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PARAMETRES FOR MEASURING TERTIARY INSTITUTIONAL LEADERSHIP STRATEGIES FOR ENHANCING QUALITY EDUCATION SERVICE DELIVERY IN RIVERS STATE

Joseph Wesley OKACHI

Department of Educational Management,
Faculty of Education,
Ignatius Ajuru University of Education, Nigeria
joewesleyokachi@gmail.com

Everest Onwudebe NKWOR

Department of Educational management
Faculty of education
Ignatius Ajuru University of Education, Port Harcourt
everestnk10@gmail.com

ABSTRACT

This study investigated parametres for measuring tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State. Two research questions and two hypotheses guided the study. The study adopted the descriptive survey research design. The population comprised of two hundred and eighteen (218) senior officers from the three universities in Rivers State (University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education). The population drawn out from the three universities consisted of thirty (30) Deans and one hundred and eighty-eight (188) HODs representing. A sample size of twenty (20) Deans and one hundred and twenty-one (121) HODs representing 64.6% of the population served as the respondents. The stratified random sampling technique was used. A validated 10 items self-structured instrument titled Parametres for Measuring Tertiary Institutional Leadership Strategies for Enhancing Quality Education Service Delivery Questionnaire (PMTILSEQESDQ) with a reliable index of 0.80 was used to generate data. The research questions were answered using mean and standard deviation, while the hypotheses were tested at 0.05 level of confidence with t-test statistics. Findings revealed that parametres for measuring tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State involved innovative entrepreneurship, establishment/support of quality assurance system, dynamic leadership, building communication/interpersonal relationship, responsibility/commitment/respectable character, appraisal skills, proactiveness and planning skills. It was also revealed that strategies employed by institutional leadership for enhancing quality education service delivery include: capacity building, power delegation assignment, conflict resolution proactiveness, personnel resource management and accountability. The following recommendations among others were made: Both institutional leaders and educational policy makers should adopt divergence approach in addressing and realizing the aims and goals of education in our nation.

Keywords: Parametres, Measuring, Tertiary, Institutional Leadership, Strategies, Quality Education, Service Delivery, Rivers State.

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INTRODUCTION

Parametres for measuring institutional leadership are the features, qualities or characteristics institutional leaders are expected to possess or display, that is, pointers to effective management of academic institutions by institutional leaders. These parametres include but are not limited to: innovative entrepreneurship, establishment of quality assurance system, dynamic leadership, building communication/interpersonal relationship and responsibility/commitment/respectable character. Others are appraisal skill, proactiveness and planning skills.

Tertiary institutional leadership strategies for quality education service delivery include: Capacity, building, power delegation assignment, conflict resolution proactiveness, human resource management and Accountability. Institutional leaders who promote and employ the afore stated strategies and entrench a culture of learning and research, make it possible for their institutions to adhere to high standards or quality (Garwe, 2013).

Statement of the Problem

The anomalies which seem to be confronting quality education service delivery could be as a result of incompetent tertiary institutional leadership. However, a lot of the academia point accusing fingers at other banes without looking within the academic community. The importance of quality education service delivery to the development of the state and nation at large seems to be pathetically underrated by the government and other stakeholders. This has seemingly led to the lack of political will and other lapses thereby, weakening the fight against the challenges militating against quality higher education service delivery in Rivers State and Nigeria at large. There is a conclusion that states that; ‘he who fails to plan has planned to fail’. This conclusion comes to bare in the present reality towards the approach of higher education by the various stakeholders. There appears to be no sincere strategic planning towards the realization of quality higher education delivery in the state. Furthermore, a critical assessment of tertiary institutional leadership in Rivers State leaves a little to be proud of. This has contributed to the pitiful standard of higher education served by tertiary institutions in the state.

It is seemingly disheartening to note that graduates of higher institutions who are produced in their thousands on a yearly basis perhaps lack competences and ability to represent and perform in line with their training leading to stakeholders’ conclusion that many of them are half-baked. This appears to reveal the dwindling quality of the standard of higher education arising from poor administration of higher institutions by institutional leaders. The starvation of institutions of higher learning of funds by government and other stakeholders in education can best be described as unacceptably tragic.

Aims and Objectives of the Study

The aim of the study is to investigate the parametres for measuring tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State. The specific objectives of this study are to:

- Determine the parametres for measuring tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State.

- Determine the tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State.

Research Questions

- What are the parametres for measuring tertiary institutional leadership strategies for enhancing quality education service delivery?
- What are the tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers

Hypotheses

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

- There is no significant difference between the mean ratings of Deans and HODs on the parametres for measuring effective tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State
- There is no significant difference between the mean ratings of Deans and HODs on the tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State.

REVIEW OF RELATED LITERATURE

Parameters for Measuring Effective Tertiary Institutional Leadership

Parameters for measuring institutional leadership are the features, qualities or characteristics institutional leaders are expected to possess or display, that is, pointers to effective management of academic institutions by institutional leaders.

Innovative Entrepreneurship

In an era associated with scarce resources with many needs competing for attention, there is serious need for leadership and institutions in all spheres to be innovative and business minded. Clark in Saint et al. (2003) stated that responsive higher education systems are heading towards more business. This is truly a way forward to dealing with the issue of inadequate funding in the higher education system. Koko and Nwiyi (2006) stated that through innovative and entrepreneurial activities of institutions, funds can be generated. Such activities include: the sale of agricultural and other products of the institutions and renting of their physical structure.

Establishment/Support of Quality Assurance System

Quality assurance among other aims is geared towards a process which enhances customer satisfaction. One of the parameters to ascertaining effective institutional leadership is the ability of the leadership to enhance quality in both the institution and education it offers. The purpose of

this is to improve the actual quality of the process of teaching and learning through better innovative or creative practices (Mckay & Kember in Amadi, n.d.).

Dynamic Leadership

New ideas, landmark innovations and outstanding inventions come up every passing day. We live in a world that is not static but dynamic. As changes occur better solutions to societal problems emerge. It is imperative therefore, for institutional leadership to embrace and engage changes to enhance quality and boost productivity. El-khawas in Saint et al. (2003) described the approaches to institutions as determined by their leadership.

Building Communication/Interpersonal Relationship

Effective institutional leadership in the higher education system must possess the skill to build and maintain healthy professional and institutional relationship with institutional members within and other individuals or groups without, which can aid the development of their institutions. Thus, institutional leaders are expected to mobilize their members, create awareness, ensure inclusiveness, enhance corporation and understanding (Setiawati, 2016).

Responsibility/Commitment/Respectable Character

Leadership of institutions should be committed to their institutions and pursue or perform their duties with utmost responsibility. Leaders are expected to give good account of their stewardship. They should see their position as an opportunity to contribute their quota to the development of the higher education system and the nation at large. This requires sincerity of purpose.

Ololube (2017) stated that one of the possible reasons for the dysfunction and poor quality of higher education in Nigeria and other developing countries is the bankruptcy of character in institutional leadership.

Appraisal Skill

This relates to the ability or act to access the performance of individual, situations or outcomes. Institutional leadership is expected to take time to review the performance of individuals and the institution, situations and outcomes in the institution. Appraisal should be a periodic activity to enable the institution know where it is doing well and where it needs to improve (Ajadi & Adedeji, 2008). Setiawati (2016) supported the notion that leaders of higher institutions of learning must possess the skill of assessing the institution's situations. Appraisal helps to keep institutions in focus to evaluate the actions of institutions and the outcomes of actions.

Proactiveness

This is the ability of institutional leadership to strategically act to handle difficult situations and not allowing difficulties have an overwhelming effect on it. Effective institutional leaders are those who think ahead in everything they do. They make conscious efforts to engage their staff

and provide constructive solutions for the overall good of the institution (Branded World.com, 2016).

Planning Skills

This deals with the organizing of activities and determining beforehand what should be done and when it should be done. Leadership of institutions are expected to think ahead and map out strategies on how to achieve higher education goals. Thus, they are initiators of plans and not frustrated individuals begging for solution.

METHODOLOGY

Research Design

The design used for this study is the descriptive research design. The descriptive design was used as a tool to describe the characteristics of tertiary institutional leadership and the trends of quality education service delivery in Rivers State. Data was gathered, described and analysed for the purpose of obtaining accurate results and opinions from the various Deans and Heads of Departments from the three universities in Rivers State.

Population of the Study

The population of this study comprise of the three universities in Rivers State. The six (6) Deans and twenty-six (26) HODs in Ignatius Ajuru University of Education (ICT Department, Ignatius Ajuru University of Education) eleven (11) Deans and sixty-nine (69) HODs in Rivers State University and thirteen (13) Deans and ninety-three (93) HODs in University of Port Harcourt. Making it thirty (30) Deans and one hundred and eighty-eight (188) HODs. Thus, the total population is two hundred and eighteen (218). The respondents are the Deans and HODs in the three Universities in Rivers State.

Sources: ICT Department, Ignatius Ajuru University of Education, myschool.ng and aris.uniport.edu.ng respectively.

Sample and Sampling Technique

The study employed stratified random sampling to select respondents from the sub-population of staff and institutions. Also, Taro Yamen formula was use to draw a sample size of one hundred and forty-one (141) respondents from the population of 218 comprised of 30 Deans and 188 HODs (See the appendix for the formula). Proportionate sampling was used to sample the number of Deans and HODs. With proportionate sampling, 20 Deans and 121 HODs were selected from the three tertiary institutions. Across the institutions the proportionate sample was used to determine the number of respondents to sample from each of the institutions respectively, hence, 21 staff of Ignatius Ajuru University of Education, 51 staff from Rivers State University, while 69 staff were sampled from University of Port Harcourt. Proportionate sampling was also used to get the exact number to represent each of the sub-population of the staff and institution. A sample size of 141 representing 64.6% was drawn from a population of 218 using stratified sampling technique.

Instrumentation

The instrument used for data collection for this study is a self-designed questionnaire titled: Parametres for Measuring Tertiary Institutional Leadership Strategies for Enhancing Quality Education Service Delivery Questionnaire (PMTILSEQESDQ). The questionnaire is divided into two sections namely: Section A and Section B. The Section A was for the collection of demographic data of the respondents. While the Section B collected data based on the items on the questionnaire making use of the 4 points Likert Scale of (Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point) respectively. The questionnaire is made up of 10 items. Items 1-5 were used to answer research question 1 and hypothesis 1, items 6-10 were used to answer research question 2 and hypothesis 2.

Method of Data Collection

A total of two hundred (200) copies of the questionnaire were administered personally by the researcher to the respondents, with the aid of two research assistants. The respondents were allowed for three days to respond to the questions. However, one hundred and forty one (141) copies were successfully retrieved while, fifty nine (59) copies of the questionnaire could not be retrieved because, some of the respondents were reluctant to respond and others were not available for different reasons. Every copy of the questionnaire that was retrieved was used for the analysis of the collected data.

Thus, out of the 100% copies of questionnaires administered, only 70.5 % (141) were retrieved from the Deans and HODs put together from the three universities and 29.5% of the questionnaires were not retrieved.

Validity of the Instrument

The instrument went through face and content validity to ensure that the stated problems of the study as indicated by the research questions were given the required attention. Two specialists in Measurement and Evaluation from Ignatius Ajuru University of Education and the supervisor of this study validated the instrument.

Reliability of the Instrument

A test re-test method, making use of 30 samples outside the research sample with the interval of two weeks was adopted. Analysis using the Cronbach's alpha statistics yielded an internal consistency or reliability of .80. The data collected were analysed with the use of SPSS.

Data Analysis Procedures

Mean, standard deviation and rank order were used in this study to measure the confidence in statistical conclusions in answering the research questions in the study. The gathered data from PMTILSEQESDQ were collated and analyzed. The mean and standard deviation were used to answer the research questions, while the t-test statistics was applied to test the research

hypotheses at 0.05 level of significance. A criterion mean of 2.50 or above was accepted, while any mean below 2.50 was rejected.

RESULTS

Research Question One: What are the parametres for measuring tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State?

Table 1: Mean responses on the parametres for measuring tertiary institutional leadership strategies for quality education service delivery in Rivers State

S/N	Parametres for measuring tertiary institutional leadership strategies for quality education service delivery in Rivers State.	SA	A	D	SD	Mean	Std.	Remark
1.	Adequate funding of tertiary institutions	49	62	20	7	3.31	0.69	Agreed
2.	Provision and maintenance of educational facilities	54	58	13	13	3.10	0.93	Agreed
3.	Ensure a conducive work condition	46	64	20	8	3.07	0.84	Agreed
4.	Reappraisal of tertiary education	40	58	33	7	2.95	0.86	Agreed
5.	Employment of more lecturers to reduce work overload.	39	46	35	18	2.77	1.01	Agreed
Grand Total						3.04	1.26	Agreed

Table 1 above showed the parametres for measuring tertiary institutional leadership strategies for quality education service delivery in Rivers State. The table indicated that respondents agreed provision of adequate funding of tertiary institutions (Mean=3.31, Std.=0.69), provision and maintenance of educational facilities (Mean=3.10, Std.=0.93), ensure a conducive work condition (Mean=3.07, Std.=0.84), reappraisal of tertiary education (Mean=2.96, Std.=0.86) and employment of more lecturers to reduce work overload (Mean=2.77, Std.=1.01) are the parametres for measuring tertiary institutional leadership strategies for quality education service delivery in Rivers State.

Research Question Two: What are tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State?

Table 2: Mean responses on tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State

S/N	Tertiary institutional leadership strategies for enhanced quality education service delivery in Rivers State.	SA	A	D	SD	Mean	Std.	Remark
6	Capacity building	92	28	10	8	3.48	0.86	Agreed
7	Power delegation assignment	45	68	19	6	3.10	0.79	Agreed
8	Conflict resolution proactiveness	49	48	29	12	2.97	0.96	Agreed
9	Personnel resource management	51	61	10	16	3.07	0.95	Agreed
10.	Accountability	64	49	15	10	3.21	0.91	Agreed
Grand Total						3.17	0.90	Agreed

Table 2 above showed tertiary institutional leadership strategies for enhanced quality education service delivery. The table revealed that respondents agreed that tertiary institutional leadership strategies enhance quality education service delivery in Rivers State through capacity building (Mean=3.48, Std=0.86), power delegation assignment (Mean=3.10, Std=0.79), conflict resolution proactiveness (Mean=2.97, Std=0.96), personnel resource management (Mean=3.07, Std.), accountability (Mean=3.21, Std.=0.91) are the tertiary institutional leadership strategies for enhanced quality education service delivery in Rivers State.

Testing of Hypotheses

H₀₁: There is no significant difference between the mean ratings of Deans and HODs on the parametres for measuring effective tertiary institutional leadership strategies for enhanced quality education service delivery in Rivers State.

Table 3: Summary of z-test on the mean ratings of the Deans and the HODs on the parametres for measuring tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State

Designation	N	Mean	Std	Df	t-test	Sig.	Remark
Deans	19	3.26	0.81	136	1.558	0.331	Not
HODs	119	2.96	0.90				Significant

Table 3 above showed that the mean and standard deviation of the Deans are 3.26 and 0.81 while the HODs have a mean and standard deviation of 2.96 and 0.90. The z-test calculate value is 1.558, Sig.=0.331. Since the Sig. value is >0.05 level of significance, it implies that there is no significant difference between the Deans and HODs in their mean rating on the parametres for measuring tertiary institutional leadership for enhanced quality education service delivery in Rivers State. Meaning that, both the Deans and the HODs have similar perception on the parametres for measuring effective tertiary institutional leadership strategies for enhanced quality education service delivery in Rivers. Therefore, the null hypothesis four is retained at 0.05 level of significance at 136 degree of freedom.

H₀₂: There is no significant difference between the mean ratings of Deans and HODs on the tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State.

Table 4: Summary of z-test on the mean ratings of the Deans and the HODs on the tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State

Designation	N	Mean	Std	Df	t-test	Sig.	Remark
Deans	19	3.51	0.69	136	1.81	0.21	Not
HODs	119	3.11	0.91				Significant

Table 4 showed that the mean and standard deviation of the Deans are 3.51 and 0.69 while the HODs have a mean and standard deviation of 3.11 and 0.91. The z-test calculate value is 1.81, Sig.= 0.21. Since the Sig. value is > .05 level of significance, it implies that there is no significant difference between the Deans and HODs in their mean ratings on the tertiary

institutional leadership strategies for enhancing quality education service delivery in Rivers State. Meaning that, both the Deans and the HODs have similar perception on the tertiary institutional leadership strategies for enhanced quality education service delivery in Rivers State. Therefore, the null hypothesis one is retained at 0.05 level of significance at 136 degree of freedom.

CONCLUSION

The study investigated the parametres for measuring tertiary institutional leadership strategies for enhancing quality education service delivery in Rivers State. The study also stated the strategies employed by tertiary institutional leaders to enhance quality in education service delivery. Based on the findings, it is therefore concluded on the study that tertiary institutional leadership provide strategic direction for institutions to follow. The leadership of tertiary institutions improve quality education service delivery by encouraging human capacity building primarily through in-service train via conferences, seminars, workshops training, book exposition and colloquium. It is also the sole responsibility of the tertiary institutional leadership to entrenchment the quality assurance system, as well as ensures the accreditation of courses and programmes in institutions. This implies, that to a very large extent, the growth and success of the institution depends on its leadership.

Recommendation

Based on the results from the findings, the study recommends the following:

- Tertiary institutional leaders should seek professional self-development since the success and viability of institutions depend on them.
- Since education is describe as the bedrock of the nation, government should give it (education) prime attention because on it is hinged national peace, economic growth, scientific and technological advancements.
- Both state and federal governments should address with earnestness the issue of inadequacy of education fund, staff attrition and infrastructural decay in the Nigeria educational system. With this the educational system of our nation will be placed in the frontline of global educational system.
- Both institutional leaders and educational policy makers should adopt divergence approach in addressing and realizing the aims and goals of education in our nation.
- Nigeria educational quality assurance should be a reflection of global indices. Doing this will attract more people in and outside the nation to educational programmes being offered. Failure to do so will cripple our educational growth and keep in a stage of infancy.
- Educational products (individuals) should be refined with capacity to address societal problems. Hence, the curriculum must be relevant to the demand of society and the needs of the industries.

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