

## ORGANIZATIONAL LEADERSHIP MOTIVATIONAL STRATEGIES AS CORRELATES OF LECTURERS' INSTRUCTIONAL DELIVERY IN SOUTH EAST, NIGERIA

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### Abstract

This study determined the relationship between organizational leadership motivational strategies and lecturers' instructional delivery in the South East, Nigeria. The study adopted a correlational design. A sample of 403 lecturers drawn from a population of 1009 lecturers selected from nine public universities in the south east Nigeria using multi-stage sampling procedure. The instruments for data collection were Organizational Leadership Motivational Strategies Questionnaire (OLMOSTRAQ), and Lecturers' Instructional Delivery Questionnaire (LIDQ) which were all developed by the researchers. The instruments were validated by two from Educational Management Department and one expert from Science Education Department, all from the College of Education, Michael Okpara University of Agriculture, Umudike, Abia State. Cronbach Alpha statistic was used to determine the reliability coefficient of the instruments which yielded a coefficient of 0.765, and 0.928 for of OLMOSTRAQ, and LIDQ respectively. Three research assistants helped in data collection. Out of the 403copies of the two of instruments administered respectively, 321 copies of each of the instruments representing 80% rate of return were well filled by the respondents and used for data analysis. Pearson product moment correlation was used to answer research question 1 and two while research question 3 was answered using Schiffé's test. Linear regression analysis was used to test the null hypotheses that guided the study at 0.05 level of significance. The findings showed among others that campus shuttle system significantly to a moderate extent relate to lecturers' instructional delivery; professional development of lecturers significantly to a very high extent relate to lecturers' instructional delivery and organizational leadership motivational strategies significantly relate to lecturers' instructional delivery. Based on the findings, it was recommended among others that university authorities should establish different motivational strategies for her lecturers to ensure effective instructional delivery.

**Keyword:** leadership, organization, motivation, motivational strategies, and instructional delivery.

### Introduction

The functionality of every sector of the economy, the education system to be precise depends solely on the

organizational leadership motivation of its workforce. This revealed that human capital development and sustainability remains an essential element in

attaining high productivity in every organization in which formidable leadership, motivational drive and adequate organizational climate become inevitable. Federal Republic of Nigeria (FRN) (2014) stated that the teacher is the most important resource in the secondary school system who prepares students for higher education and useful living within the society. Since education workforce is a salient element in the university community, the likeliness that poor human capital management may de-motivate emerge. Possibly, it could be said that adequate motivational strategies of workforce tend to bring about high level of productivity in the university education which is obtainable through effective instructional delivery.

In present day organizational settings, there is need for effective leaders who understand the complexities of the rapidly changing global environment and are willing to adopt to diverse leadership and motivational measures to enhance organizational productivity. Podsakoff, MacKenzie, Moorman and Fetter in Ogedi and Nwialu (2019) defined leadership style as a behavior that can affect trust and satisfaction of employees to organization and organizational behavior towards enhancing the relationship between leadership styles and organizational commitment directly. Oladipo, Jamilah, Abdul-daud, Jeffery and Salami in Anuonye (2023) observed that the success or failure of proper organizations, nations and other social units has been largely credited to the nature of their leadership style. Nwokoji (2017) defined leadership as a body of people who lead and direct the activities of group towards a shared goal. Leadership therefore could be defined as the process of guiding and controlling human activities in a given organization for the purpose of achieving sustainable stated goals. organizational leadership therefore is defined as corporate or institutional based and organized means of satisfying organizational needs as well as motivating organizational workforce for the purpose of enhancing their productivity.

Motivation is amongst the strategies that help in achieving high level performance in an organization. Motivation of workforce emerges with learning about approaches to influence individuals to be functional in discharging their occupational task performance for effective and efficient attainment of the organizational defined goals. Ibiam (2015) viewed motivation as perception, methods, activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employee so that they may become satisfied, dedicated and effective task performers.

Motivation is a source of energy for human action. Ibok (2019) defined motivation as the process that initiates, guide and maintains goal-oriented behaviours. Motivation therefore could be seen as those factors that drives workforce to perform effectively in respect to their assigned duties. It is workforce intrinsic enthusiasm that drives them to accomplish activities related to academic work. Motivation thus could be defined as supportive actions that stirs up the best actions in workforce towards effective productivity in their work environment. Motivation could be intrinsic and extrinsic.

The intrinsic factor could be seen from the perception of lecturers who enjoys discharging his/her task performance to students irrespective of the circumstance. These factors include: responsibility, recognition and interesting work among others. The intrinsic motivator is concerned with the “quality of working outcome”, which is likely to have a deeper and longer-term effect because it appears inherent in individuals not imposed from external environment. The extrinsic factor is the one that rely on the environmental surroundings such as salary, office space, and responsibility etc. supporting this argument; Sansome and Harachiewicz in Modebelu and Ogedi (2020) aptly assert that extrinsic

motivation results from the attainment of externally administered rewards. Motivational strategies remain salient of discourse in this study.

Motivational strategies are important factors to be considered in an organizational environment. Motivational strategies can be defined as an autonomy supportive style and controlling style of enticing workforce to perform outstandingly in their assigned responsibilities. (Loima & Vibulphol, 2014). Motivational strategies have been found to enhance workforce job performance especially in ensuring competence, dedication to work and improvement of personal effort towards achieving organizational goals. Motivational strategies can be seen as methods, techniques, tactics, and approaches employed by an organization to energize their workforce to perform efficiently in the work place. Campus shuttle system is a surrogate of motivational strategy for lecturers.

Quality free campus shuttles could be seen as the availability and accessibility of quality campus transportation that aids effective movement from one faculty to another or any other environment in which one intends to go to. School transportation is an important issue for every higher institution of learning as it is seen as a very sensitive factor that influences or affects all participants in the system. Sakellariou, Kotoula, Morfoulaki and Mintsis (2016) contended that school transportation system remains an appropriate design and the provision of maximum safety are necessary actions need to be taken into account while organizing such a system. School transportation includes the movement of workforce and students to and fro school units and school activities. Morfoulaki, Kotoula, Mirovali and Aifantopoulou (2015) argued that walking, biking, use of private cars; buses and taxis are all modes composing a school transportation system, while students, parents, relatives and friends, teachers, drivers and school bus attendants are the basic stakeholders. In essence free university shuttle as

provided by the school administration tends to enhance and motivate the academic and non-academic staff of the institution towards quality productivity and effective instructional delivery. Professional development as an aspect of motivational strategy tends to support lecturers in achieving instructional purpose.

Professional development remains one of the manpower development measures required for quality service delivery amongst lecturers. Ahmed and Yohanna (2021). Defined staff professional development as a systematic attempt to harmonize individual interest and wished and their carefully assessed requirement for furthering their careers with forthcoming requirement of the organization within which they are expected to work. Professional development therefore is the activities carried out in ensuring that educational workforce receives adequate orientation and improvement in carrying out their daily official duties. Imogie in Nwagbara (2023) maintained that such programmes give ample opportunities to serving professional teachers to update their knowledge and skills towards better objectives performance and advancement in status without having to resign their employment. Professional development of lecturers thus plays an essential role in knowledge enhancement, acquisition of new and advanced skill, assist lecturers in building competence, mastery of courses content and all-round development in the educational system. Aina and Olanipekun (2015) posited that professional development helps staff upgrade their content knowledge and administrative skills to adjust to the introduction of organizational trends and environment. However, issues such as on-the-job training, in-service training, orientations, seminars, conferences, pre-service training, off-the-job training and workshops remain essential elements of professional development courses for lecturers.

Instructional delivery remains the major task performance of every academic staff of institutions of learning be it pre-primary, primary, secondary or tertiary institutions of learning. Ayeni and Afolabi in Paula (2020) defined instructional delivery as statutory curricula functions that are performed by the workforce to enable learners achieve the set educational goals in schools. This greatly depends on the level commitment of both the university management and lecturers to make judicious and adequate use of available human and material resources to ensure quality assurance in the teaching-learning process. The quality of lecturers in delivery instruction remains their ability to demonstrate high profound professional attributes in terms of expatriate, scholarly experience, improvising self-design instructional resources, high level of technicality in handling a given course and the ability of authority on allocated courses which serves as a pivotal to successful instructional exercise, students' learning outcomes and evaluation of the instructional outcome. Ayeni in Omenyi (2023) defined instructional effectiveness as a process of facilitating students' learning using appropriate management and instructional strategies by the teacher to manage the interrelatedness among students' interest, the content for learning and means of material that the teacher intends to use in teaching and learning

### **Statement of the Problem**

It has been observed that in most public universities, lecturers are faced with poor organizational leadership motivational strategies that supports their efficiency in delivery of instruction. These factors of poor motivational strategies to ineffective delivery of instruction thus motivational strategies becomes relevant in the university environment.

Ideally, there is need for sustainable motivational strategies in the university community for the purpose of achieving effective instructional delivery among lecturers. This should incorporate professional

development, training and re-training of lecturers, and quality free university shuttle for and other motivational strategies remain a good measure to enhance lecturers' instructional delivery.

Currently, there has been an observed degeneration in the academic performance, attitude and values of university students and graduates as a result of ineffective delivery of instruction by lecturers caused by poor organizational leadership and motivational strategies in the university education. One may wonder if the high rate and the failure of students especially in oral examinations and interview is not the reflection of instructional quality delivery in the various tertiary institutions of learning. The problem of lecturers' low morale and non-challant attitude in discharging their instructional responsibilities has resulted into students' impersonation, examination malpractice, and social violence within and outside the school. Lecturers poor and high cost of university shuttle system, and difficulties in accessing professional are seen as part of the major constraints faced by the lecturers in discharging their instructional responsibilities. The problem of this study therefore put in question form; to what extent do organizational leadership motivational strategies relate to lecturers' instructional delivery in universities in South East, Nigeria?

### **Purpose of the Study**

The study examined the extent to which organizational leadership motivational as correlates with lecturers' effective instructional delivery in South East, Nigeria. Specially, the study

1. Determined the extent to which free campus shuttles system relate to lecturers' effective instructional delivery.
2. To examine the extent professional development of lecturers relate to lecturers' effective instructional delivery.

3. Ascertained the extent to which organizational leadership motivational strategies jointly relate to lecturers' effective instructional delivery.

### **Research questions**

The following research questions guided the study.

They are;

1. To what extent does free campus shuttles system relate to lecturers' instructional delivery?
2. To what extent does professional development relate to lecturers' instructional delivery?
3. To what extent do organizational leadership motivational strategies jointly relate to lecturers' instructional delivery?

### **Hypotheses**

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

H0<sub>1</sub>: There is no significant relationship between free university shuttle system and lecturers' effective instructional delivery.

H0<sub>2</sub>: There is no significant relationship between professional development and lecturer's instructional delivery.

H0<sub>3</sub>: There is no significant joint relationship between organizational leadership motivational strategies and lecturers' instructional delivery.

### **Theoretical framework**

#### **This study was built on Frederick Herzberg's two-factor theory (1959)**

Herzberg two-factor theory can also be referred to as Motivation-Hygiene theory was propounded by Frederick Herzberg in Utah's College of Business, United States of America in 1959. The theory stated that, there are certain factors in the work place that cause job satisfaction. There is also a separate set of factors that cause job dissatisfaction, the former (satisfier) represents happiness and positive feelings that results to job satisfaction. The latter (hygiene factor or dissatisfier) represents pain, negative feelings that will lead to job dissatisfaction. Frederick Herzberg, a psychologist, theorized that job

satisfaction and job dissatisfaction act independently of each other, none depended on each other to exist. He observed that employees are normally not contented with first satisfying lower needs like food, water, air and so on. They prefer satisfying first higher-level psychological needs that have to do with advancement, achievement, responsibility, recognition and the job itself. This appears to stay the same distance apart with Maslow's 'hierarchy of needs' theory that states that lower-level needs should be satisfied first before proceeding to higher level needs.

The two-factor model of motivation theory was based on the assumption that satisfaction and dissatisfaction are not on a continuum. They are independent phenomenon. However, Herzberg, Mausner and Synderman carried out research. This research consisted of about Two Hundred and Three American Accountants and Engineers. The research was to find out when these workers were exceptionally happy or sad with their present or previous jobs. The result of this research was the emergence of satisfiers and dissatisfiers. Factors that result to job satisfaction are intrinsic to the job itself and are known as "Motivators or Satisfiers". These factors include achievement, recognition, responsibility, advancement, possibilities of personal growth and the work itself. Their presence in a job can build high level of motivation. Their absence may result to little dissatisfaction.

The factors that cause job dissatisfaction are as follows: company policy and administration, supervision, working condition, interpersonal relation (with peers, subordinates and supervisors), status, job security, salary, personal life, technical problems. These factors are known as "Dissatisfiers" or "Hygiene" factors. They are extrinsic to the job itself. It should be noted that the opposite of satisfaction is not dissatisfaction, as it is inclined to conclude. Rather the opposite of satisfaction is "no" satisfaction while the opposite of dissatisfaction is "no" dissatisfaction.



Herzberg's two-factor theory has many implications to this study. For educational administrators to improve job attitude and productivity, they must recognize and give attention to both the factors that lead to job satisfaction and the ones that lead to job dissatisfaction. That is necessary because both factors do not depend on each other, they exist independently. Administrators should not assume that an increase in job satisfaction will lead to decrease in job dissatisfaction or vice versa. The "hygiene-factors", which Herzberg referred to as "dissatisfiers" are very prevalent in the school system. No wonder some teachers do not derive the necessary satisfaction to stay on the job. This might be the reason for attritional tendencies among them. They leave to places they believe their satisfaction can be met.

Applying this theory to this research, the factors in the work place that cause work dissatisfaction are the same factors under discussion. The absence of these factors in the public university system is supposed to be the cause of lecturers to leave the teaching profession. So, it can be seen that the theory and the study are both talking about the absence of leadership motivational factors in a work place that can cause job dissatisfaction.

### **Research Method**

The study adopted a correlational design. The population for the study is 1009 lecturers in public universities in the South East, Nigeria. The sample size for this study is 403 lecturers. The figure 403 represents 40% of the population. Multi-stage sampling procedure was used for the study. Proportionate stratified random sampling technique was used to select the sample of this study. This was done by sampling from various departments in the faculties of education at study. Ball and Gall in Uzoagulu (2011) stated that for a population of 1000 use 20%, for 5000 use 10% and a population of 10,000 use 5%. Supporting this view, Nwana in Uzoagulu (2011) opined that no fixed number or percentage is

ideal rather it depends on the circumstances of the study that determines what number or percentage of the population should be used. The researcher randomly selected the sample figure by folding a paper written Yes and No; the researcher repeatedly selects the respondents by dipping hand inside a bowl where the selection material was placed until the required percentage was gotten, of which only the paper written yes was used for the study. This process gave each participant/element the equal chance of being selected. More so, quota sampling was used by the researcher to select faculty of education in nine universities out of ten universities in south east Nigeria as a result that Federal University of Technology Owerri (FUTO) is not offering education courses. Johnson and Christensen (2000) opined that in quota sampling, the researcher determines the appropriate sample size or quotas for the groups identified as important and take convenience sample from those groups. This sampling technique was ideal because the researcher targeted only lecturers' in faculties of education. Organizational Leadership Motivational Strategies Questionnaire (OLMOSTRAQ), and Lecturers' Instructional Delivery Questionnaire (LIDQ) was used for data collection. Two experts from the Department of Educational Management and one expert from the Department of Science Education all in the College of Education, Michael Okpara University of Agriculture, Umudike validated. The essence of these experts' validation was to ensure the relevance, suitability and clarity of the items of the instruments. Cronbach alpha method was used to determine the reliability of the instruments which yielded an index of .765 for OLMOSTRAQ; and .928 for LIDQ respectively which were considered reliable.

### **Method of Data Analysis**

The data collected from the field were analyzed using Pearson Moment Correlation Coefficient to answer research question 1 and 2 while Scheffes' test was used to answer research question 3. Linear Regression

analysis (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Decision rule for result acceptance; below index is interpreted as: 0.00- No relationship, 0.01-0.20 - very low relationship, 0.21-0.40 - low relationship, 0.41-0.60 - moderate relationship, 0.61-0.80 - high relationship, 0.81-0.99 - very high relationship, and 1.00 - perfect relationship.

### Results

Out of the 403 copies of the instrument that were administered to the respondents, 321 copies were adequately filled and retrieved which gave a return

rate of 80%. and 20% unreturned. In essence, the 321 copies of the questionnaire that were returned which gave 80% return rate form the bases for data analysis. Taro Yamen sample estimation formular established a minimum sample size of 2856 for this study based on 1009 population and sample size of 403. Therefore 321 returned copies used for the study is above the minimum standard.

### Research Question 1

To what extent does free campus shuttles system relate with lecturers' effective instructional delivery?

**Table1: Correlation Matrix between Free campus shuttles system and lecturers' instructional delivery**

		FCSS	LID
FCSS	Pearson	1	.583
	N	321	321
	R <sup>2</sup>	(0.340) 34%	
LID	Pearson	.583	1
	N	321	321

FCSS= Free Campus Shuttles System, LID= Lecturers' Instructional Delivery

Data on table 1 show a correlation value of .583 which is positive and within the coefficient limit or range of 0.41 - 0.60 indicating moderate relationship. This result shows that free campus shuttles system to a moderate extent, relates to lecturers' effective instructional delivery. The coefficient of determination (R<sup>2</sup>) of 0.340 indicates that 34% of the lecturers' instructional delivery could be accounted for by the free campus shuttles system.

### Hypothesis 1

There is no significant relationship between free campus shuttles system and lecturers' instructional delivery.

**Table 2: Regression Analysis on Extent of Relationship between Free campus shuttles system and lecturers' instructional delivery**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	30048.122	1	30048.122	294.333	.000 <sup>b</sup>
Residual	32566.509	319	102.089		
Total	62614.631	320			

Data on table 2 reveals a probability (P)- value of 0.00 which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha level, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between free campus shuttles system and lecturers' instructional delivery.

### Research Question 2

To what extent does professional development of lecturers relate with lecturers' effective instructional delivery?

**Table 3: Correlation Matrix between professional development of lecturers and lecturers' Effective instructional delivery**

		PDOL	LID
PDOL	Pearson	1	.910
	N	321	321
	R <sup>2</sup>	(0.828) 83%	
LEID	Pearson	.910	1
	N	321	321

PDOL=Professional Development of Lecturers, LID= Lecturers Instructional Delivery

The data on table 3 reveals a correlation value of .910 which is positive and within the coefficient limit or range of 0.81 - 0.99 indicating very high relationship. This result implies that professional development of lecturers to a very high extent, relates to lecturers' effective instructional delivery. The coefficient of determination (R<sup>2</sup>) of 0.828 indicates that 83% of the lecturers' instructional delivery could be accounted for by the professional development of lecturers.

### Hypothesis 2

There is no significant relationship between professional development of lecturers and lecturers' effective instructional delivery.

**Table 4: Regression Analysis on Extent of Relationship between Professional Development of lecturers and lecturers' instructional delivery**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	22133.511	1	22133.511	232.083	.000 <sup>b</sup>
Residual	30422.613	319	95.369		
Total	52556.124	320			

Data on table 4 show a probability (P)- value of 0.00 which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha level, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between professional development of lecturers and lecturers' instructional delivery.

### Research Question 3

To what extent do organizational leadership motivational strategies jointly relate with lecturers' instructional delivery?

**Table 5: Correlation Matrix between organizational leadership motivational strategies (free campus shuttles system, and professional development of lecturers) and lecturers' instructional delivery.**

		FCSS	PDOL	LID
FCSS	Pearson Correlation	1		.583
	N	321		
	Pearson Correlation		1	.910
PDOL	N	321		321

FCSS=Free Campus Shuttles System, PDOL=Professional Development of Lecturers, \*. Correlation is significant at the 0.05 level (2-tailed)



Data on table 5 indicate a correlation coefficient (r) of .583 which is positive and within the coefficient limit or range of 0.41 - 0.60 indicating moderating relationship. This result shows that free campus shuttles system to a moderate extent, relates to lecturers' instructional delivery. The table also shows a correlation coefficient (r).910 which is positive and within the coefficient limit or range of 0.81-0.99 indicating very high relationship. This result implies that professional development of lecturers to a very high extent, relates to lecturers' instructional delivery. The result further shows a correlation coefficient (r) of 0.772 which is positive and within the coefficient range of 0.61-0.80 which indicates a high extent relationship.

To determine the relative contribution of organizational leadership motivational strategies on lecturers' instructional delivery, a Scheffe test was carried out and the predictive indices of motivational strategies are presented as shown in table 6 below:

**Table 6: Scheffe Test on Relative Contribution of organizational leadership motivational strategies (free campus shuttles system, professional development of lecturers,) and lecturers' instructional delivery.**

	FCSS	PDOL	LID %
Pearson Correlation	1		.583(44.52)
FCSS			
N	321		
Pearson Correlation		1	.910(55.48)
PDOL			
N	321		321

FCSS=Free Campus Shuttles System, PDOL=Professional Development of Lecturers, \*. Correlation is significant at the 0.05 level (2-tailed)

Table 6 shows that the predictive indices of organizational leadership motivational strategies (Free Campus Shuttles System, Professional Development) are .583, and .910, respectively. These however represent 44.52, and 55.48 percentages of relative contribution of Free Campus Shuttles System and Professional Development of Lecturers on lecturers' instructional delivery. In other words, the lecturers professional development had the highest percentage contribution of 55.48%, followed Free Campus Shuttles System with 44.52% relative contribution.

### Hypothesis 3

There is no significant joint relationship between organizational leadership motivational strategies and lecturers' effective instructional delivery.

**Table 7: Multiple Regression Analysis of organizational leadership motivational strategies (Free Campus Shuttles System, and Professional Development of Lecturers,) and Lecturers' instructional delivery**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	82154.328	5	16430.866	113.499	.000 <sup>b</sup>
Residual	45601.332	315	144.767		
Total	127755.66	320			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data in the table 7 above revealed that organizational leadership motivational strategies significantly relate to lecturers' instructional delivery.

This is shown by the P- value of 0.00 which is less than the 0.05 alpha level. Since the probability value of .000 is less than the alpha value of 0.05, the

hypothesis of no significant relationship was rejected and the alternate accepted. Therefore, there is a significant relationship between organizational leadership motivational strategies and lecturers' instructional delivery.

### **Findings of the study**

1. Campus shuttle system significantly to a moderate extent relate to lecturers' instructional delivery.
2. Professional development of lecturers significantly to a very high extent relate to lecturers' instructional delivery.
3. Organizational leadership motivational strategies significantly relate to lecturers' instructional delivery.

### **Discussion of the findings**

#### **Campus shuttle system and lecturers' instructional delivery**

Result from the study showed that campus shuttle system significantly to a moderate extent relate to lecturers' instructional delivery. The result implied that if campus shuttle system is available and provided for the work force especially the lecturers, it will moderately relate or enhance the instructional delivery of lecturers to a moderate extent. The results no doubt implies that lecturers would have easy movement both within and outside the university especially with the availability of efficient campus shuttle to convey them to lecture halls, offices and the university environment. The results agreed with Morfoulaki, Kotoula, Mirovali and Aifantopoulou (2015) noted that free campus shuttle as provided by the school administration tends to enhance and motivate the academic and non-academic staff of the institution towards quality productivity and effective instructional delivery.

#### **Professional development and lecturers' instructional delivery**

It was found from the study that professional development of lecturers significantly to a very high extent relate to lecturers' instructional delivery. The results implied that when lecturers are exposed to

professional developments like regular attendance to conferences, seminars, workshops and programmes like post-doctoral programme and TETFUND grants, it would greatly enhance their effectiveness in their jobs. There is no doubt their exposure to such professional development programmes enables them to acquire better knowledge and skills to carry out their day-to-day instructional delivery effectively. The findings support Imogie in Nwagbara (2023) who maintained that when staff engage in development programmes, it allows them to have an updated knowledge and skills to work with.

#### **Organizational leadership motivational strategies and lecturers' instructional delivery**

The results showed that organizational leadership motivational strategies significantly relate to lecturers' instructional delivery. The results implied that the effectiveness of lecturers' instructional delivery is significantly determined by the organizational leadership motivational strategies which the teachers are exposed to. In other words, the more the lecturers are exposed to motivational strategies such as free campus shuttle system, professional development programme, quality staff quarters and quality remuneration and promotion to lecturers among others, the more they show commitment in their instructional delivery. The results agreed with Nusenu in Adeolu (2014) who their respective studies teacher's motivational strategies and instructional effectiveness which revealed among others that there was a significant relationship between teachers' motivation and their instructional effectiveness.

### **Recommendations**

1. Government and University administrators should endeavor to provide adequate campus shuttle system for both staff and students.
2. University Authorities should establish robust professional development programme for all her categories of staff especially the lecturers so as to

update their knowledge with contemporary concepts and issues.

3. University authorities should establish different organizational leadership motivational strategies for her lecturers to ensure effective instructional delivery.

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