

# School Leadership Skills and Quality Assurance Predictor as Correlate of Lecturers' Effective Instructional Delivery in State Colleges of Education in South East, Nigeria

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#### **School Leadership Skills and Quality Assurance Predictor as Correlate of Lecturers' Effective Instructional Delivery in State Colleges of Education in South East, Nigeria**

##### **Abstract**

The study examined the relationship between school leadership skill, quality assurance predictor and lecturers' effective instructional delivery. The research questions and three null hypotheses guided the study. The study adopted a correlational design. The design was used to ascertain the relationship between school leadership skills and quality assurance on lecturers' effective instructional delivery in state colleges of education in South East, Nigeria. The population for the study was 439 lecturers in State College of Education in South East, Nigeria. The sample size for this study was 321 lecturers. There was no sampling technique for the study since the population of the study was manageable and controllable by the researcher. It was on this basis that the researcher employed census sampling which paved way for the researcher to study the entire population. The instruments for data collection were the researcher's developed three sets of questionnaires titled 'School Leadership Skills Questionnaire (SLSQ), Quality Assurance Predictor Questionnaire (QAPQ)' and 'Lecturers' Effective Instructional Delivery Questionnaire' (LEIDQ). Four experts from the school of education validate the instruments. Pilot test (test-retest method) was used to determine the reliability of the instruments which yielded an index of .71, .77 and .81 for SLSQ, QAPQ and LEIDQ respectively. The researcher sought the help of two adequately briefed research assistants who helped in the administration of the copies of the Questionnaires to the respondents. The data collected from the field were analyzed using Pearson Moment Correlation Coefficient to answer the research questions 1 and 2 while research question 3 was analyzed using Scheffe's test to ascertain the predictive relationship of the independent and dependent variable. Linear Regression analysis (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Decision rule for result acceptance; below index was interpreted as: 0.00-No relationship, 0.01-0.20-very low relationship, 0.21-0.40 -low relationship, 0.41-0.60-moderate relationship, 0.61-0.80-high relationship, 0.81-0.99 very high relationship, and 1.00-perfect relationship. More so, null hypotheses were accepted as the alternative rejected if the F ratio is less than the f-critical. School leadership skill and quality assurance predictor to a very high extent relate with lecturers' instructional effectiveness in state colleges of education in South East, Nigeria; that instructional leadership to a high extent, relates to lecturers' effective instructional delivery. The coefficient of determination ( $R^2$ ) of 0.596 indicates that 60% of the lecturers' effective instructional delivery could be accounted for by the supervisory instructional leadership style of the college management amongst others. Based on the findings of the study, the researcher recommended amongst others; that National Commission for Colleges of Education (NCCE) should ensure that all the programs and courses offered in Nigerian Colleges of Education are accredited to ensure effective instructional delivery.

**Key words: school leadership skill, quality assurance, instructional leadership, accreditation of academic programs, and lecturers' effective administration.**

##### **Introduction**

Leadership in educational system helps in human resource management, infrastructural management, and instructional effectiveness as well as ensures prudent utilization of financial resources available in the system for quality educational outcome. In essence leadership entails been in charge of organizations or group affairs with the ability and will to control, command and compel such followers to use resources available to arrive at the expected results. Nwokoji (2017) defined leadership as a body of people who lead and direct the activities of group towards a shared goal. Leadership therefore could be defined as the process of guiding and controlling human activities in a given organization for the purpose of achieving sustainable stated goals. Anuonye (2023) noted that leadership position is of great importance to every

organization as such, leadership becomes a drive to organizational success in secondary schools amongst principals since, and not all situations can be handled by mere routine behavior.

School leadership is the administrators leading ability in the areas of instructional leadership, supervisory leadership and contemporary communication leadership amongst others. Leaders in different organizations occupy a management position and are seen as models by their sub-ordinates which unfortunately most leaders have their natural personality and approaches in handling issues and dealing with people in their work places or establishment which the educational system is inclusive. Ogedi and Ugwokaegbe (2024) sees school leadership as a corporate or institutional based and organized means of satisfying educational needs as well as motivating its workforce for the purpose of enhancing high level of productivity. Iadipo, Jamilah, Abdul-daud, Jeffery and Salami in Anuonye (2023) observed that the success or failure of proper organizations, nations and other social units has been largely credited to the nature of their leadership style. Bass in Nanjundeswaraswamy and Swamy (2014) divided leadership style into transformational leadership, transactional leadership, institutional leadership, supervisory leadership and cultural leadership. For the purpose of this study, the researcher would consider only institutional leadership.

The school leaders as the instructional head should exhibit and ensure a high level of joint effort with workforce (lecturers), carry out classroom visitation and monitoring as well as provide regular criticism as observed. Instructional leadership amongst secondary school principals is an essential aspect of 21<sup>st</sup> century teaching and learning activity that requires proper attention by principals. It deals with the principals' activities of assist and supporting teachers in their instructional selection as well as to improvise alternative resources for quality teaching outcome. Norhayati, Mohd, Noor & Mohd (2017) defined instructional leadership as principals' leadership behaviors aimed at promoting and improving the process of teaching and learning in schools involving teachers, students, parents, school planning, school management, school facilities and other resources. The conceptual school leadership approach emphasizes the need for instructional leaders to familiarize themselves with personal and organizational

factors affecting the teacher in the teaching process. The organizational factors include role ambiguity, work overload, decision making supervisory support, classroom climate, role conflict and support from colleagues while the personal factors include as intra-personal, life stage, teaching assignment, level of self-concept, experience in education and aptitude in particular subject area. Onwuchekwa (2016) noted that classroom climate and visitation involves observation of a teacher and analyzing his or her classroom practices, the teaching-learning process, teacher's personality, student-teacher interactions, lesson notes and lesson delivery.

Saliently, Instructional leadership involves instructional time management, enforcing time scheduled for instructional, examinations/testing guidelines, and other student activities are maintained. It also ensures monitoring of instructional activities and programs as part of their leadership activity. Anuonye (2023) averred that school leadership should demonstrate a high sense of instructional leadership with priority on regular classroom inspection, clear evaluation criteria, feedback on teaching-learning for the purpose of increasing performance, improvement and effectiveness instruction delivered.

Quality assurance remains a standard as compared to other related facts or events. It therefore implies that quality assurance deals with monitoring, assessment and evaluation of a standard set in an organization towards achieving a stated goals or objectives. This is to say that there is a specification in which the organization (education system) is expecting to maintain in its activities in either setting a pace or maintaining its stand in both internal and external environments. Elassy (2015) defined quality assurance as the process of ensuring educational stakeholder that education offered by the university is "fit for purpose". Matovu (2017) defined quality assurance as a collection of policies, procedures, systems, and practices designed to achieve, maintain, and enhance quality of education offered.

Quality assurance therefore is the process of monitoring and evaluating the set policies and program of an institution for maintaining reputation and standard at all levels of competitive market. The adequacy of quality assurance factors and its application enhances sustainable development of the school community and the larger community. This entails that the universities are expected to meet certain certification that

relates to academic issues, student-personnel administration, staff-personnel administration, students' ratio, funding, infrastructural development, school plant planning, policy formulation and implementation, academic approval (accreditation of departments & courses) and other indicators that depicts quality sustenance in the education system. Agreeing to this fact, National University Commission defined quality assurance as the key component to successful internationalization, a mechanism for building institutional reputation in the competitive local and global setting which is the foundation for consumers' safety. Ozioko (2018) contended that quality assurance is a planned and systematic review process of an institution or an infrastructure are being met, maintained and enhanced. These quality assurance factors include; accreditation of courses and curriculum implementation amongst others.

The accreditation exercise is the primary responsibilities of the National Commission for Colleges of Education (NCCE) which is done by team of experts, mostly from the colleges of education. The exercise in its purpose geared towards promoting compliance with required standards and other regulations in higher education, with regard to the improvement of quality in colleges of education in the area of teaching, research and community service amongst others. Oliver, Nwosu and Ugwu in Ebochuo and Awa (2022) defined accreditation of program as an exercise that assures employers and other members of the community that Nigerian graduates of all academic program have attained an acceptable level of competency in their areas of specialization. National Universities Commission in Akpan, and Etor (2016) defined accreditation as a certification to the international community that the programs offered in Nigerian universities are of high standards and their graduates are adequate for employment and for further studies.

It must be pointed out that government approved Minimum Academic Standard documents for providing minimum course content in each degree program, minimum floor space for lecture and laboratory facilities for students. It also encompasses minimum amount of laboratory space, library, minimum staff-student ratio for effective teaching and learning in any particular discipline. National Universities Commission (2012) noted that the progress recorded by the National University Commission (NUC) in

tertiary institution could be significantly linked to the effective coordination that it has provided for university education, as well as the collaborative efforts of the universities in promoting quality service delivery in teaching, research and community service. Curriculum implementation thus is a surrogate of quality assurance for discourse in this study.

Instructional delivery amongst lecturers is a very important aspect of educational system that measures the effectiveness of input-output system. Instructional delivery looks at the evaluation of the teaching and learning exercise in the university education system, because, it is only when teaching and learning take place that one can assume that efficiency has occurred in the pursuit of educational goals. Akinz (2011) defined instruction as the whole process applied for learning to occur and to ensure the development of the target school people behaviour for the function of impacting the learner with adequate knowledge, attitude, value and skill to apply what he/she has learnt after instruction has been completed. The tertiary education serves as a channel through which right skills, knowledge and competence and its application are being transmitted to the learners as well assist the learners to apply what they have learnt or acquired.

#### **Statement of problem**

It has been observed that most state colleges of education are faced with poor quality assurance and poor school leadership skills which often times affects their instructional activities. These factors of poor-quality assurance often result to ineffective delivery of instruction thus quality assurance strategies and good school leadership skills become relevant in the university environment.

Ideally, there is need for quality assurance and efficient school leadership in the college community for the purpose of achieving effective instructional delivery among lecturers. This should incorporate adequate accreditation of programs, routine supervision of lecturers' academic activities, curriculum implementation, training and re-training of lecturers, provision of good work condition, and ensuring quality control strategies to enhance lecturers' instructional delivery.

Currently, there has been an observed degeneration in the academic performance, attitude and values among college of education students and graduates as a result of ineffective instructional delivery of lecturers caused by poor quality assurance predictors and unperformed school leadership in the colleges of education. One may wonder if the high rate of failure among students especially in oral examinations and interview is not the reflection of instructional quality delivery in the various colleges of education. The problem of lecturers' low morale and non-challant attitude in discharging their instructional responsibilities has resulted to students' impersonation, currently using Artificial Intelligence to carry out examination malpractice, and social violence within and outside the school. Inadequate supervision of lecturers' instructional activities, loss of program accreditation or non-accreditation of program, poor resources verification resources, poor school leadership, un-implementation of curriculum, uncondusive work condition among lecturers has manifested in lecturers' unwillingness to participate efficiently in quality instructional delivery. The problem of this study therefore, is to determine the extent to which school leadership skills and quality assurance predictors correlates with lecturers' effective instructional delivery in College of Education in South East, Nigeria.

#### **Purpose of the Study**

The study determined the extent to which school leadership skills and quality assurance predictors as correlates of lecturers' effective instructional delivery in College of Education in South East, Nigeria.

Specially, the study sought to;

1. determine the extent to which instructional leadership relate to lecturers' effective instructional delivery.
2. determine the extent to which accreditation of academic program relate to lecturers' effective instructional delivery.
3. determine the extent to which school leadership skills and quality assurance predictors jointly relate to lecturers' effective instructional delivery.

#### **Research questions**

The following research questions guided the study. They are;

1. to what extent to does instructional leadership relate to lecturers' effective instructional delivery?
2. what is the extent relationship between accreditation of academic program and lecturers' effective instructional delivery?
3. to what extent does school leadership skills and quality assurance predictors jointly relate to lecturers' effective instructional delivery?

#### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study.

H0<sub>1</sub>: There is no significant relationship between instructional leadership and lecturers' effective instructional delivery.

H0<sub>2</sub>: There is no significant relationship between accreditation of academic program and lecturers' effective instructional delivery.

H0<sub>3</sub>: There is no significant joint relationship between school leadership skills, quality assurance predictors, and lecturers' effective instructional delivery.

#### **Theoretical review**

This study was built on **Fielder's contingency theory of leadership (1967)**

The fielder's contingency theory was propounded by Tom Burns and Stalker of Britain and pawl Lawrence and Jay Lorsch of the United States of America in 1960 but was expanded by Fielder in 1967. The theory stated that effective group performance depends on the proper match between leader's style of interaction with subordinate and the situation. The implication of this proposition is that for any school administrator to achieve enviable results with the workforce in the school system, there is need to match leadership style to any given situation. This is on the presumption that no one-leadership style is appropriate for every situation. The different leadership styles will have different impacts in different situations. Fielder pointed out that effectiveness of a leader or the performance of a group is dependent on the interaction of the leaders skill or behavior and certain characteristics of the



situation such as leader-member relations, task structure and leaders position power. Leader-member relations thus are seen as the degree of confidence, trust and respect the subordinates have in the leader. If high or considered good, will make it easier for the exercise of influence and leading informally without having to rely on formal rank, authority and directives to accomplish organizational goals. This simple mean that the quality of leader-member relations is the most important influence on the school administrators' effectiveness and efficiency in achieving quality standard as well as meeting with the educational demand.

The task structure refers to the degree to which the task to be accomplished is programmed. The task may be structured, routine or spelled out via established procedures. This is the degree to which duties are simplified for easy understanding of subordinate. Fielder argued that the more the task structure is simplified, the greater the influence of the leader on administrative effectiveness and performance. Leader position power thus is seen as the power inherent in the leadership position measured by the degree to which the leader can reward, punish, promote and demote subordinate employees in the work group. However, in determining the leader's position power, questions as to whether a school administrator can recommend reward and punishment of his or her boss; punish or reward subordinates on his or her own and recommend promotion or demotion of subordinates are observed. Fielder also comments that such questions provide a profile of high or low position power. The position power can vary from strong to weak, hence the more control leaders have over reward and promotion, the greater their position power and the greater their influence on effective and efficient school management. The implication of this theory to this study is that the school leadership (College administrator's) ability to adapt and enforce good management-workforce relation in the school through enforcement of instructional and supervisory leadership as well as quality assurance measures in the college would help propel effectiveness in the lecturers areas of job task (effective instructional delivery).

#### **Methodology**

The study adopted a correlational design. The design was used to ascertain the relationship between school leadership skills and quality assurance on lecturers' effective instructional delivery in state colleges of education in South East, Nigeria. The population for the study was 439 lecturers in State College of Education in South East, Nigeria. The sample size for this study was 321 lecturers. There was no sampling technique for the study since the population of the study was manageable and controllable by the researcher. It was on this bases that the researcher employed census sampling which paved way for the researcher to study the entire population. The instruments for data collection were the researcher's developed three sets of questionnaires titled 'School Leadership Skills Questionnaire (SLSQ), Quality Assurance Predictor Questionnaire (QAPQ)' and "Lecturers' Effective Instructional Delivery Questionnaire" (LEIDQ). Four experts from the school of education validate the instruments. Pilot test (test-retest method) <sup>13</sup> was used to determine the reliability of the instruments which yielded an index of .71, .77 and .81 for SLSQ, QAPQ and LEIDQ respectively. The researcher <sup>21</sup> sought the help of two adequately briefed research assistants who helped in the administration of the copies of the Questionnaires <sup>6</sup> to the respondents. The data collected from the field were analyzed using Pearson Moment Correlation Coefficient to answer the research questions 1 and 2 <sup>24</sup> while research question 3 was analyzed using Schiffes <sup>25</sup> test to ascertain the predictive relationship of the independent and dependent variable. <sup>1</sup> Linear Regression analysis (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Decision rule for result acceptance; below index was interpreted as: 0.00-No relationship, 0.01-0.20-very low relationship, 0.21-0.40 -low relationship, 0.41-0.60-moderate relationship, 0.61-0.80-high relationship, 0.81-0.99 very high relationship, and 1.00-perfect relationship. More so, null hypotheses were accepted as the <sup>20</sup> alternative rejected if the F ratio is less than the f-critical.

## Results

Out <sup>11</sup> of 431 copies of the questionnaire administered to the respondents, 321 copies were adequately filled and returned which gave 74.5% return rate. 69 copies were not adequately filled which gave 16% data cleansing rate while 41 copies of the questionnaire were not returned from the field which

gave 9.5% mortality rate. Based on this, the researcher carried out the analysis of this study based on the 321 copies of the questionnaire returned.

#### Research Question One

To what extent to does instructional leadership relate to lecturers' effective instructional delivery?

**Table 1: Correlation matrix between instructional leadership and lecturers' effective instructional delivery**

|      |                | SLS            | LEID |
|------|----------------|----------------|------|
| SLS  | Pearson        | 1              | .772 |
|      | N              | 321            | 321  |
|      | R <sup>2</sup> | (0.596)<br>60% |      |
| LEID | Pearson        | .772           | 1    |
|      | N              | 321            | 321  |

ILS= instructional leadership, LEID= lecturers' effective instructional delivery

Data on table 1 shows a correlation coefficient of 0.772 which is positive and within the coefficient range of 0.61 - 0.80 which indicates a high extent relationship. This result indicates that instructional leadership to a high extent, relates to lecturers' effective instructional delivery. The coefficient of determination ( $R^2$ ) of 0.596 indicates that 60% of the lecturers' effective instructional delivery could be accounted for by the supervisory instructional leadership style of the college management.

#### Hypothesis One

There is no significant relationship between instructional leadership and lecturers' effective instructional delivery.

**Table 2: Regression analysis on extent of relationship between instructional leadership and effective instructional delivery**

| Model      | Sum of Squares | df  | Mean Square | F       | Sig.              |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 23187.076      | 1   | 23187.076   | 215.587 | .000 <sup>b</sup> |
| Residual   | 34309.321      | 319 | 107.553     |         |                   |
| Total      | 57496.397      | 320 |             |         |                   |

The data on table 2 indicates a P-value of .00 which is less than 0.05 alpha level. This implies that the hypothesis of no significant relationship earlier stated was rejected and alternate upheld. Therefore,

there is a significant relationship between instructional leadership and lecturers' effective instructional delivery in colleges of education in south east, Nigeria.

### Research Question Two

what is the extent relationship between accreditation of academic program and lecturers' effective instructional delivery?

**Table 3:** Correlation matrix between Accreditation of academic programs and lecturers' effective instructional delivery

|      |                | AAP            | LEID |
|------|----------------|----------------|------|
| AAP  | Pearson        | 1              | .894 |
|      | N              | 321            | 321  |
|      | R <sup>2</sup> | (0.779)<br>78% |      |
| LEID | Pearson        | .894           | 1    |
|      | N              | 321            | 321  |

AAP=Accreditation of Academic Programs, LEID= Lecturers' Effective Instructional Delivery

The data on table 3 reveals a correlation (r) of 0.894 which is positive and within the coefficient range of 0.81 - 0.99 which indicates a very high extent relationship. This result indicates that accreditation of academic programs to a very high extent, relates to effective instructional delivery. The coefficient of determination (R<sup>2</sup>) of 0.779 indicates that 78% of the lecturers' effective instructional delivery could be accounted for by the accreditation of academic programs.

### Hypothesis Two

There is no significant relationship between accreditation of academic program and lecturers' effective instructional delivery.

**Table 4:** Regression analysis on extent of relationship between accreditation of academic programs and lecturers effective instructional delivery

| Model      | Sum of Squares | Df  | Mean Square | F       | Sig.              |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 22415.221      | 1   | 22415.221   | 208.673 | .000 <sup>b</sup> |
| Residual   | 34266.213      | 319 | 107.418     |         |                   |
| Total      | 56681.434      | 320 |             |         |                   |

The data on table 4 indicates a P-value of 0.00 which is less than the alpha level of 0.05. This implied that the null hypothesis was rejected and alternate hypothesis accepted. Therefore, there is significant relationship between accreditation of academic programs and lecturers' effective instructional delivery.

### Research Question Three

to what extent does school leadership skills and quality assurance predictors jointly relate to lecturers' effective instructional delivery?

**Table 5:** Scheffe's test on predictive contribution between School Leadership Skill (instructional leadership), Quality Assurance Predictors (accreditation of academic programs) and lecturers' effective instructional delivery.

|       |                     | IL  | QA | LEID          |
|-------|---------------------|-----|----|---------------|
| ILS   | Pearson Correlation | 1   |    | .783 (39.15%) |
|       | N                   | 321 |    |               |
| AAP   | Pearson Correlation |     | 1  | .910 (46.65)  |
|       | N                   | 321 |    | 321           |
| Joint | Pearson Correlation |     |    | 933 (85.8%)   |
|       | N                   | 321 |    | 321           |

SLS= school leadership skill, QAP= quality assurance predictor \*. Correlation is significant at the 0.05 level (2-tailed)

Data on table 5 indicate a correlation coefficient (r) of .783 which is positive and within the coefficient limit or range of 0.61-0.80 indicating high relationship. This result shows that school leadership skill to high extent, relates to effective instructional delivery. The table also shows a correlation coefficient (r).910 which is positive and within the coefficient limit or range of 0.81-0.99 indicating very high relationship. This result implies that accreditation of academic programs to a very high extent, relate to lecturers' effective instructional delivery.

More so, the table also shows that the predictive indices of school leadership skill (instructional leadership) are .783, and .910 for that of quality assurance predictor (accreditation of academic programs) respectively. These represent 39.15, and 46.65 percentages of relative contribution for instructional leadership skill and accreditation of academic programs respectively on lecturers' effective instructional delivery.

In other words, accreditation of academic programs has the highest percentage contribution of 46.65 %, which was followed by school leadership skills with 39.15 % relative contribution.

### Hypothesis Three

There is no significant joint relationship between school leadership skills, quality assurance predictors, and lecturers' effective instructional delivery.

**Table 6: Multiple regression analysis of school leadership skills (instructional leadership), quality assurance predictor (accreditation of academic programs) and Lecturers' effective instructional delivery**

| Model      | Sum of Squares | Df  | Mean Square | F       | Sig.              |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 82154.328      | 5   | 16430.866   | 113.499 | .000 <sup>b</sup> |
| Residual   | 45601.332      | 315 | 144.767     |         |                   |
| Total      | 127755.66      | 320 |             |         |                   |

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data on table 6 above revealed that school leadership skill and quality assurance predictor significantly relate to effective instructional delivery. This is shown by the P- value of 0.00 which is less than the 0.05 alpha level. Since the probability value of .000 is less than the alpha value of 0.05, the hypothesis of no significant relationship was rejected and the alternate accepted. Therefore, there is a significant relationship between school leadership skill and quality assurance predictor and effective instructional delivery.

### Findings of the study

The following findings were emerged from the analysis

- that instructional leadership to a high extent, relates to lecturers' effective instructional delivery. The coefficient of determination ( $R^2$ ) of 0.596 indicates that 60% of the lecturers' effective instructional delivery could be accounted for by the supervisory instructional leadership style of the college management.

2. that accreditation of academic programs <sup>1</sup> to a very high extent, relates to effective instructional delivery. The coefficient of determination ( $R^2$ ) of 0.779 indicates that 78% of the lecturers' effective instructional delivery could be accounted for by the accreditation of academic programs.
3. School leadership skill and quality assurance predictor <sup>1</sup> to a very high extent relate with lecturers' <sup>3</sup> instructional effectiveness in state colleges of education in South East, Nigeria.

#### Discussion of the findings

The findings of the study were discussed below based on the major findings of the study.

#### Instructional leadership skill and lecturers' effective instructional delivery

The results also showed that instructional leadership <sup>1</sup> significantly to a high extent relate to lecturers' effective instructional delivery. The results specifically indicated that availability of instructional resources, instructional initiative training, improved instructional planning, and school leadership instructional role among others greatly enhanced the effectiveness of lecturers in the delivery of instruction. The results implied that lecturers' could be more prepared to deliver their jobs responsibility when they are well exposed to contemporary issues in with regards to instructional delivery. The results agreed with Muhammad, Sobia., and Abdurrahman (2017) who in their findings noted that <sup>8</sup> instructional resource provider, maintaining visible presence, teachers' professional development, maximizing instructional time, monitoring student progress, giving feedback on teaching and learning process enhances effective delivery of instruction. Identifying with the results which is in alignment with the work of Anuonye (2023) which found that instructional leadership style <sup>4</sup> significantly to a positive moderate extent correlate with principals' administrative effectiveness in public secondary schools.

#### Accreditation of academic programs and lecturers' effective instructional delivery.

The results revealed that accreditation of academic program <sup>1</sup> significantly to a very high extent relate to lecturers' effective instructional delivery. The results specifically implied that when minimum standard

of courses are maintained, well-equipped departmental library is made available, competent lecturers are employed, instructional activities are well-articulated and adequate lecturer-students ration is maintained, effectiveness in lecturers in instructional delivery becomes obtainable. In other words, lecturers could be ineffective in their attitude and performance to jobs when these factors are not in place in the college. The results corroborated Akpan and Etor (2016) who in his study <sup>26</sup> **accreditation of academic programmes and quality university education** which revealed among others that accreditation of university academic programmes improve academic programmes as it ensures that lecturers that teach are qualified and work with adequate resources give out their best.

<sup>16</sup>

## Recommendations

1. National Commission for Colleges of Education (NCCE) should ensure that all the programmes and <sup>23</sup> **courses offered in Nigerian Colleges of Education** are accredited <sup>to</sup> ensure effective instructional delivery.
2. There is need for regular leadership training and retraining of Colleges administrators <sup>4</sup> **on the proper application of instructional leadership approach to ensure high administrative effectiveness.**
3. College administrators should endeavour to conduct seminars and workshops on contemporary instructional processes for lecturers' so as to update their known on global perspective of instructional delivery.

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