

REVIEWER'S REPORT

Manuscript No.: IJAR-52162

Date: 12-06-2025

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

Recommendation:

Accept as it is.....YES.....

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			√	
Techn. Quality			√	
Clarity		√		
Significance			√	

Reviewer's Name: Shafiya Akhter

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

Abstract Review:

The abstract effectively communicates the central focus of the research, which is to investigate the relationship between school leadership skills, quality assurance mechanisms, and the effectiveness of lecturers' instructional delivery in State Colleges of Education in South East, Nigeria. The use of a correlational design is appropriately justified and aligns with the research questions and hypotheses presented. The study population and sampling approach are clearly described, with a full census method enhancing the validity of the results. Instrument development, validation, and reliability testing demonstrate methodological rigor. The use of Pearson Correlation, Scheffe's test, and ANOVA is suitable for the research goals. The

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interpretation framework for correlation coefficients is explicitly detailed, providing clarity for result analysis. The findings reveal a high to very high positive correlation between the predictors and instructional delivery, with a substantial coefficient of determination ($R^2 = 0.596$), emphasizing the practical significance of the identified relationships. The conclusion is consistent with the empirical data, and the abstract includes a succinct recommendation that supports educational policy implications.

Introduction Review:

The introduction offers a comprehensive and contextual framing of the role of leadership within educational systems, particularly as it pertains to human, infrastructural, instructional, and financial resource management. The definition of leadership is supported with theoretical perspectives and grounded in scholarly references, such as Nwokoji (2017), providing a credible foundation for the study. The conceptual clarity and link to quality assurance and instructional effectiveness are clearly established, setting a logical premise for the study. The narrative successfully justifies the need to examine these interrelated variables within the Nigerian educational context, particularly within Colleges of Education in the South East geopolitical zone.

Evaluation Summary:

This study presents a sound, empirically grounded exploration of the associations between educational leadership, quality assurance, and instructional delivery effectiveness. The design and methodology demonstrate internal consistency and academic rigor. The articulation of findings and statistical interpretations are appropriate for the study's objectives. The work contributes meaningfully to the growing body of research on leadership in education, offering data-driven insights relevant for educational policymakers, administrators, and institutional stakeholders.
