 2.89, 2.96, 2.60 respectively which were all above the criterion mean scores of 2.50.

Again, the overall weighted mean score of 2.87 shows that the respondents agreed that to a high extent supervision of instructions enhanced effective management of higher education in public tertiary institutions in Rivers State.

**Research Question Two:** To what extent does planning by lecturer enhance effective management of higher education in public tertiary institutions in Rivers State?

**Table 2: Mean ratings and Standard deviation on the extent planning by lecturer enhance effective management of higher education in public tertiary institutions in Rivers State**

S/N	Item Statement	$\bar{X}_2$	SD <sub>2</sub>	Decision
6	Carrying out lecturer’s audit by subject of qualification for effective management of higher education in the institution	3.15	0.96	<b>High Extent</b>
7	Checking number of lecturers against courses and classes to be taught based on standard class size	2.91	1.04	<b>High Extent</b>
8	Find out areas of lecturers shortage on a regular basis	3.08	1.01	<b>High Extent</b>
9	Carrying out skills deficiency test on lecturers to determine areas they need upgrading	3.04	1.05	<b>High Extent</b>
10	Making request for lecturers in specific areas to fill the areas of lecturer’s shortage in the school caused by transfer, retirement, death, inadequacy and withdrawal.	3.95	1.05	<b>High Extent</b>
<b>Grand mean</b>		<b>2.87</b>	<b>2.85</b>	<b>High Extent</b>

Data on Table 2 show the mean ratings and standard deviation on the extent planning by lecturer enhance effective management of higher education in public tertiary institutions in Rivers State. The Table shows that the respondents agreed that Carrying out lecturer’s audit by subject of qualification for effective management of higher education in the institution, Checking number of lecturers against courses and classes to be taught based on standard class size, Find out areas of



lecturers shortage on a regular basis, Carrying out skills deficiency test on lecturers to determine areas they need upgrading, and Making request for lecturers in specific areas to fill the areas of lecturer's shortage in the school caused by transfer, retirement, death, inadequacy and withdrawal for effective management of higher education provision in public tertiary institutions in Rivers State to a high extent as they agreed on items 21, 22, 23, 24 and 25 with the weighted mean scores of 3.15, 2.91, 3.08, 3.04, and 3.95 respectively which were all above the criterion mean scores of 2.50.

Again, the overall weighted mean score of 2.87 shows that the respondents agreed that to a high extent planning by lecturer enhanced effective management of higher education in public tertiary institutions in Rivers State.

### Test of Hypotheses

**Hypothesis One:** There is no significant relationship between supervision of instructions and effective management of higher education in public tertiary institutions in Rivers State.

**Table 3: Pearson's Product Moment Correlation Analysis of significant relationship between supervision of instructions and effective management of higher education in public tertiary institutions in Rivers State**

Variables	N	R	r-squared	Remarks
<b>Supervision of instructions</b>	216	0.43	0.18	Positive Low Relationship Significance
<b>Effective management of higher education</b>				

Table 3's outcome revealed that the obtained correlation coefficient was 0.43. This indicates that there is a moderately favourable association between competent administration of higher education in public tertiary institutions in Rivers State and the supervision of instructions. With a correlation value of 0.43, the coefficient of determination ( $R^2$ ) was 0.18. According to the coefficient of determination ( $R^2$ ), effective administration of higher education in public tertiary institutions in Rivers State was accounted for by 18% of instruction supervision. This shows that 82% of the management of higher education in public tertiary institutions in Rivers State is affected by external variables. As a result, at Rivers State's public tertiary institutions, there is a moderately good link between instruction supervision and efficient management of higher education.

**Hypothesis Two:** There is no significant relationship between planning by lecturer and effective management of higher education in public tertiary institutions in Rivers State.





**Table 4: Pearson’s Product Moment Correlation Analysis of significant relationship between planning by lecturer and effective management of higher education in public tertiary institutions in Rivers State.**

Variables	N	R	r-squared	Remarks
Planning	216	0.42	0.18	Positive Low Significance Relationship
Effective management of higher education				

Table 4's outcome revealed that the obtained correlation coefficient was 0.42. This indicates that good administration of higher education in public tertiary institutions in Rivers State is positively correlated with lecturer planning. With a correlation value of 0.42, the coefficient of determination (r-squared) was 0.18. This coefficient of determination (r-squared) shows that good administration of higher education in public tertiary institutions in Rivers State was attributed to 18% of planning by lecturers. This shows that 82% of the successful administration of higher education in Rivers State's public tertiary institutions was due to external causes. As a result, there is virtually little correlation between successful administration of higher education in public tertiary institutions in Rivers State and professor planning.

**Discussion of the Findings**

The study's findings revealed a somewhat good association between instruction supervision and efficient management of higher education in Rivers State's public tertiary institutions. This conclusion is consistent with a research on educational leadership and management (ELM) by Ololube et al. (2018) titled Institutional Leaders' Value Functions for Effective Management of Universities. The findings of this study indicated that the failed and ineffective administration of universities in Nigeria may be attributed to institutional leaders' lack of values such as integrity, effectiveness, competence, honesty, accountability, and justice. A research on the use of instructional leadership practise by principals for secondary school efficiency in Oyo state was also carried out by Onyali and Akinfolarin (2017). The study's results showed, among other things, that there is no statistically significant difference between teachers' and principals' mean ratings of the efficacy of secondary schools in Oyo State when principals apply instructional monitoring procedures.

The study's conclusions revealed that there is no correlation between successful administration of higher education in public tertiary institutions in Rivers State and lecturer planning. This conclusion is consistent with a research on educational leadership and management (ELM) by Ololube et al. (2018) titled Institutional Leaders' Value Functions for Effective Management of Universities. The findings of this study indicated that the failed and ineffective administration of



universities in Nigeria may be attributed to institutional leaders' lack of values such as integrity, effectiveness, competence, honesty, accountability, and justice. Additionally, Namutebi (2019) conducted research on lecturers' job performance and instructional leadership at Uganda's public institutions. A good and important predictor of lecturers' work success, according to the findings, is instructional leadership. These results imply that lecturers' work performance may be improved by improving instructional leadership by providing them with enough instructional materials and properly supervising and monitoring them.

## Conclusions

This study has established that instructional leadership by supervision of instructions, and planning by lecturer **influenced** effective management of higher education in public tertiary institutions in Rivers State **to a high extent**. It indicated that supervising and evaluating the instruction given to lecturers would create positive impact in teaching for effective management of higher education provision. Supervision and evaluation of instruction gives opportunity for the introduction of a new curriculum to be used by lecturers in carrying out teaching activities for effective management of higher education provision. Furthermore, it was deduced that promoting professional development builds on the lecturers teaching capacity for effective management of higher education provision and that providing adequate remuneration for lecturers guarantees lecturers' effectiveness in teaching the student for effective management of higher education provision. The implication is that, instructional leadership by supervision of instructions, staff development, quality management, promoting staff competency, and planning by lecturer **influenced** effective management of higher education in public tertiary institutions in Rivers State.

## Recommendations

Base on the findings the researcher makes the following recommendations.

1. Leaders of tertiary institutions should supervise lecturers in their classes intermittently and their supervision should not aim at fault-finding or witch-hunting, but should aim at improving the quality of instruction and learning situations.
2. The ministry of education and tertiary institution management should create different modalities on instructional leadership to enhance quality tertiary education delivery.

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