

Collaborative Instructional Leadership for Improved Students' Learning Outcomes in Secondary Schools in Rivers State, Nigeria

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Abstract

The study investigated the relevance of collaborative instructional leadership on students' learning outcomes in Secondary Schools in Rivers State, Nigeria. Four research questions and four corresponding hypotheses guided the study. Descriptive survey design was adopted in the study. Population of the study was 8,788 principals and teachers in the public senior secondary schools in Rivers State while 383 respondents were drawn as sample using stratified random sampling technique. Instrument employed for data collection was a 20 item questionnaire titled "Collaborative Instrument Leadership for Improved Students Learning Outcomes questionnaire" (CILISLOQ) which was face and content validated by a Measurement and Evaluation expert with reliability index of 0.88 using Cronbach alpha statistics. Out of the 383 copies of questionnaire administered to the respondents, 375 copies representing 97.9% were retrieved. The research questions raised were answered using mean and standard deviation scores while the hypotheses were tested using z-test at 0.05 level of significance. The findings of the study showed a low extent of collaborative instructional leadership despite its importance in improving students' engagement, building their potentials and equipping them with problem solving skills among others. Time constraint, unclear roles, insufficient materials and excessive use of power were identified as impediments to collaborative instructional leadership and peer observation and feedback, institutionalizing mentoring and establishing clear roles were identified strategies for promoting collaborative instructional leadership. The study recommended the enactment of school policies that will make collaborative instructional leadership compulsory for improved students learning outcomes.

Keywords: Collaboration, Instructional Leadership, Learning Outcomes, Secondary Schools, Students

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Introduction

Education plays an essential role in individual and national growth and development and this informs the increased interest in formal education across the world. However, with the increased demand for formal education, this sector is constantly undergoing different innovations, reforms and changes that are expected to improve the delivery and acquisition of this essential social service.

One of the changes that have taken place in recent times is increased stakeholders' collaborations as a tool for better school administration. Similarly, with the pace at which students struggle to perform particularly in core subject areas, there is an increased demand for multi-stakeholders' approach to assist students improve in their learning outcomes and school administrators are expected to lead this process. According to Aron and Amos (2024), this type of instructional leadership and collective decision making process will improve on the quality of teaching and learning which will positively impact on students' learning outcomes.

Miller et al., (2010) pointed out that since school leadership falls within the scope of responsibility of the principal, it is their role to practice collaboration across all spheres of school administration so as to bring improvement to the quality of educational outcomes. Isah and Agbe (2019) stated that this type of synergy is expected to improve instructional processes which will then improve on students' academic performance. The practice of collaborative instructional leadership is therefore essential to improved instruction which directly affects the performance of students.

The practice of instructional leadership has a long history as Naz and Rashid (2021) noted that this practice started in the United States of America in the 1980s as a tool for successful school administration and this practice has continued to gain relevance in several developed countries. The adoption of this process has

however remained very slow in developing countries. The vast experience that principals have in the instructional delivery process cannot be ignored in the practice of collaborative instructional leadership as this can be useful in improving the learning outcome of students particularly in challenging subject areas.

Statement of Problem

Most students struggle to perform in their core subject areas and this has contributed to the huge failure rate in external examinations with several students finding it difficult to transit to the next class. While part of this problem is attributed to the attitude of the students to learning, the instructional delivery process has also contributed to the poor learning outcome among students. The practice of assigning one teacher to handle these core subjects makes teaching and learning less efficient as some teachers are unable to deliver lessons that they are not specialized in. In order to overcome this menace, collaboration between school administrators and teachers for the delivery of lessons that will improve on students learning outcome cannot be overemphasized. It is therefore important to understand if this practice exists in schools in Rivers State and how this has affected students learning outcomes with a view of improving the short and long term academic performance of students.

Purpose of the Study

The purpose of the study was to examine the relevance of collaborative instructional leadership on students' learning outcomes in Secondary Schools in Rivers State, Nigeria. Specifically, the study sought to:

1. find out the extent of practice of collaborative instructional leadership in secondary schools in Rivers State
2. determine the contributions of collaborative instructional leadership to students' learning outcomes in Secondary Schools in Rivers State, Nigeria
3. examine the impediments to effective collaborative instructional leadership for improved students' learning outcomes in Secondary Schools in Rivers State, Nigeria
4. ascertain the strategies for promoting collaborative instructional leadership for better students' learning outcomes in Secondary Schools in Rivers State, Nigeria

Research Question

The following research questions were answered in the study:

1. What is the extent of practice of collaborative instructional leadership in secondary schools in Rivers State?
2. What are the contributions of collaborative instructional leadership to students' learning outcomes in Secondary Schools in Rivers State, Nigeria?
3. What are the impediments to effective collaborative instructional leadership for improved students' learning outcomes in Secondary Schools in Rivers State, Nigeria?
4. What are the strategies for promoting collaborative instructional leadership for better students' learning outcomes in Secondary Schools in Rivers State, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean ratings of principals and teachers on the extent of practice of collaborative instructional leadership in secondary schools in Rivers State
2. There is no significant difference between the mean ratings of principals and teachers on the contributions of collaborative instructional leadership to students' learning outcomes in Secondary Schools in Rivers State, Nigeria
3. There is no significant difference between the mean ratings of principals and teachers on the impediments to effective collaborative instructional leadership for improved students' learning outcomes in Secondary Schools in Rivers State, Nigeria
4. There is no significant difference between the mean ratings of principals and teachers on the strategies for promoting collaborative instructional leadership for better students' learning outcomes in Secondary Schools in Rivers State, Nigeria

Literature Review

The academic progression of any student is often determined by their learning outcomes, irrespective of the level of education. Reyes (2023:1227) asserted that "learning outcomes describe the extent of significant learnings that students have achieved ... and it tells us what learners have known and what they can do with their learnings as well as determines if teachers have been effective and efficient in teaching their lessons". This means that a

student's learning outcome helps to determine both the level of the student's assimilation of the lesson taught as well as the effectiveness and efficiency of the instruction delivered by the teacher.

The need for collaborative instructional leadership in promoting students' learning outcomes cannot be overemphasized. Conceptually, Naz and Rashid (2021) defined leadership as the ability to raise others by using their potentials to achieve organizational goals. On this wise, Sharif (2020) defined instructional leadership as the actions and strategies undertaken by school leaders to promote effective teaching practices and curriculum development for the purpose of achieving better student achievement outcomes.

Collaborative instructional leadership is therefore a synergetic association between school administrators and other school stakeholders, particularly teachers to deliver instructions that will positively influence on students' learning outcomes. There are several ways in which this type of collaboration affects school administration and Isah and Agbe (2019:9) stated that "collaboration between principals and teachers encourages redistribution of authority and decision making at different levels of the school and also increases communication and interaction among them, paving way to new ideas that would improve their instructional practice. The overall implication of this is that students are enabled to learn better and improve in their academic performance.

Naz and Rashid (2021) pointed out that the purpose of this type of collaboration is to improve on the quality of teaching and when this is done, the quality of instruction is improved such that students learning also improves. According to Hopkins as cited in Mora-Ruano et al., (2021), this system of leadership improves the process of instructional planning, evaluation and co-ordination in order to improve the quality of teaching and learning and when this is achieved, the performance of students is greatly enhanced.

The involvement of different stakeholders in the collaborative instructional leadership process makes it significant as it helps in the generation of ideas that elevates the roles performed by the administrator especially as it relates to instructional deliver (Basu et al., 2015). This practice also improves on the teaching method adopted by instructors with the ability to raise learners' potentials and achieve better academic outcomes (Nwosu et al., 2022). School administrators require this practice in order to improve on the efficiency of the teacher, the performance of the students and the general performance of the school.

However, several schools are unable to apply this practice as a result of several challenges. Feyisa and Edosa (2023) categorized these challenges into internal and external, with the internal ones stemming from the feelings and thoughts within the school while the external factors are those that stem from the surroundings. Similarly, the individual difference of students in terms of race, gender and other social attributes can also be a challenge to this practice (Braun et al., 2021). Therefore, if school administrators channel their influence on improving the quality of teaching and learning in the school, they are more likely to have a far greater influence on student outcomes (Cruickshank, 2017) and this explains why collaborative instructional leadership is of great importance to the process of school administration.

Empirical Reviews

Studies have been conducted to ascertain how collaborative instruction affects educational performance across all levels. Aron and Amos (2024) conducted a comparative study of instructional leadership practices and collective decision making in public secondary schools in Morogoro Municipal, Tanzania. As part of a mixed research strategy, the study used a convergent research design. Both non-probability and probability sampling methods were used to select study participants. Using a questionnaire and interview guide, the study gathered information from 50 instructors and five heads of schools. According to the report, instructional leadership includes the activities and tactics used by school administrators to support curriculum creation, successful teaching methods, and student accomplishment. However, the study also discovered that a key element affecting both student progress and the quality of education is instructional leadership. There was no discernible correlation between instructional leadership techniques and group decision-making in public secondary schools, according to the hypothesis test.

On the other hand, Isah and Agbe (2019) investigated the impact of collaborative instructional leadership of principals and teachers on students' academic performance in secondary schools in North Central Nigeria. The study was led by three particular objectives, three research questions, and three hypotheses. A sample of 391 respondents, comprising 36 principals and 355 teachers, was drawn from the study's 16671 participants, which included 972 principals and 15699 instructors from 972 public secondary schools in the states of North Central Nigeria. The study used a survey research design. A systematic questionnaire called the "Impact of Collaborative Instructional Leadership on Students' Academic Performance Questionnaire (ICILSAPQ)" was employed as the data gathering tool. The study discovered that students' academic performance in secondary schools in North Central Nigeria was impacted by the combined provision of incentives for instructors, learning incentives, and professional development for teachers.

Furthermore, Reyes (2023) conducted another study on instructional leadership, teachers' participation and k to 12 curriculum focusing on the impact on pupils' learning outcomes. The study used a sequential explanatory research design, and the instruments used to collect the required data were questionnaires and interviews. The survey, which included principals, instructors, and students from central elementary schools in the four EDDIS divisions of Bulacan, had 422 respondents. The study's findings showed that the principals consistently carry out their responsibilities as the school's instructional leaders. They provide their teachers with the necessary technical support to help them improve as educators. The respondents' greatest mean responses, which fell within the highest verbal description of always, indicated that teachers' participation was high. Perceived difficulties received the lowest mean rating among respondents who moderately agreed and disagreed with the K-12 curriculum. Regarding the respondents' perceptions of the K-12 curriculum and teachers' involvement, no discernible variations were discovered. However, there were notable distinctions in how they viewed instructional leadership. According to the correlation study, there is no significant association between the K-12 curriculum and students' learning results, however there is a substantial correlation between teachers' participation and instructional leadership.

Naz and Rashid (2021) focused their study on how effective instructional leadership can enhance teachers' motivation and improve students' learning outcomes. There were 400 secondary school instructors from both public and private institutions who made up the sample size. The instrument utilized to gather data was a questionnaire. It was a quantitative study. To determine how instructional leadership affected secondary school instructors' motivation and students' academic performance, a survey design was employed. The 35 items in the questionnaire were divided into three categories, including student learning, instructor motivation, and instructional leadership. It was based on a Likert scale with five points. The study's findings demonstrated that both male and female educators in public and private schools concurred that instructional leaders fostered collaboration and fostered a good rapport between parents and school personnel. They agreed that the school principal tried to change the school climate according to the new trends

Muthumuni and Mokoena (2024) also carried out a related study on the challenges in practicing instructional leadership focusing on insights from selected Technical and Vocational Education and Training (TVET) Colleges in South Africa. A qualitative method was used to accomplish this goal. Six department heads, six lecturers, and roughly three campus managers took part in the study. These individuals were selected from a purposeful sample of four colleges. In-depth interviews were used to gather information about campus managers' instructional leadership approaches and the difficulties they face. Thematic analysis was used to examine the gathered data. Key themes that emerged from the identification and classification of interviewees' responses were then interpreted. The findings indicated that time constraints, work overload, and a lack of incentives or rewards were external issues that campus administrators had to deal with. Campus managers' internal expertise in instructional leadership was lacking.

Furthermore, Wasyhun and Teshome (2019) also investigated the challenges towards effectiveness of instructional leadership in secondary schools of South West Shoa Zone, Oromia, Ethiopia. The study used a descriptive survey design and combined qualitative and quantitative research techniques. Using simple random sample and availability sampling, respectively, the survey included 212 instructors, 30 principals (both main and vice principals), 7 supervisors of secondary schools, and 7 directors of Woreda/district education offices. Semi-structured interviews, questionnaires, and document analysis were used to gather the data. While the data collected through open-ended surveys, interviews, and document analysis were evaluated thematically, the data received through closed-ended questions were analyzed using frequencies, percentages, means, and t-tests. Additionally, it was discovered that the main issues that adversely impacted the efficacy of instructional leaders in the study area were a lack of knowledge and expertise in the field, an excessive amount of administrative work, a lack of timely and adequate professional trainings, and a lack of resources. These studies show that collaborative instructional leadership has impact on school administration, particularly teaching and learning in different ways with different outcomes.

Methodology

The design adopted for the study was descriptive survey design as the study focused on the investigation of an existing situation. The population of the study was 8,788 principals and teachers in the public senior secondary schools in Rivers State out of which 383 respondents (13 principals and 370 teachers) were sampled for the study using the Taro Yamane minimum sample size determination formula while the respondents were drawn using stratified random sampling technique. The instrument used for data gathering was a 20 item questionnaire tagged "Collaborative Instrument Leadership for Improved Students Learning Outcomes questionnaire" (CILISLOQ). The instrument had two sections named Section A for the collection of demographic data on the respondents of the study and Section B which contained the questionnaire items. The questionnaire was scaled on a four point modified Likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very

Low Extent (VLE) for research question one and Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) for research questions two to four. The response scales had weights of 4, 3, 2 and 1 with an average of 2.50 which was the criterion mean score used for decision making. The instrument was face and content validated by a Measurement and Evaluation expert at the University of Port Harcourt, Rivers State while the reliability was estimated as 0.88 using Cronbach alpha statistics. Out of the 383 copies of questionnaire administered to the respondents, 375 copies from 11 principals and 364 teachers which represented 97.9% were properly filled and retrieved. The research questions raised were answered using mean and standard deviation scores while the hypotheses were tested using z-test at 0.05 level of significance.

Results

Answer to Research Questions

Research Question One: What is the extent of practice of collaborative instructional leadership in secondary schools in Rivers State?

Table 1: Mean and Std. Dev. Scores on the Extent of Practice of Collaborative Instructional Leadership in Secondary Schools in Rivers State

| S/No | Statements | Principals (n=11) | | Teachers (n=364) | |
|----------------|--|-------------------|-------------|------------------|-------------|
| | | Mean | Std. Dev | Mean | Std. Dev |
| 1 | There is adequate collaboration in the planning of instructional activities in the school | 2.59 | 0.73 | 2.40 | 0.96 |
| 2 | School instructional activities are jointly evaluated to see areas of strength and weakness | 2.47 | 0.96 | 2.45 | 0.92 |
| 3 | Classroom instructional activities are jointly implemented for smooth teaching and learning | 2.43 | 0.97 | 2.42 | 0.94 |
| 4 | There is adequate knowledge sharing to improve on the expertise of instructors | 2.52 | 0.74 | 2.65 | 0.87 |
| 5 | Shared decision making is practiced during instructional delivery to meet the need of all learners | 2.40 | 0.98 | 2.43 | 0.94 |
| Average | | 2.48 | 0.88 | 2.47 | 0.93 |

Table 1 showed a high extent of knowledge sharing in the collaborative instructional leadership process as agreed by the principals and teachers. However, the respondents differed in the area of collaboration in planning of instruction but they both agreed there was a low extent of joint evaluation, joint implementation and shared decision making in the instructional process. The decisions were based on whether or not the mean scores were above or below the criterion mean score of 2.50 used for decision making. The average mean score of 2.48 and 2.47 from the principals and teachers implied that there was a low extent of practice of collaborative instructional leadership in secondary schools in Rivers State.

Research Question Two: What are the contributions of collaborative instructional leadership to students' learning outcomes in Secondary Schools in Rivers State, Nigeria?

Table 2: Mean and Std. Dev. Scores on the Contributions of Collaborative Instructional Leadership to Students' Learning Outcomes in Secondary Schools in Rivers State, Nigeria

| S/No | Statements | Principals (n=11) | | Teachers (n=364) | |
|----------------|---|-------------------|-------------|------------------|-------------|
| | | Mean | Std. Dev | Mean | Std. Dev |
| 6 | Increased students engagement during instructional delivery | 2.70 | 0.65 | 2.80 | 0.77 |
| 7 | Building on students potentials for effective learning | 2.90 | 0.61 | 2.95 | 0.71 |
| 8 | Problem solving ability of students is better enhanced | 2.93 | 0.60 | 2.98 | 0.68 |
| 9 | Effective communication is built for proper information dissemination | 2.98 | 0.59 | 2.91 | 0.73 |
| 10 | Enriches students learning experience for better academic performance | 2.85 | 0.65 | 2.88 | 0.76 |
| Average | | 2.87 | 0.62 | 2.90 | 0.73 |

Table 2 indicated that items 6, 7, 8, 9 and 10 were responded to by the principals with mean values of 2.70, 2.90, 2.93, 2.98 and 2.85 while the teachers responded to the same items with mean responses of 2.80, 2.95, 2.98, 2.91 and 2.88 and these scores which were above the decision mean scores implied that the practice of collaborative instructional leadership is important for increased engagement, building of students potential, development of problem solving skills, effective communication abilities and enriched learning experience for improved students learning outcomes. This was supported by the average mean values of 2.87 and 2.90 by the principals and teachers.

Research Question Three: What are the impediments to effective collaborative instructional leadership for improved students' learning outcomes in Secondary Schools in Rivers State, Nigeria?

Table 3: Mean and Std. Dev. Scores on the Impediments to Effective Collaborative Instructional Leadership for Improved Students' Learning Outcomes in Secondary Schools in Rivers State, Nigeria

| S/No | Statements | Principals (n=11) | | Teachers (n=364) | |
|----------------|---|-------------------|-------------|------------------|-------------|
| | | Mean | Std. Dev | Mean | Std. Dev |
| 11 | Time constraint for the implementation of collaborative instruction | 2.87 | 0.64 | 2.90 | 0.75 |
| 12 | Inability to clearly define the roles and responsibilities of collaborators | 2.90 | 0.62 | 2.93 | 0.73 |
| 13 | Stakeholders resistance to change in order for collaboration to exist | 2.38 | 0.99 | 2.41 | 0.95 |
| 14 | Insufficient material resources to support the individual need of collaborators | 2.94 | 0.60 | 2.95 | 0.71 |
| 15 | Excessive use of power among authorized stakeholders | 2.50 | 0.75 | 2.61 | 0.89 |
| Average | | 2.72 | 0.72 | 2.76 | 0.81 |

Table 3 indicated that the principals and teachers disagreed that stakeholders were resistant to change as a barrier to collaborative instructional leadership but agreed that time constraint, unclear roles, insufficient materials and excessive use of power were impediments and this was based on the decision rule. The average mean scores of

2.72 from the principals and 2.76 from the teachers implied that the respondents agreed with the items as impediments to effective collaborative instructional leadership for improved students' learning outcomes in Secondary Schools in Rivers State, Nigeria.

Research Question Four: What are the strategies for promoting collaborative instructional leadership for better students' learning outcomes in Secondary Schools in Rivers State, Nigeria?

Table 4: Mean and Std. Dev. Scores on the Strategies for Promoting Collaborative Instructional Leadership for Better Students' Learning Outcomes in Secondary Schools in Rivers State, Nigeria

| S/No | Statements | Principals (n=11) | | Teachers (n=364) | |
|----------------|--|-------------------|-------------|------------------|-------------|
| | | Mean | Std. Dev | Mean | Std. Dev |
| 16 | Providing opportunities for peer observation and feedback | 2.79 | 0.65 | 2.88 | 0.76 |
| 17 | Institutionalizing mentoring for less experienced stakeholders | 2.85 | 0.62 | 2.95 | 0.70 |
| 18 | Establishing clear roles and responsibilities for collaborators | 2.82 | 0.65 | 2.97 | 0.69 |
| 19 | Creating institutional collaboration policies to guide the action of members | 2.90 | 0.60 | 2.98 | 0.69 |
| 20 | Promoting the culture of shared responsibility among collaborators | 2.72 | 0.68 | 2.81 | 0.80 |
| Average | | 2.82 | 0.64 | 2.92 | 0.73 |

Table 4 pointed out that both the principals and teachers agreed that peer observation and feedback, institutionalizing mentoring, establishing clear roles, institutional collaboration policies and culture of shared responsibilities are among the strategies for building collaborative instructional leadership and this was because the responses of the principals and teachers from these items were above the criterion mean score of 2.50 used for making decision. The grand mean scores of 2.82 and 2.92 from the principals and teachers equally supported this finding.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean ratings of principals and teachers on the extent of practice of collaborative instructional leadership in secondary schools in Rivers State

Table 5: z-test Analysis of no Significance Difference between the Mean Ratings of Principals and Teachers on the Extent of Practice of Collaborative Instructional Leadership in Secondary Schools in Rivers State

| Variable | Mean | Std. Dev. | n | df | z-cal. | z-crit. | Level of Sig. | Decision |
|------------|------|-----------|-----|-----|--------|---------|---------------|--------------|
| Principals | 2.48 | 0.88 | 11 | 373 | 0.04 | 1.96 | 0.05 | Not Rejected |
| Teachers | 2.47 | 0.93 | 364 | | | | | |

Table 5 showed that the value of z-cal. of 0.04 was less than the value of z-crit. of 1.96 and on this note, the null hypothesis was not rejected indicating that there was no significant difference between the mean ratings of principals and teachers on the extent of practice of collaborative instructional leadership in secondary schools in Rivers State.

Hypothesis Two: There is no significant difference between the mean ratings of principals and teachers on the contributions of collaborative instructional leadership to students' learning outcomes in Secondary Schools in Rivers State, Nigeria

Table 6: z-test Analysis of no Significance Difference between the Mean Ratings of Principals and Teachers on the Contributions of Collaborative Instructional Leadership to Students' Learning Outcomes in Secondary Schools in Rivers State, Nigeria

| Variable | Mean | Std. Dev. | n | df | z-cal. | z-crit. | Level of Sig. | Decision |
|------------|------|-----------|-----|-----|--------|---------|---------------|--------------|
| Principals | 2.87 | 0.62 | 11 | 373 | 0.16 | 1.96 | 0.05 | Not Rejected |
| Teachers | 2.90 | 0.73 | 364 | | | | | |

Table 6 indicated that the value of z-cal. of 0.16 was less than the value of z-crit. of 1.96 and on this note, the null hypothesis was not rejected implying that there was no significant difference between the mean ratings of principals and teachers on the contributions of collaborative instructional leadership to students' learning outcomes in Secondary Schools in Rivers State, Nigeria.

Hypothesis Three: There is no significant difference between the mean ratings of principals and teachers on the impediments to effective collaborative instructional leadership for improved students' learning outcomes in Secondary Schools in Rivers State, Nigeria

Table 7: z-test Analysis of no Significance Difference between the Mean Ratings of Principals and Teachers on the Impediments to Effective Collaborative Instructional Leadership for Improved Students' Learning Outcomes in Secondary Schools in Rivers State, Nigeria

| Variable | Mean | Std. Dev. | n | df | z-cal. | z-crit. | Level of Sig. | Decision |
|------------|------|-----------|-----|-----|--------|---------|---------------|--------------|
| Principals | 2.72 | 0.72 | 11 | 373 | 0.18 | 1.96 | 0.05 | Not Rejected |
| Teachers | 2.76 | 0.81 | 364 | | | | | |

Table 7 revealed that the value of z-cal. of 0.18 was less than the value of z-crit. of 1.96 and on this note, the null hypothesis was not rejected meaning that there was no significant difference between the mean ratings of principals and teachers on the impediments to effective collaborative instructional leadership for improved students' learning outcomes in Secondary Schools in Rivers State, Nigeria.

Hypothesis Four: There is no significant difference between the mean ratings of principals and teachers on the strategies for promoting collaborative instructional leadership for better students' learning outcomes in Secondary Schools in Rivers State, Nigeria

Table 8: z-test Analysis of no Significance Difference between the Mean Ratings of Principals and Teachers on the Strategies for Promoting Collaborative Instructional Leadership for Better Students' Learning Outcomes in Secondary Schools in Rivers State, Nigeria

| Variable | Mean | Std. Dev. | n | df | z-cal. | z-crit. | Level of Sig. | Decision |
|------------|------|-----------|-----|-----|--------|---------|---------------|--------------|
| Principals | 2.82 | 0.64 | 11 | 373 | 0.51 | 1.96 | 0.05 | Not Rejected |
| Teachers | 2.92 | 0.73 | 364 | | | | | |

Table 8 showed that the value of z-cal. of 0.51 was less than the value of z-crit. of 1.96 and on this note, the null hypothesis was not rejected indicating that there was no significant difference between the mean ratings of principals and teachers on the strategies for promoting collaborative instructional leadership for better students' learning outcomes in Secondary Schools in Rivers State, Nigeria.

Discussion of Findings

The result of the study showed that there was a low extent of collaborative instructional leadership targeted at improving students learning outcomes. Although the responses of the principals and teachers showed a high extent of knowledge sharing. This only means that the principals and teachers merely appear to engage in what seem like an information sharing system which may not have translated to actual instructional delivery for solving students learning problems in the collaborative instructional leadership process. From their responses, the principals and teachers shared different opinion on the issue of collaboration in planning of instruction which means that there is no active involvement of all stakeholders in planning instruction that will solve students learning problems. The respondents also agreed that there was a low extent of joint evaluation of learning

activities, joint implementation of instruction and shared decision making in the instructional process. This result agrees with the outcome of the study by Aron and Amos (2024) which found that collaborative instruction does not always translate to joint decision making where it is practiced. This means that a lot still needs to be done for effective collaboration in the instructional process.

The principals and teachers agreed that collaborative instructional leadership has a lot of benefits as they agreed that it increases students' engagement which can make them active participants in the learning process. This aligns with the result of the study by Isah and Agbe (2019) which found that such collaboration as this has impact on students learning outcomes. They also agreed that it can assist in building of students' potentials which means that the various domains of the learners can be adequately developed if this practice is embraced by schools. The development of problem solving skills, effective communication abilities and enriching of learning experiences of the students were part of the areas that the respondents believe that this practice will be helpful. Naz and Rashid (2021) found in their study that this kind of practice is not only relevant to the students alone but also their parents and this suggests the potential of this practice to assist schools achieve their overall goals and objectives when this practice is adopted. Therefore, there is no doubt that these respondents see a lot of potentials if this practice is embraced for improving students learning outcomes.

However, there were identified impediments to this practice and according to the respondents, the problem of time constraint, unclear roles and responsibilities, insufficient materials for collaboration and excessive use of power were impediments (Wasyhun & Teshome, 2019). This result agrees with that of Muthumuni and Mokoena (2024) which indicated that there is still shortage of incentives to encourage schools to practice collaborative instructional leadership. The respondents disagreed that the stakeholders were resistant to this change. This means that these stakeholders only seek for an enabling environment for this practice to be institutionalized for students' benefits. The strategies suggested from their responses included peer observation and feedback, institutionalizing mentoring, establishing clear roles and responsibilities, institutional collaboration policies and culture of shared responsibilities. Study by Reyes (2023) alluded to this finding by stating that stakeholders will practice instructional leadership if they are active participants in this kind of process. Therefore, achieving collaborative instructional leadership that will impact on students learning outcomes is not a task that should be left for school administrators to decide, but all hands must be on deck for this practice to yield the enormous benefits it has on teaching and learning in these schools.

Conclusion

The study concluded that there was a low extent to which the practice of collaborative instructional leadership is being practiced and the principals and teachers do not differ in their opinion on this. The respondents agree that collaborative instructional leadership has the capacity to enhance the problem solving skills of the learner for better learning outcomes but this is inhibited by the lack of adequate training on this practice among other challenges. Collaborative instructional leadership is therefore vital for improving students learning outcomes but this is only when the right condition is provided by the school administrators and other regulators.

Recommendations

The following recommendations emanated from the findings of the study:

1. School administrators need to create and enforce policies that will mandate teachers and other school stakeholders to be involved and committed to the collaborative instructional network created by the school to enhance teaching and learning activities in the school.
2. Adequate material resources need to be provided for collaborators for effective and efficient service delivery as no meaningful collaboration can take place for achieving better students learning outcomes without the commensurate supply of the required quality and quantity of material resources
3. Regular instructional dialogue should be organized by school stakeholders as a forum for sensitization, training and getting of feedback on how students with learning challenges can be assisted to do better academically.
4. The government and other regulatory agencies should ensure that school administrators and teachers with professional competence are deployed to schools as this will go a long way to affect the quality of service that will be provided for students and other members of the school community.

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