

Leadership Core Values as Predictors of Teaching Effectiveness in Degree Awarding Institutions in Southwestern Nigeria

TETFund Institution Based Research (IBR)

^{1*}Ayobami Abimbola Oyedeki and ²Folasade Margaret Oladunjoye

^{1*} & ² Department of Educational Foundations, School of General Education, Federal College of Education, Iwo, Osun State, Nigeria. Email: oyedekiaabim2011@gmail.com

²Department of Yoruba Language, School of Language, Federal College of Education, Iwo, Osun State, Nigeria. Email: oyedekiaa@fceiwo.edu.ng

Abstract

The low Academic Quality (AQ) in the area of teaching in Degree Awarding institutions (DAIs) in Southwestern Nigeria has been an issue of concern to stakeholders. Research evidence suggests that low-quality academics could be due to non-practicing Leadership Core Values (LCVs) among DAIs in southwestern Nigeria. Previous studies on AQ laid more emphasis on institutional supports, leadership characteristics, and effective university leadership than on LCVs. This study investigated LCVs and AQ in DAIs in southwestern Nigeria. The multi-stage sampling procedure was used to select 321 lecturers and 283 final-year students from six DAIs using purposive and simple random sampling techniques. The researcher developed two instruments (LCVs Questionnaire and Teaching Effectiveness Questionnaire) with reliability coefficients of $r = 0.97$ and $r = 0.86$, respectively, for the collection of data. Research questions and hypotheses were answered and tested using descriptive statistics and regression. The level of AQ in the area of teaching effectiveness in DAIs in southwestern Nigeria was high side, while the most commonly practiced LCV was empathy in DAIs. The result also found that a significant relationship exists between LCVs and AQ in DAIs. The result equally showed that LCVs jointly and relatively contributed to AQ in degree awarding institutions in southwestern Nigeria. Utmost priority should be given to academic quality in affiliated degree awarding institutions. Affiliated institution managements must maintain and continue to adopt empathy in their leadership practices. Leadership of the institutions should also try to pay attention to leadership core values since they all contribute to academic quality.

Keywords: Academic Quality, Leadership Core Values, Teaching Effectiveness, Empathy

Cite this as: Oyedeki, A. A., & Oladunjoye, F. M. (2026). Leadership Core Values as Predictors of Teaching Effectiveness in Degree Awarding Institutions in Southwestern Nigeria. *Rima International Journal of Education*, 5(6), 1—16. DOI: <https://doi.org/10.65760/rijessu.v5.6.1>

Introduction

Higher Education Institutions (HEIs) are the last level of education that students receive after secondary education. The HEIs include colleges of education, monotechnics, polytechnics, and universities. These institutions have been recognized as a fundamental instrument for the construction of a knowledge economy and the development of human intellectuals all over the globe. The quality of knowledge that HEIs generate is critical to national competitiveness and development. Academic quality appears to be the symbol of the quality of HEIs. When academic quality is highly delivered to meet set standards, the products of HEIs are expected to perform well in the labour market. On the other hand, low performance of institutional products may be experienced when the academic quality of staff is low at the institutional level

The HEIs are expected to meet up with quality academic standards that are best practices in world-class institutions to make Nigerian graduates compete with their peers globally. This implies that HEIs are expected to be well-known for academic quality in the area of effective teaching, quality research, and impactful community service. Ofoegbu and Alonge (2017) stated that academic quality connotes effective teaching and learning, developmental research, high-impact community services, creativity and innovation, scientific and technological skills acquisition by both staff and students, acquisition of self-independent economic skills by HEIs' graduates, and high moral discipline. However, Oyediji (2025) observed that some lecturers hardly cope with their routine activities ranging from teaching, research, project supervision, students' work assessment, seminars, and community service.

However, it seems that the glory of academic quality has been lost in HEIs, particularly in all awarding degree institutions, because many of these institutions are managed by affiliated institutions and licensed by the National Universities Commission (NUC). There appears to be a loss of faith in the efficiency of awarding degrees in promoting economic growth and development (Ofoegbu and Alonge, 2017). Society believes that all affiliated institutions will complement the effort of the main campuses when their carrying capacity can no longer accommodate the applicants that choose their institutions as first and second choices. At times, some of these applicants score below the cut off mark of the institution of their choice in Joint Admission Matriculation Board (JAMB) while some of them could no longer

cope with full time programme and academic rigorous due to financial constraint, academic deficiency in area of their choosing career, disruption of academic calendar and failure of the federal government to implement the agreement reached with the academic staff union of universities since 2009. These and many more challenges serve as an opportunity for these awarding degree institutions to enroll students. These institutions are expected to provide academic quality that would shape the minds of the students and help them to transform society at large. On the other hand, management of some of these institutions seems to employ lecturers who would teach these students without academic qualifications in that particular field of study, while some of these lecturers curiously take more than the courses than they cannot handle due to the stipend attached to it and other benefits. If this persists, the learning outcome and performance of students will be jeopardized. Likewise, some of the employed lecturers seem to give the students past projects and instruct them to change the geographical scope for financial gain. The question is: how does the institution promote academic quality where lecturers encourage academic fraud in the intellectual cycle?

Academic quality is the process of sustaining and maintaining standards in the product of education through effective teaching, thorough supervision, and quality research without compromising. The meaning of academic quality goes beyond obtaining good grades by students but also includes institutions having qualified and competent lecturers, talented students who wish to study under the best brains; admission and recruitment policies of such institutions must be based on merit, not a quota system. Therefore, academic quality in terms of teaching, research, and community service is inevitable if the awarding degree institutions will still be relevant in society. Awarding degree institutions are expected to emulate the academic quality of the main campuses and serve as a centre of academic quality. However, it seems that academic quality in those centres has been compromised over a decade due to poor academic leadership surrounding the institution. Interestingly, academic staff who are employed by the owner or management of the institutions constitute the group of human resources through whom academic quality is achieved (Sikpi and Enoch, 2022). This implies that they are the brains behind the academic quality and success of the institutions. These staff are expected to be highly qualified, competent, skillful, knowledgeable, and committed to teaching, research, and community service. However, their effort to enhance

academic quality largely depends on the kind of leadership put in place by the owner or management of the institution.

Teaching is seen as a core responsibility of lecturers in awarding degree institutions who are employed by the management or owner of the institutions. Lecturers of awarding degree institutions are expected to deliver high-quality lectures and develop and update course materials. They are also expected to conduct continuous assessment examinations and submit the results as requested by the management of the institutions. However, many of the institutions appear to perform below standard when it comes to effective teaching. Adeyemo (2020) reported that teaching practice and examination supervision of students are now deficient in most of awarding degree institutions in Nigeria. Abiound-Oyebanji and Oyedeji (2021) observed that lecturers of the awarding degree institutions are not committed to teaching effectiveness because the usual penchant for core responsibility appears to be no longer in existence, especially where some lecturers have to exploit students, selling course materials against the approved price by the management of the institutions.

In view of the significance of academic quality in terms of teaching effectiveness, research suggests that low-quality academics could be probably due to poor leadership core values among degree awarding institutions in southwestern Nigeria. Leadership is one of the significant criteria for all activities in human life. It is the process of interaction between the leader (employer) and the followers (employees), influencing followers toward attaining academic quality (Amanchukwu, Stanley and Ololube, 2015). Leaders not only influence behaviour but also motivate their followers for effective teaching in the university system (Abiodun-Oyebanji and Oyedeji, 2023). The researcher added that being a leader has always meant having authority over a group of individuals and the power to make decisions on who to teach and supervise students' project are always depend on effective and quality leadership. At different levels of education, leaders make decisions that consequently determine the academic quality. The leader is not only the head of an institution but also gives direction and meaningfully engage lecturers to achieve academic quality. An effective leadership has been widely recognized as a powerful tool for attaining of effective teaching and quality research especially in awarding degree institutions. It is therefore important to emphasis that they differ greatly in their styles and use of authority as well as power.

Leadership core values are precondition to academic quality in awarding degree institution (Ololube, 2018). The way and manner in which leaders of awarding degree lead and relate with their academic staff and others in the institution community determines their teaching effectiveness. Teaching effectiveness may not be achieved if leaders in awarding degree institutions do not understand the importance of leadership core values. Leadership core value values include collaboration, empathy, excellence, self-respect, honesty, integrity, accountability, wisdom and creativity (Ololube, 2018; Ololube, Elechi and Uriah, 2018; Oyedeji and Olatunbosun, 2021; Skiipi and Enorch, 2022). These core values of a leader are expected to be guided principles by which it is committed to achieve academic quality. Failure to possess these core values among leaders of awarding degree institutions, there is tendency to have low academic quality in term of half brake graduates. This could invariably lead to unemployment of their graduates in the labour market. Therefore, the core values of a leader are its central point of control mechanism of academic quality. However, for the purpose of this study, elements considered under leadership core values are collaboration, honesty, and empathy. This will be discussed in relation to the academic quality of the institutions.

Collaborative leadership is one of the elements of core values which seem to influence academic quality in awarding degree centres. Collaboration becomes possible when leaders allow two or more lecturers to work together as a team to teach by combining one another's knowledge, experiences and skills. Collaborative leadership is the act of getting academic staff to work together as a team within the institution by leaders to facilitate teaching effectiveness and research methodology (Adegbaye, Okunlaya, Funom and Amalahu, 2017).

Another important core value that needs to be taken into consideration is the creativity of leaders. Creativity refers to the ability and capability of leaders to think deeply out of the box in order to provide lasting solutions to the poor academic quality among academic staff in awarding degree institutions (Oyedeji and Olatunbosun, 2021). Creativity, as one of the elements of leadership core values, determines the extent to which academic staff perform their duties. The degree to which leaders bring up new ideas and innovation in addressing simple problems that may confront staff and students determines

the level of teaching effectiveness. The leaders are expected to be creative if their institutions are to produce quality graduates.

Leadership honesty serves as an element of core values of leadership that seems to affect academic quality. Leadership honesty is the ability to develop trust in followers and legitimacy is based on honesty. Effective leaders always follow these principles. They draft and lead the way, they produce a vision of upcoming missions, inspire people, help others and encourage their team members (Sikpi and Enoch, 2022). The quality of academics is expected to be manifested in the values and character of the leaders who govern the institutions. Thus, institutional leaders are expected to promote and protect positive values if they want their graduates to be employable and research to be relevant in society. In a situation where, institutional leaders fail to protect core values, academic staff will become burdened and discouraged (Ololube, 2018).

Leadership empathy could also be seen as a core value that determines academic quality in awarding degree institutions. Leadership empathy means having the capability to understand the needs of others and being aware of their feelings and thoughts. Unfortunately, it seems that many institutional leaders do not actually know and understand what academic staff want to enhance academic quality within the system they operate.

Sikpi and Enoch, (2022); Raji and Oyediji, (2021); Oyediji and Olatunbosun, (2021) Mokat, (2020); Oyebanji and Oyediji, (2018); Ofoegbu and Alonge, (2017); and Ngoa and Dang, (2014) in their separate studies, worked extensively on leadership core values and goal attainment, institutional supports and research output, leadership characteristics and service delivery, the role of leadership in academic services, academic mentoring on institutional effectiveness, effective university leadership as predictor of academic excellence and university leadership for academic excellence. None of these previous studies considers leadership core values and academic quality. The study, therefore, investigated leadership core values and academic quality in awarding degree institutions in Southwestern Nigeria.

Statement of the Problem

The low academic quality of degree-awarding institutions in Southwestern Nigeria has been an issue of concern to stakeholders. Management of some of the institutions seems to employ lecturers who would teach the students

without academic qualifications in that particular field of study, while some of these lecturers are interestedly to take more courses than they can handle due to the stipend attached to it and other benefits. If this is persistent, the learning outcome and performance of students will be jeopardized.

Hence, research suggests that low-quality academics could be due to poor leadership core values among degree-awarding institutions in southwestern Nigeria. It is assumed that if institutional leadership has corroborative, honesty, and empathy in its administration, it will stimulate academic quality. Studies conducted on leadership core values and goal attainment, institutional supports and research output, leadership characteristics and service delivery, and the role of leadership in academic services without considering leadership core values and academic quality. It is therefore imperative to investigate if leadership core values are predictors of academic quality in HEI in southwestern Nigeria.

Objectives of the study

The main objective of this study was to investigate leadership core values and academic quality in awarding institutions in southwestern Nigeria. Specifically, the study will

- I. find out the level of academic quality in awarding institutions in southwestern Nigeria;
- II. investigate the most common leadership core values by academic leaders in awarding institutions in southwestern Nigeria; and

Research Questions

The following research questions were raised and answered for this study

- I. What is the level of academic quality in awarding degree institutions in southwestern Nigeria?
- II. Which of the leadership core values is commonly used in awarding degree institutions in southwestern Nigeria?

Hypotheses of the Study

The following hypotheses were formulated and tested in the study

H₀₁: There is no relative contribution of leadership core values to academic quality in awarding degree institutions in southwestern Nigeria

H₀₂: There is no joint contribution of leadership core values to academic quality in awarding degree institutions in southwestern Nigeria

METHODOLOGY

This study employed the descriptive survey design of the correlational type. This design describes and shows the relationship between variables as they naturally occur. The population of this study consists of 638 lecturers and 2595 final-year students in awarding degree centres in southwestern Nigeria. The study adopted a multi-stage sampling procedure for data collection. In the first stage, three states (Ogun, Osun, and Oyo) out of the six states were purposively selected based on the presence of a large number of institutions. In the second stage, six institutions were selected using a simple random sampling technique. In the third stage, 50% of the lecturers and 10% of final-year students in each of the selected institution were purposively selected based on their willingness to participate in the study. Detail is presented in Table

Table 1

Population and sample of lecturers and students in selected institutions in Southwestern Nigeria

State	Institution	Number of Lecturers	50% of Lecturers	Number of Students	10% of students
Ogun	Federal College of Education, Osiele, Abeokuta	156	78	240	24
	College of Education, Ila-Orangun, Osun State	97	49	350	35
Osun	University of Ilesa, Osun State	67	34	596	60
	Federal College of Education (Special), Oyo	65	33	305	31
Oyo	Emmanuel Alayande University of Education, Oyo	120	60	750	75
	Mufutau Lanihun College of Education	133	67	580	58
Total		638	321	2595	283

Source: Institutional Establishment, 2023/2024 Academic Session

The researcher developed the following instruments to elicit responses from lecturers and final-year students of all institutions selected in Southwestern Nigeria. The instruments are Leadership Core Values Questionnaire (LCVQ) and Teaching Effectiveness Questionnaire (TEQ). The LCVQ was captured using a four Likert scale of VGE-Very Great Extent (4), GE-Great Extent (GE), SE-Small Extent (SE) and Very Small Extent (VSE) from which the lecturers would be allowed to tick only one option based on their understanding of the items. The TEQ was self-developed and designed for students in order to measure teaching effectiveness. All the items were designed on 4-Point Likert-type rating scales with responses ranging from Very Good (VG)-4, Good (G)-3, Fair (F)-2, Poor (P)-1. The two instruments were validated by experts in the fields of Test and Measurement and Educational Management in the Faculty of Education, University of Ibadan, Ibadan, Nigeria. Twenty copies, each of the LCVQ and TEQ was administered to lecturers and students outside the sample size of the study but within the study population within two weeks. The data gathered were analyzed using Cronbach's Alpha method to obtain $r = 0.79$ and $r = 0.80$. The reliability coefficient was high to ascertain the reliability of the instruments. The descriptive statistics was used to answer research questions while inferential statistics of Pearson's Product Moment Correlation and regression was used to test hypotheses formulated at 0.05 level of significance.

Results and Discussion

Research Question 1: What is the level of academic quality in awarding degree institutions in southwestern Nigeria?

Table 2

The level of academic quality in terms of teaching effectiveness

S/N	Academic Quality	VG	G	F	P	MEAN ($\bar{x}$)
1	Regularity of assignment	218 (77.9)	59 (21.1)	2 (0.7)	1 (0.4)	3.76
2	Joking while lecturing	84 (30.0)	143 (51.1)	39 (13.9)	14 (5.0)	3.06
3	Mastery of course content	180 (64.3)	96 (34.3)	3 (1.1)	1 (0.4)	2.63
4	Communication skills	210 (75.0)	64 (22.9)	6 (2.1)	-- (--)	3.73
5	Punctuality in the lecture room	198 (70.7)	77 (27.5)	3 (1.1)	2 (0.7)	3.68
6	Asking students questions	176	96	6	2	3.59

Leadership Core Values as Predictors of Teaching Effectiveness in Degree Awarding Institutions in Southwestern Nigeria

	after lecture	(62.9)	(34.3)	(2.1)	(0.7)	
7	Attentiveness to students' comments	171	103	4	2	3.58
		(61.1)	(36.8)	(1.4)	(0.7)	
8	Engaging of selling study materials	154	97	15	14	3.40
		(55.0)	(34.6)	(5.4)	(5.0)	
9	Exploiting students	81	115	39	45	2.83
		(28.9)	(41.1)	(13.9)	(16.1)	
10	Willingness to correct misconception	148	117	11	4	3.46
		(52.9)	(41.8)	(3.9)	(1.4)	
11.	Recommending relevant text books	126	120	28	6	3.31
		(45.0)	(42.9)	(10.0)	(2.1)	
12	Timely completion course outline	170	103	6	1	3.58
		(60.7)	(36.8)	(2.1)	(0.4)	
13	Friendliness with students	150	120	8	2	3.49
		(53.6)	(42.9)	(2.9)	(0.7)	
14	Clarity of expression	146	127	5	2	3.49
		(52.1)	(45.4)	(1.8)	(0.7)	
15	Attentiveness to students' comments	171	102	6	1	3.58
		(61.1)	(36.4)	(2.1)	(0.4)	
	Weighted Average	3.41				

Note: Very Good (VG); Good (G); Fair (F); Poor (P), decision benchmark- below 2.50= low, above 2.50= high. Figures in parentheses are percentages

Table 2 presents the level of academic quality in terms of teaching effectiveness in awarding degree institutions in southwestern Nigeria. The result from Table indicates that 13 out of the 15 items were rated to be very good, with the highest frequency. For instance, regularity of assignment ($\bar{x}=3.76$); mastery of course content ($\bar{x}=2.63$); communication skills ($\bar{x}=3.73$); punctuality in the lecture room ($\bar{x}=3.68$); asking students questions after lecture ($\bar{x}=3.59$); attentiveness to students' comments ($\bar{x}=3.58$); engaging of selling study materials ($\bar{x}=3.40$); willingness to correct misconception ($\bar{x}=3.46$); recommending relevant text books ($\bar{x}=3.31$); timely completion course outline ($\bar{x}=3.58$); friendliness with students ($\bar{x}=3.49$); clarity of expression ($\bar{x}=3.49$); and attentiveness to students' comments ($\bar{x}=3.58$). However, item two and nine were reported to be good with mean value of $\bar{x}=3.06$ and $\bar{x}=2.83$ respectively. This can be seen that all the mean values and the weighted average (3.41) are above the threshold of 2.50. This shows that the level of academic quality in the area of teaching effectiveness in awarding degree institutions in southwestern Nigeria was on the high side. It means that students are receiving academic quality in those institutions. The submission of this study disagrees with the findings of Abiodun-Oyebanji and Oyedeji (2021) who observed that lecturers of the awarding degree institutions are not committed to teaching effectiveness.

Research Question 2. Which of the leadership core values is commonly used in awarding degree institutions in southwestern Nigeria?

Table 3

The most commonly leadership core values used in awarding degree institutions

S/N	Collaboration	VH	H	L	VL	Mean ($\bar{X}$)	Std. Dev
1.	Practicality of team-teaching	150 (58.4)	87 (33.9)	16 (6.2)	4 (1.6)	3.49	0.69
2.	Joint-authored publications	93 (36.2)	106 (41.2)	51 (19.8)	7 (2.7)	3.11	0.81
3.	Sharing of experience among staff	138 (53.7)	94 (36.6)	19 (7.4)	6 (2.3)	3.42	0.73
4.	Understanding of one another's feelings	159 (61.9)	73 (28.4)	22 (8.6)	3 (1.2)	3.51	0.70
5.	Staff involvement in decision-making	99 (38.5)	93 (36.2)	57 (22.2)	8 (3.1)	3.10	0.85
	Weighted Average	3.33					
	Honesty						
1.	Fairness in managing lecturers	130 (50.6)	86 (33.5)	36 (14.0)	5 (1.9)	3.33	0.79
2.	Being honest accounts for academic quality	109 (42.4)	118 (45.9)	30 (11.7)	-- (---)	3.31	0.67
3.	Honest leader promotes research activities	168 (65.4)	71 (27.6)	18 (7.0)	---- (----)	3.58	0.62
4.	Manipulation of research findings	166 (64.6)	35 (13.6)	44 (17.1)	12 (4.7)	3.38	0.93
5.	Trustfulness of leader enhances teaching effectiveness	107 (41.6)	98 (38.1)	47 (18.3)	5 (1.9)	3.19	0.80
	Weighted Average	3.36					
	Empathy						
1	Empathy leadership demonstrates attentiveness	117 (45.5)	116 (45.1)	17 (6.6)	7 (2.7)	3.33	0.72
2	leadership that demonstrates empathy, lecturers feel safe talking to them	119 (46.3)	113 (44.0)	17 (6.6)	8 (3.1)	3.33	0.74
3	Empathy also cultivates a greater presence in your leadership role	136 (52.9)	108 (42.0)	11 (4.3)	2 (0.8)	3.47	0.62
4	Being empathetic allows leaders to help struggling employees improve and excel	143 (55.6)	100 (38.9)	11 (4.3)	3 (1.2)	3.49	0.64
5	Empathy leadership teaches other how to be patient	124 (48.2)	117 (45.5)	8 (3.1)	8 (3.1)	3.39	0.70
	Weighted Average	3.40					

Key: Very High (VH)=4, High (H)=3, Low (L)=2 and Very Low (VL)=1. Note: decision bench mark- below 2.50= low, above 2.50= high. Figures in parenthesis are percentages

Table 3 presents the most common leadership core values employed in awarding degree institutions in southwestern Nigeria. The five items of collaboration had a weighted average score of 3.33 out of a maximum obtainable 4.0. The obtained mean values for the items are as follows: practicality of team-teaching ($\bar{x}=3.49$); joint-authored publications ($\bar{x}=3.11$); sharing of experience among staff ($\bar{x}=3.42$); understanding of one another's feelings ($\bar{x}=3.51$), and staff involvement in decision-making ($\bar{x}=3.10$), with a weighted average of 3.33. This shows that, academic staff of degree awarding institutions engage in collaboration.

Concerning, honesty as one of the indicators of leadership core values, the five items of collaboration had a weighted average score of 3.36 out of a maximum obtainable 4.0. The obtained mean values for the items are as follows: fairness in managing lecturers ($\bar{x}=3.33$); being honest accounts for academic quality ($\bar{x}=3.31$); honest leader promotes research activities ($\bar{x}=3.58$); manipulation of research findings ($\bar{x}=3.38$), and trustfulness of leader enhances teaching effectiveness ($\bar{x}=3.19$), with a weighted average of 3.36. This shows that, leadership of degree awarding institutions are honesty in dealing with academic staff and students.

Lastly, the five items of empathy also had a weighted average value of 3.40 out of a maximum obtainable 4.0. The obtained mean values for these items are as follows: empathy leadership demonstrates attentiveness ($\bar{x}=3.33$); leadership that demonstrates empathy, lecturers feel safe talking to them ($\bar{x}=3.33$); empathy also cultivates a greater presence in your leadership role ($\bar{x}=3.47$); being empathetic allows leaders to help struggling employees improve and excel ($\bar{x}=3.49$), and empathy leadership teaches other how to be patient ($\bar{x}=3.39$) with a weighted average of 3.40, which is above the decision bench mark. this shows that the leadership of the degree awarding institutions are so much concerned with their academic staff and students. Interestingly, the most commonly leadership core values practiced by management of the institutions was empathy ($\bar{x}=3.40$). meaning that, leadership of the institutions understand what academic staff and students needs. Such needs include stipend attached to the courses the lecturers are taken, tuition fee reduction, allowing students to participate in decision making, among others. This is in line with finding of Sikpi and Enoch (2022) who conducted study on leadership core values and goals attainment of public universities in Bayelsa State and found that majority of the respondents to a high extent agree that leadership empathy value influence goals attainment. The finding affirmed the

study by Amadi (2019) which revealed that the organization adopts the democratic leadership style, where there can be consultative and participative management.

The result agrees with the expression made by van Berkhout, (2016), who stated that empathy in the context of goals attainment at workplace simply means that leader's people are able to establish true, empathetic connections with one another that enhance relationships and performance

Hypotheses Testing

.Hypothesis 1: There is no relative contribution of leadership core values to academic quality in degree awarding institutions in southwestern Nigeria.

Table 4

Relative contribution of leadership core values to academic quality

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	51.539	.348		148.164	.000
Collaboration	-1.112	.168	-.357	-6.603	.000
Honesty	-1.766	.169	-.249	-4.526	.000
Empathy	-1.145	.161	-.376	-7.136	.000

Table 4 presents the relative contribution of each element of the independent variable, and all the elements of the independent variable (collaboration, honesty, and empathy) are shown to have significant contribution ($p < 0.05$). collaboration, honesty, and empathy had significant relative contribution to academic quality in terms of teaching ($\beta = 0.357; 0.249; 0.376$; $t = 6.03; 4.526; 7.136$; $p < 0.05$). Based on the result obtained from the Table, indicating that collaboration, honesty, and empathy made significant contributions to academic quality in terms of teaching in degree awarding institutions in southwestern Nigeria. Interestingly, honesty is a potent contributor to academic quality when considering Beta value of each variable. The finding is consistent with the findings of Ololube, et al. (2018) who adopted a correlational study to examine institutional leaders value functions and effective management of universities in Nigeria. The results for this study revealed that the lack of institutional leaders' values like integrity, effectiveness, competence, honesty, accountability and fairness explains the unsuccessful and ineffective management of universities in Nigeria.

Hypothesis 2: There is no joint contribution of leadership core values to academic quality in degree awarding institutions in southwestern Nigeria.

Table 5

Joint contribution of leadership core values to academic quality

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	355495.318	3	118498.439	3455.208	.000 ^b
Residual	18279.558	533	34.296		
Total	373774.875	536			

R =0.975
R Square =0.951
Adjusted R square =0.951

Dependent Variable: Academic Quality (Teaching)

Predictors: (Constant), collaboration, honesty, and empathy

Table 5 indicates that the independent variables (collaboration, honesty, and empathy), when taken together with academic quality (teaching), yielded a coefficient of multiple regression (R) of 0.975 and an adjusted R^2 of 0.951. This implies that 95.1% of the total variance in academic quality (teaching) is explained by the combined effect of all leadership core values (Adjusted R^2 = 0.951). The remaining 4.9% might be captured by other exogenous variables that were not included in the model. The table also indicates that the analysis of variance of the multiple regression data produces an F-ratio value significant at the 0.05 alpha level ($F_{(3, 533)} 3455.208$; $p < .05$), which means that the prediction of the independent variable did not occur by chance. Based on this finding, hypothesis three was therefore rejected. This showed that leadership core values (collaboration, honesty, and empathy) jointly contributed to academic quality (teaching) in degree awarding institutions in southwestern Nigeria. This is tantamount to the submission of Sikpi and Enoch, (2022), who adopted a correlational research design to examine leadership core values and goal attainment of universities in Bayelsa State and found that there is a significant and positive relationship between the proxies (collaboration, creativity, honesty, integrity, and empathy) of leadership core values and goal attainment of universities in Bayelsa State.

Conclusions

It concluded that leadership core values mentioned in this study are practiced in affiliated awarding degree institutions in southwestern Nigeria, but the most commonly practiced leadership core value was empathy. The study also

concluded that academic staff are productive in terms of teaching effectiveness.

The study equally established that honesty had the highest and most significant contribution to academic quality. Meaning that leaders of degree awarding institutions trust their academic staff in teaching and supervising students. The study likewise established that academic staff leadership core values (collaboration, honesty, and empathy) had a joint contribution to academic quality in degree awarding institutions in southwestern Nigeria.

Recommendations

Academic quality of affiliated degree awarding institutions should continue to be given utmost priority by the academic leaders since academic staff is highly productive in the area of teaching effectiveness. Affiliated institution management must maintain and continue to adopt empathy in their leadership practices. Leadership of the institutions should also try as much as possible to pay attention to collaboration and honesty since they all make significant contributions to academic quality.

Reference

- Abiodun-Oyebanji, O.J. & Oyedeji, A. A. (2021). Academic Mentoring and Institutional Effectiveness in Federal University of Technology, Akure Nigeria. *African Journal of Educational Management* 22(2),187-202.
- Abiodun-Oyebanji, O.J. & Oyedeji, A. A. (2023). Leadership Tenure and Goal Attainment in Nigerian Federal Universities. *International Journal of Management Studies and Social Science Research* 5(4),314-322.
- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A Review of Leadership Theories, Principles and Styles and their Relevance to Educational Management. *Management. Management* 5(1), 6-14. DOI: 10.5923/j.mm.20150501.02
- Lausmann, N.R. (2020). A Study of the Impact of Core Values on Leadership Development and Performance in Military. Unpublished Ph.D. Thesis Oregon State University Honors College Trainees.

- Mokat, J.E.H. (2020). The Role of Leadership in Academic Services. *Advances in Social Science, Education and Humanities Research*, Volume 473, Proceedings of the 3rd International Conference on Social Sciences.
- Ofoegbu, F.O. & Alonge, H.O. (2017). Effective University Leadership as Predictor of Academic Excellence in Southern Nigerian Universities. *Journal of Education and Practice* 8 (8), 111-116.
- Okonedo, S., Popoola, S. O., Emmanuel, S. O., & Bamigboye, O. B. (2015). Correlational Analysis of Demographic Factors, Self-Concept and Research Productivity of Librarians in Public Universities in South-West, Nigeria. *International Journal of Library Science*, 4(3), 43–52.
- Onayinka, T. S., Falebita, T. F., Awoniyi, O. M. Nweze, G. N., & Opele, J. K. (2023). Hindrances to Research Productivity among Nigerian University Lecturers: A Roadmap for Policy Makers. *Studies Journal*, 14 (1), 126-138.
- Oyedeji, A.A (2025). Leadership Succession and Lecturer Productivity in the Obafemi Awolowo University, Ile-Ife, Nigeria. *Ilorin Journal of Business Education (IJBE)* 6 (1), 153-162.
- Raji, I.A. & Oyedeji, A. A. (2021). Institutional Supports and Research Output in University of Ibadan, Nigeria. *Achievers Journal of Scientific Research* 3(2), 124-136.
- Yusoff, H. Baba, J., Ariffin, S. & Embong, R. (2018). Quality Academics in Higher Education: Mapping the Key Components. *International Journal of Asian Social Science* 8(11), 948-957.