



Quality Of Instructional Leadership Development And Effective Management Of Higher Education In Public Tertiary Institutions In Rivers State

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ABSTRACT

The study investigated quality of staff development and effective management of higher education in public tertiary institutions in Rivers State. The population of the study comprised of all principal officers in the public tertiary institutions in State of Rivers. Using a stratified random sampling approach, the Taro Yamane formula-determined sample size of 228 will be taken from a population of 533 people. 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 findings revealed the average ratings and standard deviation for how much staff development improves the efficient administration of higher education in Rivers State's public tertiary institutions. The study's findings revealed a positive low relationship between staff development and effective management of higher education in public tertiary institutions in Rivers State, a moderately positive relationship between quality management and effective management of higher education in public tertiary institutions in Rivers State, and a positive moderate relationship between fostering staff competency and effective management of higher education. The study therefore recommended that the ministry of education and tertiary institution management should organize leadership workshops and development seminars for tertiary institution leaders to ensure quality education delivery.

Keywords: Quality, Instructional, Leadership, Development, Management

INTRODUCTION

The focus of quality education is on improving educational circumstances and output metrics, namely student academic accomplishment (Farhat, Zarghuna, Khalid, Ashiq & Muhammad, 2012). An indication of a high-quality education is the instructional leader's ability to efficiently manage class time and monitor instruction in order to support the delivery of high-quality instruction that provides students with rich learning opportunities for strong academic performance. In the context of this study, the ability of the instructional leader to enhance the learning environment to support the achievement of educational goals and objectives is referred to as quality education (Patrick, 2021). There must be sufficient inputs in the form of strong instructional leadership techniques, effective management practises, and an enabling teaching and learning environment that results in students' academic accomplishment in order to measure the quality of education. The responsibility of the instructional leader is to guarantee timely and effective delivery of teaching to support school performance through supervision and time management to promote scheme of work coverage (Patrick, 2022).

In the context of this study, tertiary instructional leaders are individuals employed in the institution to serve in principal capacities such as; Vice-chancellor/Rector, Registrar, Bursar, Librarian, Dean of

Faculty, Heads of Department, Director of Schools, and Course Coordinator; whose functions are centered on supportive role and the provision of resources for lecturers. They also supervise the activities of lecturers to ensure quality tertiary education is delivered in the teaching-learning process (Patrick, 2022). Tertiary institutions have a different nomenclature such as; Colleges of Education, Polytechnics, Monotechnics and Universities which are institutionalized with the capacity to sharpen and pattern the character of the learner via teaching and learning process. The learning process is typically exercised by the lecturer who elucidates the learners' narrow-mindedness from primitive thought into a more organized and scientific driven mind-set for the advancement and transformation of a life-long educational prosperity (Patrick, 2023). Thus, the application of relevant teaching techniques with respect to instructive programs in-line with the course of study in the actualization of the institutions educational quality delivery becomes a priority.

Statement of the Problem

Student achievement is facilitated by 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 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. More so, the tertiary educational standards in Nigeria are falling due to the use of lecturers who are unqualified to serve as classroom educator. The non-provision of relevant learning resources and effective supervision are indicators as to whether quality education delivery is achievable. Due to the aforementioned challenges, this study will investigate the quality of instructional leadership development and 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 quality of staff development and effective management of higher education in public tertiary institutions in Rivers State. The specific objectives of this study are to;

1. examine the impact of staff development on effective management of higher education in public tertiary institutions in Rivers State.
2. investigate the impact of quality management on effective management of higher education in public tertiary institutions in Rivers State.
3. identify the impact of promoting staff competency 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 staff development influence effective management of higher education in public tertiary institutions in Rivers State?
2. To what extent does quality management influence effective management of higher education in public tertiary institutions in Rivers State?
3. To what extent does promoting staff competency 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.

HO₁: There is no significant relationship between staff development and effective management of higher education in public tertiary institutions in Rivers State.

HO₂: There is no significant relationship between quality management and effective management of higher education in public tertiary institutions in Rivers State.

HO₃: There is no significant relationship between promoting staff competency and effective management of higher education in public tertiary institutions in Rivers State.

METHODOLOGY

In this work, correlational survey design was used. 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. The stratified random sampling approach will be used to choose the 228-person sample size from a population of 533 people. This sample size was calculated using the Taro Yamane formula. 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 at a 0.05 level of significance using the Pearson Product Moment Correlation coefficient.

RESULTS AND DISCUSSION OF FINDINGS

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

Table 1: Mean ratings and standard deviation on the extent staff development enhance effective

S/N	Item Statement	\bar{X}_2	SD ₂	Decision
1	Promoting professional development advances the lecturers' teaching experience teaching for effective management of higher education in the institution.	2.93	1.02	High Extent
2	Promoting professional development builds on the lecturers teaching capacity for effective management of higher education provision.	2.98	1.0	High Extent
3	Promoting professional development transforms the lecturer to dwell more on ethical professionalism in teaching for effective management of higher education provision.	2.98	1.01	High Extent
4	Promoting professional development through on the job training and seminars could enhance the lecturers' ability in teaching for effective management of higher education provision.	2.92	1.04	High Extent
5	Promoting professional development advancement of the lecturers' teaching capacity for effective management of higher education provision.	2.64	0.94	Low Extent
Grand mean		2.97	2.82	High Extent

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Data on Table 1 show the mean ratings and standard deviation on the extent staff development enhance effective management of higher education in public tertiary institutions in Rivers State. The Table shows that the respondents agreed that Promoting professional development advances the lecturers' teaching experience teaching for effective management of higher education in the institution, Promoting professional development builds on the lecturers teaching capacity for effective management of higher education provision, Promoting professional development transforms the lecturer to dwell more on ethical professionalism in teaching for effective management of higher education provision, Promoting professional development through on the job training and seminars could enhance the lecturers' ability in teaching for effective management of higher education provision, and Promoting professional development advancement of the lecturers' teaching capacity for effective management of higher education provision in public tertiary institutions in Rivers State to a high extent as they agreed on items 6, 7, 8, 9 and 10 with the weighted mean scores of 2.93, 2.98, 2.98, 2.92, 2.64 respectively which were all above the criterion mean scores of 2.50.

Again, the overall weighted mean score of 2.97 shows that the respondents agreed that to a high extent staff development enhanced effective management of higher education in public tertiary institutions in Rivers State.

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

Table 2: Mean ratings and standard deviation on the extent quality management enhance effective

S/N	Item Statement	\bar{X}_2	SD ₂	Decision
6	Providing incentives for teacher motivates the lecturer to put in their best in teaching for effective management of higher education in the institution	2.62	1.01	High Extent
7	Providing adequate remuneration for lecturers guarantees lecturers' effectiveness in teaching the student for effective management of higher education provision.	2.97	0.98	High Extent
8	Providing good leadership for teacher motivates lecturer behavior into a broad teaching deliver for effective management of higher education provision.	3.16	0.98	High Extent
9	Setting attainable goals for teacher drives the lecturer to intensify teaching for the student to understand every course content for effective management of higher education	3.24	1.03	High Extent
10	Providing an ambient environment for academic activities for the teacher boost the lecturers' morale for effective management of higher education provision.	2.72	0.96	High Extent
Grand mean		2.94	2.72	High Extent

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Data on Table 2 show the mean ratings and standard deviation on the extent quality management enhance effective management of higher education in public tertiary institutions in Rivers State. The Table shows that the respondents agreed that Providing incentives for teacher motivates the lecturer to put in their best in teaching for effective management of higher education in the institution, Providing adequate remuneration for teacher guarantees lecturers' effectiveness in teaching the student for effective management of higher education provision, Providing good leadership for teacher motivates lecturer behavior into a broad teaching deliver for effective management of higher education provision, Setting attainable goals for teacher drives the lecturer to intensify teaching for the student to understand every course content for effective management of higher education, and Providing an ambient environment for academic activities for the teacher boost the lecturers' morale for effective management of higher education provision for effective management of higher education provision in public tertiary institutions in Rivers State to a high extent as they agreed on items 11, 12, 13, 14 and 15 with the weighted mean scores of 2.62, 2.97, 3.16, 3.24, and 2.72 respectively which were all above the criterion mean scores of 2.50.

Again, the overall weighted mean score of 2.94 shows that the respondents agreed that to a high extent quality management enhanced effective management of higher education in public tertiary institutions in Rivers State.

Research Question Three: *To what extent does promoting staff competency enhance effective management of higher education in public tertiary institutions in Rivers State?*

Table 3: Mean ratings and standard deviation on the extent promoting staff competency enhance effective management of higher education in public tertiary institutions in Rivers State.

S/N	Item Statement	\bar{X}_2	SD ₂	Decision
11	Promotion of lecturers are consistent with the goal of the institution towards effective management of higher education in the institution.	2.83	1.01	High Extent
12	Promotion of lecturers helps to boost their morale towards effective management of higher education in the institution.	2.92	0.98	High Extent
13	Promotion of lecturers improves their job performance towards effective management of higher education in the institution.	3.23	0.98	High Extent
14	Promotion of lecturers are enhances their job commitment towards effective management of higher education in the institution.	3.32	1.03	High Extent
15	Promotion of lecturers increases their zeal towards pursuing the institutions goal of effective management of higher education in the institution.	2.72	0.96	High Extent
Grand mean		3.00	2.72	High Extent

Data on Table 3 show the mean ratings and standard deviation on the extent promoting staff competency enhance effective management of higher education in public tertiary institutions in Rivers State. The Table shows that the respondents agreed that Promotion of lecturers are consistent with the goal of the institution towards effective management of higher education in the institution, Promotion of lecturers helps to boost their morale towards effective management of higher education in the institution, Promotion of lecturers improves their job performance towards effective management of higher education in the institution, Promotion of lecturers are enhances their job commitment towards effective management of higher education in the institution, and Promotion of lecturers increases their zeal towards pursuing the institutions goal of effective management of higher education in the institution for effective management of higher education provision in public tertiary institutions in Rivers State to a high extent as they agreed on items 16, 17, 18, 19 and 20 with the weighted mean scores of 2.83, 2.92, 3.23, 3.32, and 2.72 respectively which were all above the criterion mean scores of 2.50.

Again, the overall weighted mean score of 3.00 shows that the respondents agreed that to a high extent promoting staff competency enhanced effective management of higher education in public tertiary institutions in Rivers State.

Test of Hypotheses

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

Variables	N	R	r-squared	Remarks
Staff Development	216	0.35	0.12	Positive Low Relationship Significance
Effective management of higher education				

The outcome in Table 4 indicated that the achieved correlation coefficient was 0.351. This indicates that staff development and efficient administration of higher education in public tertiary institutions in Rivers State have a favourable low association. With a correlation value of 0.351, the coefficient of determination (r-squared) was 0.12. According to the coefficient of determination (r-squared), 12% of staff development was responsible for the efficient administration of higher education in Rivers State's public tertiary institutions. This shows that 88% 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 staff development and efficient management of higher education.

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

Table 5: Pearson's Product Moment Correlation Analysis of significant relationship between quality management and effective management of higher education in public tertiary institutions in Rivers State.

Variables	N	R	r-squared	Remarks
Quality Management	216	0.45	0.20	Positive Low Relationship Significance

Effective management of higher education

The outcome in Table 5 indicated that the obtained correlation coefficient was 0.45. This indicates that there is a mediocrelly favourable association between effective administration of higher education and quality management in Rivers State's public tertiary institutions. With a correlation value of 0.45, the coefficient of determination (r-squared) was 0.20. According to the coefficient of determination (r-squared), 20% of quality management was responsible for the efficient administration of higher education in Rivers State's public tertiary institutions. This suggests that there are additional elements that account for 80% of the efficient management of higher education in public tertiary institutions in Rivers State. As a result, at public tertiary institutions in Rivers State, there is a moderately favourable link between quality management and effective management of higher education.

Hypothesis Three: There is no significant relationship between promoting staff competency and effective management of higher education in public tertiary institutions in Rivers State.

Table 6: Pearson's Product Moment Correlation Analysis of significant relationship between promoting staff competency and effective management of higher education in public tertiary institutions in Rivers State.

Variables	N	R	r-squared	Remarks
Promoting Staff Competency	216	0.53	0.28	Positive Moderate Relationship Significance

Effective management of higher education

Table 6's outcome revealed that the obtained correlation coefficient was 0.53 there. This indicates that improving staff competency and efficient administration of higher education in public tertiary institutions in Rivers State are positively moderately correlated. With a correlation value of 0.53, the coefficient of

determination (r-squared) was 0.28. According to this coefficient of determination (r-squared), 53% of successful administration of higher education in public tertiary institutions in Rivers State was attributable to enhancing staff competency. This shows that 47% of the variance in the management of higher education in public tertiary institutions in Rivers State was caused by external causes. Promoting staff competency and efficient administration of higher education in public tertiary institutions in Rivers State are therefore somewhat positively correlated.

DISCUSSION OF THE FINDINGS

A somewhat favourable association between staff development and efficient administration of higher education in public tertiary institutions in Rivers State was found by this study. This supports the research of Oruonye et al. (2018), who looked at Taraba State University in Nigeria as a case study to evaluate the difficulties in providing high-quality higher education there. The study's findings indicate that while the number of academic staff members continues to fall, demand for and enrollment in higher education institutions in the nation have grown significantly. This has led to a lack of workers in the industry and a high staff-to-student ratio. This is made much worse by the lack of merit-based competition in student admission and staff hiring.

According to the study's findings, there is a mediocreatly beneficial association between effective management of higher education and quality management in public tertiary institutions in Rivers State. This is consistent with Namutebi's (2019) study on instructional leadership and lecturers' job performance 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 enhanced by improving instructional leadership, providing them with enough instructional tools, and properly supervising and monitoring them.

According to the study's findings, fostering staff competency and efficient management of higher education in public tertiary institutions in Rivers State are somewhat positively correlated. This supports the research of Oruonye et al. (2018), who looked at the obstacles to high-quality higher education at Nigerian state-owned institutions of higher learning through a case study of Taraba State University. The findings of the study show that the demand and enrolment in higher educational institutions in the country has increased tremendously while the population of academic staff continue to decline resulting in shortage of manpower in the sector and high staff student ratio. This is further worsened by admission of students and employment of staff which is not competitively done on merit.

CONCLUSIONS

This study has established 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 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 deducted 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. The ministry of education and tertiary institution management should organize leadership workshops and development seminars for tertiary institution leaders to ensure quality education delivery.
2. There is need to establish more centres for leaders and lecturers to equip them with instructional leadership skills and knowledge. This will help to acquaint them with the instructional procedures and practices in their schools.
3. Workshops, seminars, orientation, in-service and refresher courses should be regularly organized by the leaders to update their lecturers' skills. Experts within and outside should be invited to serve as resource persons. In other words, leaders should regularly engage lecturers in several staff development programmes to constantly update their knowledge and skills.

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