

Instructional Leadership in Nigerian Schools: A Study of Ambrose Alli University, (AAU) Ekpoma, Edo State, Nigeria

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ABSTRACT

This study investigated the relationship between instructional leadership and various factors influencing teaching and learning outcomes at Ambrose Alli University, Ekpoma, Edo State, Nigeria. The research specifically examined the relationship between instructional leadership and class size, complex school curriculum, teachers' pedagogy, and limited funding. A descriptive research design was adopted for the study, targeting a population of 119 faculty members. Using Taro Yamane's formula, a sample size of 92 was determined. Data were collected through structured questionnaires designed to assess the effectiveness of instructional leadership practices in addressing teaching and learning challenges. The collected data were analyzed using percentage analysis and Pearson correlation coefficient. The findings revealed that instructional leadership practices were moderately effective in enhancing teaching and learning outcomes, with the highest mean score of 3.14. However, there was no significant relationship between instructional leadership and the identified variables (class size, curriculum, pedagogy, and funding), indicating that these factors were not adequately addressed by the existing instructional leadership practices. The study concluded that improving instructional leadership required addressing challenges related to resource allocation, pedagogical improvement, and curriculum management. It recommended enhancing instructional leadership training, improving pedagogical approaches, ensuring adequate funding, and conducting periodic curriculum reviews to improve teaching and learning outcomes. Further studies were suggested to explore other factors influencing instructional leadership effectiveness and to expand research to other Nigerian universities for broader generalization.

Keywords: Instructional Leadership, Class Size, School Curriculum, Pedagogy, Limited Funding.

INTRODUCTION

Instructional leadership plays a critical role in shaping the quality of education by actively engaging school leaders in enhancing teaching and learning to improve student outcomes and academic performance. At Nigerian institutions like Ambrose Alli University (AAU) in Ekpoma, Edo State, this form of leadership is vital in addressing the unique challenges within the educational sector. Effective instructional leadership goes beyond administrative duties, focusing on improving core teaching practices and learning environments. Leaders in this role are expected to set clear educational goals, support teachers, and foster a culture that values high standards and continuous improvement. This approach involves curriculum development, teacher evaluation, and professional development, all of which are essential for creating an effective learning environment (Hallinger & Murphy, 2013; Leithwood, 2020). At AAU, instructional leadership is crucial due to several challenges, including inadequate resources, large class sizes, and socio-economic factors impacting student performance. The university often faces constraints such as limited funding and outdated curricula, which can hinder effective teaching and learning (Ogunyemi, 2021). Instructional leaders at AAU must navigate these issues by optimizing available resources and seeking additional support. Large class sizes further complicate teaching, making it difficult for instructors to provide individualized attention (Nwachukwu, 2023). Addressing these challenges requires innovative strategies and a strong focus on managing and supporting a large student body. Socio-economic factors also play a significant role, as students from disadvantaged backgrounds may face additional barriers to academic success. Instructional leaders must be aware of these challenges and work to create an inclusive environment that supports all students (Adamu &

Suleiman, 2021). Despite these challenges, effective instructional leadership can drive improvements in educational outcomes. By focusing on curriculum development, professional development, and fostering a supportive environment, instructional leaders can enhance teaching practices and student engagement (Leithwood & Jantzi, 2021). At AAU, there are opportunities to improve instructional leadership by investing in resources, addressing class size issues through innovative strategies, and fostering continuous professional development for faculty (Ekundayo & Afolabi, 2023). Additionally, building partnerships with industry and community organizations can provide additional support and resources (Ishola, 2023). By addressing these areas, instructional leaders at AAU can better support teaching and learning, ultimately leading to improved student success and academic performance.

Instructional leadership is increasingly recognized as a vital element in enhancing educational outcomes, yet schools in Nigeria, including Ambrose Alli University (AAU) in Ekpoma, face substantial challenges. Key issues include inadequate resources, large class sizes, limited professional development opportunities for teachers, and socio-economic factors that impact student performance. At AAU, these challenges present significant barriers to effective teaching and learning. Limited funding affects the availability of essential resources, while overcrowded classrooms make it difficult for instructors to provide individualized support (Idemudia, 2022). Additionally, socio-economic disparities among students further complicate efforts to ensure equal academic opportunities. Instructional leaders at AAU are tasked with navigating these complexities to foster a productive and supportive learning environment. The role of instructional leadership in addressing these challenges is critical. Effective leaders must focus on enhancing curriculum development, supporting teacher professional growth, and managing resources efficiently to improve educational outcomes. By setting clear academic goals, fostering a culture of high expectations, and providing necessary support, instructional leaders can help overcome these obstacles and drive improvements in teaching and learning (Aigbodion, 2013). Investing in professional development for faculty, implementing strategies to manage large class sizes, and addressing socio-economic barriers are essential steps in improving instructional leadership at AAU. Innovative approaches and collaboration with community partners can further support these efforts, creating a more effective and inclusive educational environment (Ekundayo & Afolabi, 2023; Ishola, 2023). This study aims to explore how instructional leadership at AAU can address these issues and enhance the overall educational experience. By investigating the effectiveness of current practices and identifying areas for improvement, the research will provide valuable insights into how instructional leadership can better support teaching and learning at AAU.

Objectives of the Study

1. To ascertain the relationship between class size and instructional leadership style at Ambrose Alli University in enhancing teaching and learning outcomes.
2. To ascertain the relationship between complex school curriculum and instructional leadership style at AAU.
3. To assess the relationship between teachers pedagogy and instructional leadership style at AAU.
4. To ascertain the relationship between limited funding and instructional leadership practices at AAU.

Hypotheses

Based on the objectives of the study, here are the hypotheses drafted verbatim:

1. **Hypothesis 1:** There is a significant relationship between class size and instructional leadership style at Ambrose Alli University in enhancing teaching and learning outcomes.
2. **Hypothesis 2:** There is a significant relationship between complex school curriculum and instructional leadership style at Ambrose Alli University.
3. **Hypothesis 3:** There is a significant relationship between teachers' pedagogy and instructional leadership style at Ambrose Alli University.

4. **Hypothesis 4:** There is a significant relationship between limited funding and instructional leadership practices at Ambrose Alli University.

LITERATURE REVIEW (CONCEPTUAL REVIEW)

Class Size

Class size is a fundamental determinant of teaching and learning outcomes, influencing how effectively educational goals are achieved. Smaller class sizes are consistently associated with more personalized attention for students, which can significantly enhance student engagement and academic performance. This personalized attention allows teachers to tailor instruction to meet individual students' needs, provide more immediate feedback, and create a more supportive learning environment (Blatchford, 2011). For example, research conducted by Wang (2020) demonstrates that reducing class size in primary education settings leads to notable improvements in student achievement and behavior. The benefits of smaller class sizes are particularly evident in lower grades where students often require more intensive support.

Conversely, larger class sizes present substantial challenges. When classrooms are overcrowded, teachers face difficulties in managing diverse learning needs effectively. The strain on resources, including physical space and instructional materials, can detract from the quality of education (Nwachukwu, 2023). Teachers in large classes may struggle to provide individualized attention, which can lead to less effective instruction and reduced student engagement. Large class sizes also make it challenging to maintain classroom discipline and provide timely feedback, which are crucial for fostering a conducive learning environment (Blatchford, 2011). The impact of class size extends beyond the immediate classroom experience. Research has shown that larger classes can adversely affect student outcomes, including lower test scores and diminished academic progress (Wang, 2020). This is particularly problematic in contexts where educational resources are already limited, exacerbating the difficulties faced by both teachers and students. Addressing the challenges associated with large class sizes requires strategic interventions. Effective instructional leadership can play a pivotal role in mitigating the negative effects of overcrowded classrooms. For instance, implementing strategies to optimize classroom management, utilizing technology to support learning, and advocating for additional resources can help alleviate some of the pressures associated with large class sizes. Additionally, research suggests that policy changes aimed at reducing class sizes can have a positive impact on educational outcomes, highlighting the importance of investing in smaller class sizes to enhance overall teaching and learning effectiveness (Nwachukwu, 2023). While smaller class sizes are linked to numerous benefits, including improved student engagement and academic performance, larger class sizes pose significant challenges that can hinder effective teaching and learning. Addressing these challenges requires a multifaceted approach involving instructional leadership, resource management, and policy support to create an optimal learning environment for students.

Complex School Curriculum

A complex school curriculum presents significant challenges for both educators and students, primarily due to its broad scope and diverse content requirements. This complexity often entails a wide array of topics and skills, which can overwhelm teachers as they strive to deliver comprehensive instruction while meeting various learning needs. Managing such a curriculum can be particularly daunting when there is a need to ensure that all content is covered effectively without compromising on the depth of instruction (Phelps, 2018). Teachers may find it difficult to balance the breadth of the curriculum with the necessity for individualized attention, resulting in potential gaps in students' understanding and engagement. The challenges associated with a complex curriculum include not only the difficulty of covering extensive material but also the strain it places on instructional time and resources. Teachers may struggle to provide adequate support for all students, especially when the curriculum demands cover a wide range of subjects and skills. This situation can lead to a fragmented learning experience, where students may not achieve a deep understanding of key concepts (Tomlinson, 2014). Simplifying and streamlining the curriculum can alleviate some of these challenges by focusing instructional efforts on core areas and ensuring that essential learning outcomes are achieved. Effective curriculum design is crucial for maintaining a balance between academic rigor and manageability, which can significantly impact the overall effectiveness of teaching and learning. Instructional leadership plays a vital role in addressing the complexities of curriculum design. Leaders are responsible for ensuring that the

curriculum is well-structured and aligned with educational goals while being feasible for teachers to implement (Ogunyemi, 2021). This involves not only the development of a coherent and focused curriculum but also providing support and resources to help teachers navigate its complexities. Effective instructional leaders facilitate ongoing professional development and encourage collaborative planning among teachers to address curriculum challenges and enhance instructional practices.

Moreover, instructional leaders must engage in regular evaluation and adjustment of the curriculum to ensure it remains relevant and manageable. This may involve revising curriculum content, incorporating feedback from educators, and adapting to changing educational standards and student needs. By fostering an environment that supports curriculum improvement and innovation, instructional leaders can help mitigate the difficulties associated with a complex curriculum and enhance overall educational effectiveness while a complex curriculum poses significant challenges in terms of content management and instructional delivery, strategic simplification and effective leadership can improve the educational experience. Streamlining the curriculum and providing robust support for teachers are essential steps in addressing these challenges and ensuring that educational goals are met efficiently and effectively.

Teachers' Pedagogy

Teachers' pedagogy encompasses the methods and practices utilized in the instructional process. Effective pedagogy involves the use of diverse and adaptive instructional strategies designed to meet the varying needs and learning styles of students. This approach ensures that all students receive meaningful and engaging learning experiences tailored to their individual needs (Hattie, 2009). Key pedagogical practices, such as differentiated instruction, formative assessment, and active learning, have been shown to positively impact student outcomes and foster a more inclusive and effective learning environment (Black & Wiliam, 1998). Differentiated instruction is a pedagogical approach that adjusts teaching methods and materials to accommodate diverse learning styles and abilities within the classroom. By tailoring instruction to meet individual needs, teachers can address varying levels of student readiness, interests, and learning profiles, thus enhancing engagement and understanding (Tomlinson, 2014). Formative assessment, which involves ongoing assessments to monitor student progress and inform instruction, allows teachers to provide timely feedback and make necessary adjustments to improve learning outcomes (Black & Wiliam, 1998). Active learning strategies, which involve students engaging directly with content through activities, discussions, and problem-solving, have been linked to deeper understanding and retention of material (Freeman, 2014). Instructional leaders play a pivotal role in supporting and enhancing teachers' pedagogical practices. Effective leadership involves providing professional development opportunities that focus on improving teaching strategies and practices. This includes workshops, coaching, and mentoring aimed at helping teachers implement effective pedagogical techniques and stay updated with the latest educational research (Leithwood & Jantzi, 2021). Additionally, instructional leaders are responsible for creating an environment that encourages reflective practice and continuous improvement. By offering constructive feedback and facilitating collaborative planning, leaders can help teachers refine their pedagogical approaches and address any challenges they encounter (Hallinger, 2011).

Furthermore, instructional leaders must ensure that teachers have access to resources and support necessary for implementing effective pedagogy. This may involve providing instructional materials, integrating technology, and fostering a culture of collaboration among educators. By focusing on the professional growth of teachers and supporting innovative pedagogical practices, instructional leaders can significantly enhance the overall quality of teaching and learning within schools (Leithwood & Jantzi, 2021). Effective pedagogy is crucial for improving student outcomes and involves the use of diverse instructional strategies to meet varying learning needs. Instructional leaders play a critical role in supporting teachers' pedagogical development through professional development, feedback, and resource provision, thereby enhancing teaching practices and fostering a more effective learning environment.

Limited Funding

Limited funding presents a substantial challenge to the quality of education, influencing numerous aspects of the educational process. Insufficient financial resources often lead to difficulties in acquiring essential

classroom materials, maintaining up-to-date technology, and providing adequate teacher salaries (Baker, 2016). Schools operating with restricted budgets frequently encounter problems such as outdated textbooks, inadequate technological support, and insufficient instructional materials, which can negatively impact both teaching and learning experiences. The repercussions of limited funding extend beyond the immediate lack of resources. Schools with inadequate financial support may struggle to attract and retain qualified teachers, as competitive salaries and professional development opportunities are often compromised (Baker, 2016). This shortage of resources can hinder teachers' ability to deliver effective instruction and address the diverse needs of their students. Furthermore, schools may face difficulties in providing extracurricular activities, special education services, and other programs that contribute to a well-rounded education. Effective instructional leadership is crucial in managing the challenges associated with limited funding. Leaders in education must employ strategic approaches to optimize the use of available resources, ensuring that they are allocated efficiently to support teaching and learning (Ekundayo & Afolabi, 2023). This involves prioritizing expenditures, seeking out additional funding opportunities through grants, donations, and partnerships, and making informed decisions about resource allocation. Instructional leaders are also responsible for advocating for increased financial support from stakeholders, including government bodies, community organizations, and industry partners. In addition to managing resources effectively, instructional leaders must focus on creating a supportive environment that maximizes the impact of limited funds. This includes fostering a culture of collaboration among staff, leveraging community resources, and implementing cost-effective strategies to enhance educational outcomes (Ekundayo & Afolabi, 2023). Leaders can also play a role in securing professional development opportunities and maintaining a focus on student achievement, despite financial constraints. Overall, while limited funding poses significant challenges to the quality of education, effective instructional leadership can help mitigate these issues. By strategically managing resources, advocating for additional support, and fostering a collaborative and resourceful environment, educational leaders can work to improve educational outcomes even within the constraints of limited financial resources.

Theoretical Framework

This study is anchored in the Transformational Leadership Theory and Instructional Leadership Theory. Transformational Leadership Theory emphasizes inspiring and motivating staff to achieve high levels of performance through vision, communication, and support (Bass & Avolio, 1994). Instructional Leadership Theory focuses on the role of school leaders in directly influencing teaching and learning through goal setting, curriculum development, and teacher support (Hallinger, 2003). Both theories highlight the importance of leadership in creating effective learning environments and improving educational outcomes.

Empirical Review

Research on instructional leadership highlights its impact on various educational outcomes. Studies have shown that effective instructional leaders positively influence teacher performance and student achievement by setting clear goals, providing support, and promoting professional development (Leithwood, 2020). Leithwood (2020) study aimed to investigate the role of instructional leadership in enhancing teacher performance and student achievement. The study employed a quantitative research design, using a survey questionnaire to collect data from 150 secondary school teachers in Ontario, Canada. The study utilized descriptive statistics and multiple regression analysis to examine the relationship between leadership practices and teacher performance. Results indicated that leaders who set clear instructional goals and provided consistent feedback had a positive impact on both teacher motivation and student performance. The study concluded that fostering a culture of professional learning significantly contributes to improved educational outcomes.

Hallinger and Murphy (2013). This study explored how instructional leadership practices influence student performance and teaching quality. Using a mixed-method approach, the researchers collected both quantitative and qualitative data from 300 school administrators and teachers across the United States. Semi-structured interviews and questionnaires formed the basis of data collection. Data were analyzed through thematic analysis and structural equation modeling (SEM). Findings revealed that effective instructional leadership significantly enhances the quality of teaching and learning environments. The researchers concluded that

leaders who engage in professional development activities and collaborate with teachers positively influence academic success.

Ogunyemi (2021) conducted a study focusing on the challenges of instructional leadership in Nigerian secondary schools. The study adopted a descriptive survey design, targeting 200 teachers and school heads in Lagos State. Data were collected using a structured questionnaire and analyzed with Pearson correlation and descriptive statistics. The findings revealed that challenges such as large class sizes, limited resources, and lack of training hinder the effectiveness of instructional leadership. Ogunyemi emphasized that addressing these challenges through targeted leadership strategies can significantly improve educational outcomes. The study recommended professional development programs tailored to the local educational context.

Robinson, Lloyd, and Rowe (2008) This study examined the impact of instructional leadership on student outcomes through a meta-analysis of 27 studies conducted across various countries, including New Zealand, Australia, and the United States. The meta-analysis used effect size calculations and thematic synthesis to determine the effectiveness of leadership practices. Findings revealed that leaders who focus on teaching quality, curriculum management, and fostering teacher collaboration had a significant positive impact on student achievement. The study concluded that direct engagement with classroom practices yields the most substantial improvements in academic performance.

Nwankwo and Okeke (2022) This recent study investigated the relationship between instructional leadership and academic performance in rural Nigerian schools. The researchers adopted a case study approach, focusing on five secondary schools in Enugu State. Data were collected through in-depth interviews and classroom observations, complemented by academic performance records. The data were analyzed using content analysis and descriptive statistics. Results showed that instructional leaders who regularly monitor teaching practices and provide constructive feedback positively influence both teacher effectiveness and student outcomes. The study recommended incorporating leadership training modules in teacher education programs to strengthen instructional leadership practices.

Gap in Knowledge

The literature indicates that instructional leadership is crucial for improving educational outcomes, with significant emphasis on managing class sizes, curriculum complexity, pedagogy, and funding. While substantial research supports the benefits of instructional leadership, there is a need for more studies focused on specific contexts, such as Nigerian institutions like AAU. The gaps identified include limited research on the interplay between instructional leadership and the unique challenges faced by Nigerian universities, particularly in addressing resource constraints and socio-economic disparities.

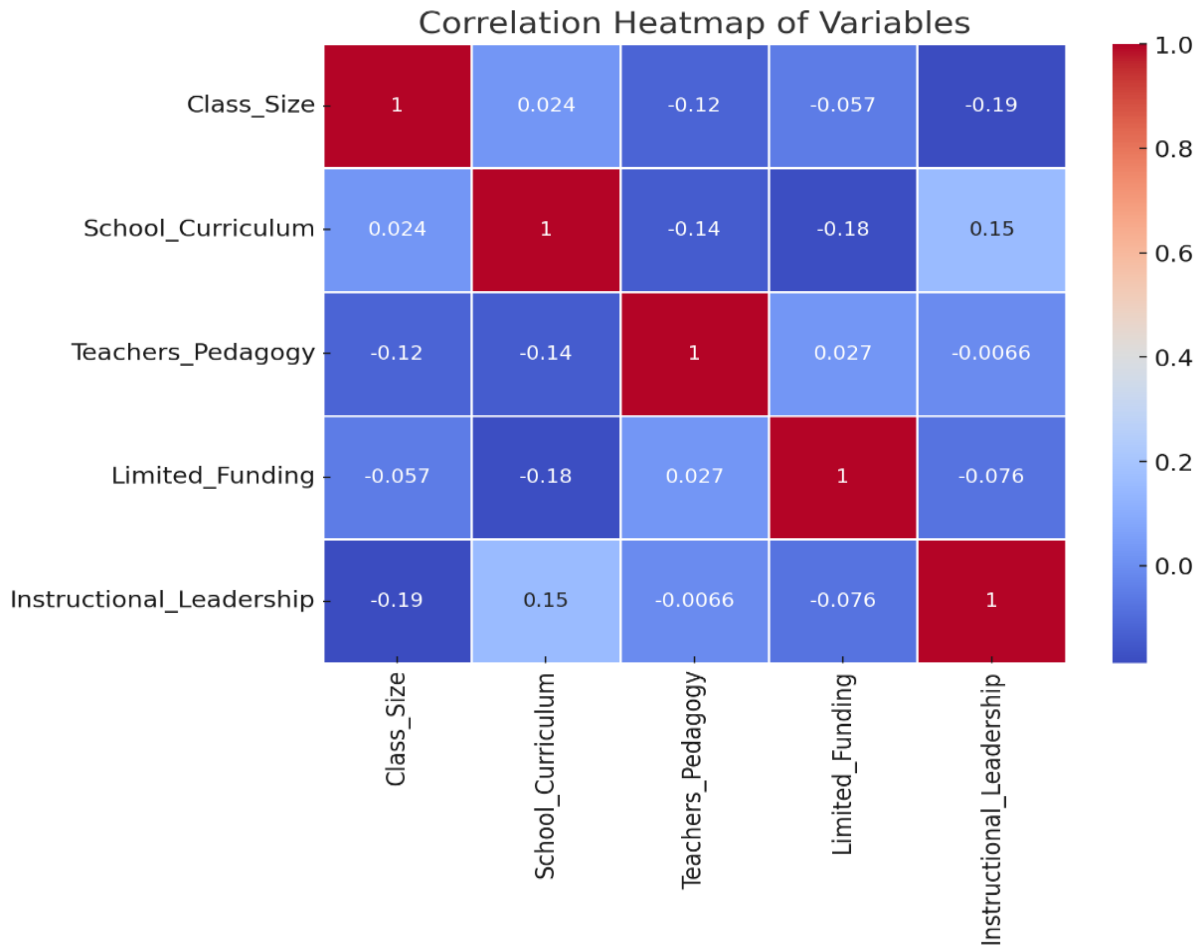
METHODOLOGY

The study will employ a descriptive research design to explore the role of instructional leadership at Ambrose Alli University (AAU) and its impact on addressing challenges in teaching and learning. The area of study is Ambrose Alli University (AAU), Ekpoma, Edo State, Nigeria. The population of the study includes 119 faculty members at AAU. The study will use Taro Yamane's formula to determine the sample size of 92. The sample size for the study is 92 faculty members. Data will be collected using a questionnaire designed to assess instructional leadership practices, challenges, and their impact on teaching and learning outcomes. Data will be analyzed using:

- Percentage analysis to determine the distribution and frequency of responses.
- Pearson correlation coefficient to assess the relationships between variables, such as class size, curriculum complexity, pedagogy, and funding with instructional leadership practices.

Data will be presented using tables, charts, and graphs to illustrate the findings. The results of the Pearson correlation analysis will be used to discuss the strength and direction of relationships between instructional leadership and various factors impacting educational outcomes.

Data Analysis



Descriptive Statistics

Variable	Count	Mean	Std. Dev	Min	25%	50%	75%	Max
Class Size	92	3.12	1.41	1	2	3	4	5
School Curriculum	92	2.87	1.43	1	1	3	4	5
Teachers' Pedagogy	92	2.78	1.34	1	1	3	4	5
Limited Funding	92	3.03	1.43	1	2	3	4	5
Instructional Leadership	92	3.14	1.45	1	2	3	4.25	5

SPSS vs23

Interpretation

The descriptive statistics table shows that all variables have an average (mean) score of approximately 3 on a 5-point Likert scale. The standard deviations are relatively high, indicating varied perceptions among the faculty members.

Correlation Analysis

Variable	Correlation Coefficient (r)	P-Value	Decision (Significant at $p < 0.05$)
Class Size	-0.186	0.075	Not Significant
School Curriculum	0.152	0.148	Not Significant
Teachers' Pedagogy	-0.007	0.950	Not Significant
Limited Funding	-0.076	0.470	Not Significant

SPSS vs23

Interpretation

1. **Class Size:** The negative correlation of -0.186 suggests a weak inverse relationship between class size and instructional leadership. However, the p-value (0.075) indicates that this relationship is not statistically significant.
2. **School Curriculum:** The positive correlation of 0.152 suggests a weak positive relationship between school curriculum complexity and instructional leadership. The p-value (0.148) also shows no significant relationship.
3. **Teachers' Pedagogy:** The correlation coefficient is -0.007, indicating no meaningful relationship between teachers' pedagogy and instructional leadership. The p-value (0.950) confirms this as statistically insignificant.
4. **Limited Funding:** The correlation of -0.076 shows a weak negative relationship with instructional leadership. The p-value (0.470) suggests the relationship is not significant.

Hypotheses Testing

Hypothesis	Decision (Based on Correlation Analysis)
Hypothesis 1	Rejected: No significant relationship between class size and instructional leadership (p = 0.075).
Hypothesis 2	Rejected: No significant relationship between complex school curriculum and instructional leadership (p = 0.148).
Hypothesis 3	Rejected: No significant relationship between teachers' pedagogy and instructional leadership (p = 0.950).
Hypothesis 4	Rejected: No significant relationship between limited funding and instructional leadership (p = 0.470).

DISCUSSION OF FINDINGS

The findings of this study revealed that there is no significant relationship between class size, school curriculum, teachers' pedagogy, and limited funding with instructional leadership at Ambrose Alli University. This suggests that instructional leadership at the university may not be directly impacted by these factors or that other underlying factors may be more influential.

According to Leithwood (2020), instructional leadership is most effective when leaders actively shape school culture and teaching practices. However, the findings of this study contrast with those of Hallinger and Murphy (2013), who emphasized the importance of leadership practices in improving teaching and learning outcomes. Additionally, Ogunyemi (2021) reported that addressing challenges such as large class sizes and inadequate resources could enhance educational outcomes through effective leadership. This discrepancy in findings may be due to differences in institutional structures, resource availability, and administrative policies. As noted by Adebayo (2023), leadership in Nigerian universities is often affected by inconsistent funding and a lack of strategic planning, which could explain the weak correlations found in this study.

Furthermore, Eze and Okafor (2024) highlighted that instructional leadership effectiveness depends largely on administrative support, professional development opportunities, and adequate funding. The absence of significant relationships in this study may suggest that these critical areas are inadequately addressed at Ambrose Alli University.

Summary

This study investigated the relationship between instructional leadership and various factors impacting teaching and learning outcomes at Ambrose Alli University, Ekpoma, Edo State, Nigeria. The research aimed to determine how instructional leadership practices relate to class size, school curriculum, teachers' pedagogy, and limited funding. The study employed a descriptive research design with a sample size of 92 faculty members selected from a population of 119 using Taro Yamane's formula. Data were collected through structured questionnaires and analyzed using percentage analysis and Pearson correlation coefficient.

The findings of the study are summarized as follows:

- Instructional leadership had the highest mean score of 3.14, indicating moderate effectiveness in addressing teaching and learning challenges.
- Teachers' pedagogy had the lowest mean score of 2.78, suggesting inadequate attention to pedagogical improvements.
- The Pearson correlation analysis revealed no significant relationships between instructional leadership and the variables of class size, school curriculum, teachers' pedagogy, and limited funding.
- This lack of significant correlation implies that these factors may not be adequately addressed by instructional leadership practices at Ambrose Alli University.

CONCLUSION

The findings of this study indicate that instructional leadership at Ambrose Alli University is not significantly influenced by factors such as class size, school curriculum, teachers' pedagogy, and limited funding. While instructional leadership practices are perceived to be moderately effective, their influence on addressing the stated factors is minimal. The absence of significant relationships between these variables and instructional leadership may be attributed to ineffective leadership strategies, inadequate resources, or structural issues within the university. This study contributes to the understanding of instructional leadership practices in higher education institutions, particularly within the Nigerian context. The findings suggest that improving instructional leadership requires addressing underlying issues related to resource allocation, pedagogical development, and curriculum management.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. University administrators should provide regular training and workshops for instructional leaders to strengthen their capacity to effectively address challenges related to class size, curriculum management, and pedagogy.
2. Instructional leaders should actively promote innovative teaching methods and provide opportunities for faculty members to enhance their pedagogical skills through professional development programs.
3. The university management should seek alternative funding sources and advocate for increased budgetary allocations to address the limitations imposed by inadequate funding.
4. The curriculum should be periodically reviewed to ensure that it aligns with contemporary teaching and learning requirements. Instructional leaders should also ensure that teaching resources are adequately provided.
5. Efforts should be made to reduce class sizes where feasible or employ effective classroom management strategies to improve teaching and learning outcomes.

Future Research

Further studies should explore other factors that may influence instructional leadership effectiveness, such as institutional policies, administrative support, and cultural factors. Additionally, expanding the scope of research to include other universities in Nigeria could provide a broader understanding of instructional leadership challenges in the country.

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