



**International Journal of Economics,  
Environmental Development and Society  
(IJEEDS)**

## **QUANTITATIVE ANALYSIS OF FACULTY'S CLASSROOM LEADERSHIP FOR TEACHER EDUCATION VALIDITY PROGRAMME IN PUBLIC UNIVERSITIES IN RIVERS STATE**

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### **ABSTRACT**

This research employed a descriptive study design. The population of the study comprised 3231 male and female academic staff of Rivers State public universities, Nigeria. The sample size of 600 academic staffs, comprises of 348 (58%) male and 252 (42%) female academic staff, was drawn using stratified random sampling technique focusing on the three public universities in Rivers, namely; University of Port Harcourt Choba, Rivers State University Nkpolu, and Ignatius Ajuru University of Education, Rumuolumeni. The study utilized a self-structured questionnaire, titled "Faculty's Classroom Leadership for Teacher Education Validity Programmes Questionnaire (FCLTEVPQ) to collect information from the respondents. The questionnaire maintains its two sections: Section A collects demographic data; while Section B comprises 20 questionnaire items addressing the 4 key research questions. Respondents rated questionnaire items on a 4-point Likert scale, ranging from 1 (Very Low Extent) to 4 (Very High Extent). To ensure the validity of the research instruments, measurement and evaluation experts validated the instruments to enhance the quality and relevance. Thereafter, the reliability of the questionnaire is determined using Cronbach's alpha, estimating an internal consistency coefficient of .82, indicating a high level of reliability. The questionnaires were administered with the help of two trained research assistants who assisted in ensuring instant retrieval of the instrument distribution to the selected academic staff members. Based on the distributed copies of 600 questionnaire, the manageable copies of 532 retrieved was used for data analysis of the study. Descriptive statistics, such as means and standard deviations, was used to answer the research questions, while t-test statistic was employed to test research hypotheses at .05 level of significance. Both the descriptive and inferential statistic were presented in tabulated form, for the interpretation of data findings. The data collected was analyzed using the Statistical Package for the Social Sciences (SPSS) version 23. The study's findings underscored the significance of prioritizing faculty's classroom leadership for the continued enhancement of educational quality and program validity. The study concluded by proposing recommendations for academic institutions to focus on faculty development, providing targeted support for classroom leadership to foster a dynamic and effective teacher education environment in Rivers State.

**Keywords:** Quantitative Analysis, Faculty, Classroom, Leadership, Teacher Education, Validity, Programme, Public Universities, Rivers State.

Reference to this paper should be made as follows:

Anele, G. M., & Ogona, K. I. (2024). Quantitative analysis of faculty's classroom leadership for teacher education validity programme in public universities in Rivers State. *International Journal of Economics, Environmental Development and Society, 5(3), 292-315.*

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## INTRODUCTION

The transformation of teacher education in recent years has ignited a paradigm shift, elevating the significance of faculty's classroom leadership in the validation of teacher education programmes, focusing increasingly on the accreditation and validation of teacher education programs within the confines of public universities. This study investigation within the educational landscape of public universities in Rivers State, Nigeria, with the overarching goal of comprehensively dissecting the intricate dimensions of classroom leadership and its profound impact on the Teacher Education Validity Programme.

Historically, teacher education programmes operated within a traditional framework, primarily focusing on the transfer of knowledge from educators to teacher candidates. However, the dynamic nature of education, coupled with societal changes, has ushered in a new era where faculty's classroom leadership extends far beyond the transmission of information. This shift aligns with the contemporary views expressed by Cochran-Smith and Villegas (2016), who argued for a reconceptualization of teacher preparation that embraces complexity, diversity, and a broader understanding of what it means to be an effective educator. The call is not only for knowledgeable teachers but for those who possess the ability to navigate diverse classrooms and contribute meaningfully to the validation of teacher education programmes.

Shulman's (2019) seminal work on pedagogical content knowledge, while foundational, gains contemporary relevance when viewed through the lens of recent research. Darling-Hammond et al. (2017) advocated for an expanded conception of teacher knowledge that encompasses both subject matter expertise and a deep understanding of how to impart that knowledge effectively. In the years between 2016 and 2023, this expanded view of teacher knowledge has permeated the discourse, shaping the expectations placed on faculty members in terms of their classroom leadership within the teacher education landscape. The geographic specificity of public universities in Rivers State introduces unique challenges and opportunities. Rivers State, like many regions, grapples with the intricate interplay of cultural diversity, linguistic variations, and socio-economic disparities. The integration of cultural sensitivity within classroom leadership is paramount for fostering an inclusive learning environment that meets the needs of diverse teacher candidates (Cochran-Smith et al., 2016).

The continuity of faculty within teacher education programmes is crucial for maintaining a cohesive and well-structured learning environment. A high turnover rate may lead to a lack of consistency in curriculum delivery, mentorship, and the overall learning experience for teacher candidates. This, in turn, can impact the effectiveness of the validation process, as the absence of a stable faculty cohort may hinder the establishment of a robust and standardized programme (Black & Wiliam, 2018). Besides, the impact of faculty turnover extends beyond the immediate effects on teacher education programmes. It influences the organizational culture, eroding institutional knowledge and potentially diminishing the sense of community among both faculty and students.

In addressing this challenge, institutional support becomes paramount. Strategies such as mentorship programs, professional development opportunities, and a supportive work environment can contribute to retaining experienced faculty members, thereby enhancing the stability and effectiveness of teacher education programmes. Faculty members, as educational leaders, tasked with leveraging technology to enhance the learning experiences of teacher candidates. The framework provides a foundation for understanding the connections between

technology, pedagogy, and content, guiding faculty in effectively incorporating technology into their teaching practices (Koehler & Mishra, 2009).

The use of technology in teacher education extends beyond the traditional classroom setting. Virtual learning environments, online resources, and digital tools offer opportunities for innovative and engaging teaching methods (Ololube, 2006). However, the effective integration of technology requires not only technical proficiency but also a pedagogical understanding of how to use technology to support meaningful learning experiences. Faculty's leadership in this context involves not only utilizing technology themselves but also guiding teacher candidates in developing the skills to leverage technology in their future classrooms.

Problem-solving skills are essential for educators, equipping them to navigate the complexities of the teaching profession and respond effectively to the diverse challenges they may encounter. Within teacher education programmes, faculty's ability to model and instill problem-solving skills in teacher candidates is crucial for preparing them to address the ever-evolving demands of the classroom. The validation of teacher education programmes, therefore, hinges on faculty's adeptness in fostering a problem-solving mindset among aspiring educators. Problem-solving skills emerge as a critical component of faculty's classroom leadership, gaining prominence in the discourse. Hoy and Miskel's (2005) foundational work is complemented by contemporary research by Leithwood and Riehl (2016), who explored the multifaceted nature of problem-solving within educational leadership. This dimension becomes particularly pertinent within the context of teacher education validation programmes, where faculty members are not only educators but also facilitators of critical thinking and adaptive problem-solving skills among teacher candidates.

The incorporation of effective feedback mechanisms into faculty's classroom leadership is an area that has garnered increased attention in recent years. Feedback, as highlighted by Hattie and Timperley (2007), is a powerful tool for professional growth. This concept is further explored in the contemporary works of Black and Wiliam (2018), who advocate for formative assessment practices that enhance learning outcomes. Within the realm of teacher education, understanding how faculty members integrate feedback into their leadership practices becomes instrumental in shaping the effectiveness of validation processes.

In the context of teacher education, faculty members serve as both providers and recipients of feedback. For teacher candidates, constructive feedback is essential for refining their teaching skills and enhancing their professional development. Faculty's proficiency in delivering timely and meaningful feedback contributes to the growth and validation of teacher education programmes. Additionally, the incorporation of formative assessment practices aligns with the broader goals of continuous improvement within teacher education. Black and Wiliam (2018) emphasized the role of formative assessment in supporting learning and guiding instructional decisions. Faculty's adeptness in utilizing formative assessment strategies within the classroom fosters a culture of reflection and responsiveness, ultimately contributing to the enhancement of teacher education programmes.

The exploration of this study reveals the multifaceted nature of the dynamics at play within the realm of teacher education in public universities in Rivers State. Faculty's classroom leadership stands as a linchpin in the validation process, with its influence extending beyond the transmission of knowledge to the cultivation of reflective practitioners and culturally responsive educators. Understanding and navigating these complexities, faculty members can play a pivotal role in ensuring the continuity, effectiveness, and validation of teacher education programmes in public universities in Rivers State.

## **Statement of the Problem**

Despite the evolving landscape of teacher education, a notable gap exists in understanding the intricate dimensions of faculty's classroom leadership within the specific context of public universities in Rivers State. In the context of teacher education in Rivers State, the historical paradigms of knowledge transmission within traditional frameworks now confront a pressing need for reconceptualization in response to contemporary societal changes and the dynamic nature of education. This imperative realignment, resonating with broader scholarly perspectives, introduces distinct challenges in public universities, marked by cultural diversity, linguistic variations, and socio-economic disparities. The looming threat of faculty turnover poses a substantial risk to the continuity and effectiveness of teacher education programs, necessitating comprehensive problem-solving approaches anchored in institutional support and strategic planning.

Furthermore, the integration of technology as a catalyst for teachers' educational validity underscores the impact of resource constraints on academic performance, prompting an imperative inquiry into how faculty's classroom leadership can adeptly leverage technology. As critical components of faculty's classroom leadership, problem-solving skills and effective feedback mechanisms demand understanding, shaping the effectiveness of validation processes amid multifaceted challenges, including insufficient support staff and the establishment of support systems. It is on this note that the study the investigation titled "Faculty's Classroom Leadership and its Impact on the Validation of Teacher Education Programs in Public Universities in Rivers State, Nigeria" aims to comprehensively explore the challenges and opportunities within faculty's classroom leadership and its impact on the validation of teacher education programs.

## **Aim and Objectives of the Study**

The aim of this study is to explore the quantitative analysis of faculty's classroom leadership for teacher education validation programme in public universities in Rivers State. Specifically, the following objectives:

- Determine the extent classroom management as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State
- Analyse the extent technology integration as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State
- Assess the extent problem-solving skills as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State
- Examine the extent does feedback mechanisms as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State

## **Research Questions**

The following research questions were raised to guide the study:

- To what extent does classroom management as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State

- To what extent does technology integration as faculty’s classroom leadership enhance teacher education validity programme in public universities in Rivers State
- To what extent does problem-solving skills as faculty’s classroom leadership enhance teacher education validity programme in public universities in Rivers State
- To what extent feedback mechanisms as faculty’s classroom leadership enhance teacher education validity programme in public universities in Rivers State

## **Hypotheses**

The following hypothesis was formulated and tested in .05 level of significance:

- There is no significant difference in the mean rating of male and female faculty on the extent classroom management enhance teacher education validity programme in public universities in Rivers State
- There is no significant difference in the mean rating of male and female faculty on the extent technology integration enhance teacher education validity programme in public universities in Rivers State
- There is no significant difference in the mean rating of male and female faculty on the extent problem-solving skills enhance teacher education validity programme in public universities in Rivers State
- There is no significant difference in the mean rating of male and female faculty on the extent feedback mechanisms enhance teacher education validity programme in public universities in Rivers State.

## **CONCEPTUAL REVIEW**

### **Transformational Leadership Theory**

The theoretical framework underpinning this study titled “Faculty’s Classroom Leadership and its Impact on the Validation of Teacher Education Programs in Public Universities in Rivers State, Nigeria” is grounded in the Transformational Leadership Theory, a seminal concept developed by James V. Downton in 1973. This theory, as cited in Kpee (2019), serves as the guiding framework for understanding leadership dynamics, particularly within the educational context. Transformational Leadership Theory represents a departure from traditional transactional leadership models, emphasizing a more visionary and inspirational approach to leadership.

Downton’s theory posits that effective leadership extends beyond mere exchanges of rewards and punishments. Instead, it centers on the leader’s ability to inspire and motivate followers through a shared vision, fostering a collective sense of purpose and individual growth. Leaders operating within the transformational paradigm are envisioned as charismatic figures capable of influencing positive change, promoting innovation, and cultivating a collaborative ethos among their followers. Kpee (2019) underscored the enduring relevance of Transformational Leadership Theory, citing its applicability in contemporary educational landscapes. The theory suggests that leaders who adopt a transformational approach can contribute significantly to the validation of teacher education programs by fostering a conducive environment for growth, collaboration, and continuous improvement.

Furthermore, the emphasis on individualized consideration within the transformational framework resonates with the complexities of faculty's classroom leadership. Downton's theory suggests that effective leaders should demonstrate genuine concern for the individual needs and aspirations of their followers. In the context of teacher education validation programs, this aspect becomes instrumental in addressing the diverse backgrounds, cultural nuances, and professional aspirations of faculty members. The visionary aspect of transformational leadership becomes crucial in navigating the challenges posed by the dynamic nature of education. Kpee (2019) emphasized that leaders who can articulate a compelling vision for the future of teacher education contribute to the validation process by instilling a sense of purpose and direction. This aligns with the broader goals of accountability and continuous improvement within the field.

The significance of James V. Downton's Transformational Leadership Theory to this study is profound, offering a conceptual framework that transcends traditional leadership models and provides a nuanced understanding of faculty's classroom leadership within the context of teacher education validation programs. In the context of teacher education, where the validation of programs requires dynamic and visionary leadership, this theory becomes a guiding light. Emphasis on individualized consideration aligns with the diverse backgrounds and needs of faculty members, in navigating the intricate dynamics within classrooms.

Ultimately, the theory contributes significantly to shaping a holistic understanding of leadership dynamics, fostering innovation, and cultivating a collaborative and inclusive environment within the ever-evolving landscape of teacher education. Therefore, the Transformational Leadership Theory, as developed by James V. Downton in 1973 and cited in Kpee (2019), provided a robust theoretical framework for understanding and analyzing leadership dynamics within the specific context of teacher education validation programs. The theory's emphasis on inspiration, motivation, and visionary leadership aligns with the contemporary expectations placed on educational leaders and offers valuable insights for shaping effective faculty's classroom leadership practices.

### **Faculty's Classroom Leadership**

Faculty's (teachers) classroom leadership stands at the heart of effective teaching, embodying the diverse skills and competencies that educators bring to the task of managing classrooms, inspiring students, and fostering a positive learning atmosphere. This leadership role transcends conventional boundaries, encompassing the establishment of exemplary conduct, the provision of academic and social support, and the cultivation of student motivation and achievement. The contemporary educational landscape demands more than traditional knowledge transmission; it calls for educators who can dynamically navigate diverse classrooms, embracing complexity, diversity, and a broader understanding of effective teaching (Cochran-Smith & Villegas, 2016). Faculty's classroom leadership encapsulates this transformative vision, emphasizing the need for educators to go beyond routine practices and engage with students in ways that inspire curiosity, critical thinking, and a passion for lifelong learning.

To comprehend the essence of faculty's classroom leadership, one must acknowledge its historical evolution. The traditional paradigm of teacher education programs centered on the transmission of knowledge from educators to teacher candidates. However, societal changes and the dynamic nature of education underscores the necessity for a reconceptualization of teacher preparation (Darling-Hammond et al., 2017). Faculty's leadership in the classroom is no longer confined to being knowledge providers; it encompasses the role of mentors, facilitators, and

nurturers of a learning environment that prepares teacher candidates for the challenges of the modern educational landscape. Rivers State, like many regions, grapples with the intricate interplay of cultural diversity, linguistic variations, and socio-economic disparities.

Teachers' are tasked not only with imparting knowledge but also with integrating cultural sensitivity into their leadership practices (Cochran-Smith et al., 2016). This cultural responsiveness becomes paramount for fostering an inclusive learning environment that meets the needs of diverse teacher candidates. The continuity and effectiveness of these programs hinge on the adeptness of faculty members in navigating challenges, providing meaningful mentorship, and instilling problem-solving skills in teacher candidates (Hoy et al., 2005). The implications of faculty turnover, a pervasive phenomenon in educational settings, significantly impact the validation process, disrupting the consistency and coherence of teacher education programs (Ingersoll & Strong, 2018). Institutional support and strategic planning become imperative to mitigate the negative consequences of faculty turnover, ensuring stability and effectiveness in teacher education.

The integration of technology as a catalyst for teachers' educational validity has become a focal point in recent scholarship. Faculty's classroom leadership is now intricately connected to their ability to leverage technology effectively, not just as a tool but as a means to enhance the validity of teacher education programs (Ololube, 2006). The integration of virtual learning environments, online resources, and digital tools offers opportunities for innovative and engaging teaching methods, but faculty's proficiency in utilizing technology and guiding teacher candidates becomes crucial.

The incorporation of effective feedback mechanisms into faculty's classroom leadership is an area that has garnered increased attention in recent years. Feedback, as highlighted by Hattie and Timperley (2007), is a powerful tool for professional growth. This concept is further explored in the contemporary works of Black and Wiliam (2018), who advocate for formative assessment practices that enhance learning outcomes. Within the realm of teacher education, understanding how faculty members integrate feedback into their leadership practices becomes instrumental in shaping the effectiveness of validation processes (Black & Wiliam, 2018). For teacher candidates, constructive feedback is essential for refining their teaching skills and enhancing their professional development. Faculty's proficiency in delivering timely and meaningful feedback contributes to the growth and validation of teacher education programs (Hattie et al., 2007).

Hence, faculty's classroom leadership is not a monolithic concept; it is a dynamic and evolving role that necessitates a nuanced understanding. From historical paradigms to contemporary challenges, faculty members in public universities in Rivers State play a pivotal role in shaping the next generation of educators. Their leadership extends beyond the classroom, influencing the validation of teacher education programs and contributing to the broader goals of accountability, inclusivity, and continuous improvement within the field. Acknowledging the unique challenges of the geographic context and the need for cultural sensitivity, faculty's classroom leadership in Rivers State becomes a crucible where educational ideals are forged, tested, and refined. The study on faculty's classroom leadership in this specific context seeks to illuminate the challenges and opportunities within this vital aspect of teacher education, ultimately contributing to the ongoing discourse on effective teacher preparation and program validation.

## **Faculty's Classroom Leadership and Teacher Validity Programme**

Faculty's classroom leadership plays a pivotal role in shaping the educational landscape, particularly concerning the preparation and validation of teachers. In the context of the teacher validity programme, the multifaceted abilities of educators to effectively manage their classrooms, inspire students, and foster a positive learning environment are foundational. This leadership extends beyond conventional roles, encompassing the setting of exemplary behavior, provision of academic and social support, and the cultivation of student motivation and achievement. Nwaeke (2019) highlighted the significance of faculty's classroom leadership in the broader discourse on teacher preparation, emphasizing its crucial role in the effectiveness of teacher validity programmes.

Jones and Brown (2020) argued that quantitative analysis provides an invaluable avenue for deciphering these intricacies, unravelling the complex relationships between specific school structures and the efficacy of teacher leaders. Understanding the dynamics of faculty's classroom leadership requires an exploration of its multifaceted dimensions. By employing statistical methodologies, researchers can identify key factors contributing to the success of teacher leaders within the context of teacher validity programmes, offering a quantitative lens that complements qualitative insights. This perspective enriches the understanding of how faculty's classroom leadership influences the validation of teachers and the overall quality of education.

The impact of faculty's classroom leadership on teacher validity programmes is particularly evident when considering the variables that affect teacher leadership efficacy. School size, organizational culture, administrative support, and professional development opportunities are among the critical elements that influence the effectiveness of teacher leaders. A quantitative investigation enables a systematic assessment of these variables, contributing to evidence-based practices in teacher preparation. The size of a school, for instance, can significantly influence the leadership effectiveness of teachers, with smaller or larger schools exhibiting distinct patterns in fostering teacher leadership (Ndlovu, 2019). This nuanced understanding, derived from quantitative analysis, aids educational institutions in tailoring their programmes to specific contextual needs.

Moreover, the faculty's adeptness in classroom leadership aligns with the efficacy of teacher validity programmes in developing and enhancing teacher leadership skills. By employing statistical measures, researchers can evaluate the outcomes of teacher validity programmes, examining their impact on instructional practices, student outcomes, and overall school improvement. The data-driven perspective acquired through quantitative analysis guides educational institutions in refining their approaches to teacher preparation, ensuring that the programmes align with the evolving demands of the educational landscape.

The insights garnered from both quantitative and qualitative analyses hold substantial implications for the improvement of teacher education programmes. Identification of key factors contributing to effective faculty's classroom leadership empowers educational institutions to tailor their programmes to address specific needs and challenges faced by teachers (Adebayo, 2018). Professional development opportunities emerge as a significant variable that correlates with enhanced faculty's classroom leadership and overall teacher efficacy. Institutions can prioritize and design relevant initiatives that contribute to the overall effectiveness of their teacher preparation programmes, aligning them with evidence-based practices.



## **Technology Integration as a Catalyst for Teacher Education Validity Programmes**

The integration of technology into teacher education programmes represents a pivotal paradigm shift, heralding transformative possibilities for preparing educators to meet the demands of the 21<sup>st</sup>-century educational landscape. Across Africa, where diverse challenges and opportunities coexist, the infusion of technology serves as a catalyst for enhancing the validity of teacher education programmes. As traditional methods evolve, the integration of digital tools becomes integral to effective teaching practices. However, the integration of technology into teacher education programmes in Africa is not without its challenges. However, these challenges coalesce with significant opportunities. Addressing issues of digital literacy, infrastructure limitations, and cultural considerations is imperative. Ndlovu (2019) emphasized the importance of considering the cultural context in technology integration, ensuring that it aligns with local values and linguistic diversity. Consequently, technology becomes not only a tool for enhancing educational practices but also a means to bridge cultural and linguistic gaps.

Strategic approaches to technology integration involve comprehensive professional development for educators. Adekola and Bezuidenhout (2011) argued that faculty members need continuous training to develop their TPACK, ensuring they can effectively integrate technology into their teaching practices. Mentorship programmes, collaborative learning communities, and institutional support systems are essential components in fostering a culture of technology integration. In essence, effective technology integration is not just about providing resources but also about cultivating a supportive environment for educators to adapt and innovate.

The impact of technology integration on the validity of teacher education programmes is profound. Chigona and Chigona (2010) asserted that when technology is seamlessly integrated into teacher preparation, it enhances the educational validity of the programme. Teachers equipped with technological skills can create more dynamic, interactive, and learner-centered environments. The TPACK framework guides educators in making informed decisions about the strategic use of technology to enhance content delivery and pedagogical strategies, aligning with the goals of teacher education programmes. The digitalization of resources can cater to diverse learning needs, offering content in local languages and accommodating various learning styles. This resonates with the aspirations of inclusive education, ensuring that technology becomes an enabler rather than a barrier to reaching all learners. Adequate technology integration fosters an inclusive educational environment that values and accommodates diverse backgrounds.

The transformative potential of technology integration in teacher education programmes extends beyond the current landscape. As highlighted by Ananyi and Nwosu (2023), embracing emerging technologies such as Artificial Intelligence (AI) and Virtual Reality (VR) holds promise for reshaping economic aspects of African universities practices. Looking forward, strategic planning, ongoing research, and a commitment to addressing emerging challenges will be crucial in maximizing the benefits of technology as a catalyst for teacher education programme validity in Africa.

## **Problem-Solving Skills as a Catalyst for Teacher Education Validity Programmes**

The integration of problem-solving skills as a catalyst for teacher education validity programmes is a multifaceted aspect that plays a pivotal role in shaping the effectiveness of teacher preparation. The evolving landscape of education, coupled with the complexities of societal

challenges, necessitates teachers to be equipped with robust problem-solving abilities. Okoli and Okeke (2018) argued that integrating problem-solving skills within teacher education programmes is essential for preparing educators to navigate the diverse and dynamic challenges they may encounter in the classroom.

One key aspect of problem-solving skills is the ability to identify and analyze challenges in the educational environment. Adekola et al. (2011) highlighted that faculty who possess the capability to critically assess situations, identify obstacles to effective teaching and learning, and formulate strategic solutions. In the African educational context, characterized by diverse cultural and socioeconomic dynamics, the need for teachers to possess adept problem-solving skills becomes even more pronounced. Furthermore, the integration of problem-solving skills within teacher education programmes is closely linked to the development of innovative teaching methods. Ndlovu (2019) argued that fostering a culture of innovation through problem-solving skills is crucial in preparing educators for the ever-changing demands of the educational landscape.

In Rivers State, where there is a growing emphasis on technological integration and innovative pedagogies, teachers need to be equipped with problem-solving skills to harness the potential of these advancements effectively. In many educational settings, educators often encounter challenges related to limited resources, ranging from outdated teaching materials to inadequate infrastructure. Adewale (2020) contended that teachers with strong problem-solving skills can navigate these challenges creatively, finding alternative approaches to deliver quality education. This adaptability is crucial in ensuring that education remains accessible and effective, especially in regions where resource constraints may hinder traditional teaching methods.

Moreover, the integration of problem-solving skills aligns with the broader goals of promoting critical thinking and lifelong learning among educators. Ololube (2018) emphasized that educators should not only be transmitters of knowledge but also facilitators of critical thinking and continuous learning. The ability to solve problems encourages a mindset of inquiry and curiosity, fostering an environment where educators themselves are lifelong learners. Therefore, problem-solving skills serve as a catalyst for teacher education validity programmes in the context of Rivers State public universities. Drawing insights from the integration of problem-solving skills goes beyond preparing teachers to navigate current challenges; it empowers them to innovate, adapt to resource constraints, and foster critical thinking and lifelong learning.

### **Faculty's Feedback Mechanisms for Teacher Education Validity Programmes**

The implementation of feedback mechanisms within teacher education validity programmes is a nuanced aspect that significantly contributes to the overall effectiveness of teacher preparation. Scholars such as Adebayo (2018) stressed the paramount importance of feedback in enhancing teaching practices and promoting a culture of continuous learning among educators correlates the dynamic nature of classrooms demands adaptability. Faculty feedback mechanisms play a crucial role in shaping the professional growth of teachers.

The process involves providing educators with specific and actionable insights into their teaching methods, classroom management, and student engagement. This detailed feedback allows teachers to reflect on their practices and make targeted improvements, contributing to the refinement of their teaching skills. Adebayo's work highlights the multifaceted nature of

feedback within teacher education programmes. Faculty feedback serves not only as a means of evaluation but also as a constructive tool for professional development.

The role of feedback in fostering a culture of reflection and self-improvement among educators is paramount. As aptly argued in Okechukwu (2019), constructive feedback encourages teachers to engage in continuous self-reflection, leading to an iterative process of improvement. In the Nigerian educational system, characterized by diverse student populations and unique challenges, the ability of teachers to adapt and refine their approaches is vital. Faculty feedback mechanisms, when thoughtfully implemented, contribute to creating a supportive environment where educators feel empowered to embrace a growth mindset.

In the broader context of educational research, faculty feedback mechanisms contribute to the ongoing dialogue on effective teacher preparation. The insights gained from analyzing feedback processes provide valuable data for refining teacher education programmes, aligning them with the evolving needs of the education sector. Olayinka (2017) stressed the need for a research-informed approach to faculty feedback, wherein the collected data contributes not only to individual teacher growth but also to the overall improvement of teacher education systems.

### **Teacher Validation Programme**

The Teacher Validation Programme (TVP) represents a critical component in the landscape of teacher education, with its significance extending beyond traditional approaches. As highlighted by Okafor and Adeyemi (2018), this programme is designed to ensure the competency, effectiveness, and continual professional development of teachers. The multifaceted dimensions of the TVP encompass a rigorous assessment of teachers' knowledge, skills, and instructional practices, aiming to elevate the overall quality of education.

In the context of teacher competency, the Teacher Validation Programme plays a crucial role in evaluating and validating the skills and knowledge of educators. The assessment criteria are designed to provide a comprehensive view of teachers' abilities, including content knowledge, pedagogical skills, and classroom management (Adewale, 2020). This meticulous validation process contributes to the development of a skilled and competent teaching workforce, laying the foundation for quality education. The Teacher Validation Programme's influence extends beyond individual teachers to impact the entire educational system.

By ensuring that teachers meet established standards, the TVP contributes to the overall improvement of the education system (Ogundele, 2020). This aligns with the global emphasis on accountability and quality assurance in education, emphasizing the pivotal role of well-validated teachers in achieving educational excellence. An essential component of the TVP is its responsiveness to the evolving needs of the educational landscape. As societal and technological changes continue to shape the way education is delivered, the Teacher Validation Programme adapts its criteria and assessments accordingly (Mokwena & Maunganidze, 2018). This adaptability ensures that the programme remains relevant and effective in preparing teachers for the challenges of contemporary education.

Moreover, the Teacher Validation Programme is instrumental in addressing issues of inclusivity and diversity in education. The assessment criteria consider the cultural responsiveness of teachers, acknowledging the diverse backgrounds of students (Afolayan & Salami, 2019). This inclusive approach contributes to creating an equitable learning environment, where students from various cultural and socio-economic backgrounds can receive quality education.

Critics argue that the Teacher Validation Programme may place undue pressure on teachers and create a standardized approach that overlooks individual teaching styles (Nkosi & Chireshe, 2016). While these concerns are valid, proponents assert that the programme's standardized nature is necessary to establish a baseline of teacher competence and ensure minimum standards are met (Okoli & Okeke, 2018). Striking a balance between standardization and recognizing individual teaching styles remains a challenge for the TVP. While challenges exist, the TVP remains a vital tool in shaping the quality and effectiveness of educators, thereby influencing the trajectory of education at both individual and systemic levels.

## **METHODOLOGY**

This research employed a descriptive study design. The population of the study covers the entire male and female academic staff (3,231) of public universities in Rivers State, Nigeria. The sample size of 600 academic staffs, comprising of 348 (58%) male and 252 (42%) female academic staff, was drawn using stratified random sampling technique focusing on the three public universities in Rivers, namely; University of Port Harcourt Choba, Rivers State University Nkpolu, and Ignatius Ajuru University of Education, Rumuolumeni. The study utilized a self-structured questionnaire, titled "Faculty's Classroom Leadership for Teacher Education Validity Programmes Questionnaire (FCLTEVPQ) to collect information from the respondents. The questionnaire maintains its two sections: Section A collects demographic data; while Section B comprises 20 questionnaire items addressing the 4 key research questions. Respondents rated questionnaire items on a 4-point Likert scale, ranging from 1 (Very Low Extent) to 4 (Very High Extent).

To ensure the validity of the research instruments, measurement and evaluation experts from Ignatius Ajuru University of Education, Guidance and Counselling department in faculty of education validated the instruments to enhance the quality and relevance. Thereafter, the reliability of the questionnaire was determined using Cronbach's alpha, estimating an internal consistency coefficient of .82, indicating a high level of reliability. The questionnaires were administered with the help of two trained research assistants who assisted in ensuring instant retrieval of the instrument distribution to the selected academic staff members. Based on the distributed copies of 600 questionnaires, the manageable copies of 532 was retrieved and used for the data analysis of the study, which shows 89% rate of retrieval. Descriptive statistics, such as means and standard deviations, was used to answer the research questions, while t-test statistic was employed to test research hypotheses at .05 level of significance. Both the descriptive and inferential statistic were presented in tabulated form, for the interpretation of data findings. The data collected was analyzed using the Statistical Package for the Social Sciences (SPSS) version 23.

The process of data analysis is central to the study, as it allows the study to draw meaningful conclusions from the collected data. This process is employed to analyze and interpret the data. In this analysis, answers to the research questions are derived, with any score of 2.50 or higher indicates acceptance, while any mean score falling below 2.50 represents a low mean score. Additionally, the hypotheses were tested at a 0.05 level of significance using t-test statistics.

**Research Question 1:** To what extent does classroom management as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State?

Table 1: Mean and Standard Deviation of respondents on the extent classroom management as faculty's classroom leadership enhance teacher education validity programme

S/N	Items	Male lecturer (348)		Female lecturer (252)		SD. Set	Mean Set	Remarks
		XI	SDI	X2	SD2			
1	Effective classroom management by faculty contribute to creating a positive and conducive environment for teacher education validity programs	2.89	1.06	2.63	1.14	1.06	2.89	High Extent
2	The role of faculty's classroom management foster student engagement and participation in teacher education validity programs	3.11	1.02	2.71	0.89	0.91	3.11	High Extent
3	Classroom management strategies employed by faculty enhance the overall effectiveness of teacher education validity programs?	2.87	0.90	2.51	0.86	1.09	2.66	High Extent
4	The impact of faculty's classroom management on minimizing disruptions creates a focused learning atmosphere during teacher education validity programs	2.90	0.91	3.12	1.05	0.91	2.52	High Extent
5	Faculty's effective classroom management positively influences students' learning experiences within teacher education validity programs	2.56	0.85	2.61	0.88	0.86	2.55	High Extent
<b>Grand Mean</b>		<b>2.89</b>	<b>0.93</b>	<b>2.67</b>	<b>0.90</b>	<b>0.91</b>	<b>2.78</b>	<b>High Extent</b>

Table 1 presents the results for Research Question 1, which investigates the extent classroom management as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State. The data indicates a high level of agreement among both male and female lecturers. The grand mean for responses from both male and female lecturers is 2.78, with a corresponding standard deviation of 0.91. This high grand mean indicates a unanimous agreement among respondents that classroom management as faculty's classroom leadership significantly enhances teacher education validity programs in public universities in Rivers State. The collective perception emphasizes the pivotal role of effective classroom management in creating a positive and conducive environment, fostering student engagement, enhancing overall program effectiveness, minimizing disruptions, and positively influencing students' learning experiences within teacher education validity programs.

**Research Question 2:** To what extent does technology integration as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State?

Table 2: Mean ( $\bar{x}$ ) and Standard Deviation (SD) of respondents on the extent technology integration as faculty's classroom leadership enhance teacher education validity programme

S/N	Items	Male lecturer (348)		Female lecturer (252)		SD. Set	Mean Set	Remarks
		XI	SDI	X2	SD2			
6	Faculty integrating technology into their teaching practices enhance teacher education validity programs	2.89	0.89	2.82	0.87	0.88	2.84	High Extent
7	Faculty's integration of technology enhance the relevance and applicability of teacher education validity programs?	3.01	1.02	3.08	1.04	1.03	3.05	High Extent
8	Technological tools or methods used by faculty beneficial in the teacher education validity programs	2.90	0.90	2.84	0.83	0.88	2.87	High Extent
9	How comfortable do you feel with the level of technology integration by faculty in teacher education validity programs	3.09	1.06	<b>2.67</b>	0.84	<b>0.91</b>	2.88	High Extent
10	Faculty's effective use of technology contribute to creating a dynamic and innovative learning environment in teacher education validity programs	2.98	1.01	2.52	0.91	0.94	2.75	High Extent
<b>Grand Mean</b>		<b>2.59</b>	<b>0.91</b>	<b>2.71</b>	<b>0.86</b>	<b>0.92</b>	<b>2.65</b>	<b>High Extent</b>

Table 2 presents the results for Research Question 2, which investigates the extent technology integration as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State. The data indicates a high level of agreement among both male and female lecturers. The grand mean for responses from both male and female lecturers is 2.65, with a corresponding standard deviation of 0.92. This indicates a high extent of agreement on the positive influence of technology integration as part of faculty's classroom leadership in enhancing teacher education validity programs in public universities in Rivers State. The high grand mean suggests a consensus among the respondents that the integration of technology into teaching practices significantly contributes to the relevance, applicability, and overall dynamism of teacher education validity programs in the context of the study.

**Research Question 3:** To what extent does problem-solving skills as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State?

Table 3: Mean and Standard Deviation of respondents on the extent problem-solving skills as faculty's classroom leadership enhance teacher education validity programme

S/N	Items	Male lecturer (348)		Female lecturer (252)		SD. Set	Mean Set	Remarks
		XI	SDI	X2	SD2			
11	Faculty's problem-solving skills positively impact the resolution of challenges encountered within teacher education validity programs	2.68	0.87	2.63	1.10	0.81	2.82	High Extent
12	Faculty's problem-solving skills addresses challenges in teacher education validity programs	2.54	0.81	2.71	1.12	0.81	3.08	High Extent
13	How effective do you believe faculty is in identifying and addressing problems that arise during teacher education validity programs?	2.56	0.85	2.51	1.11	0.78	2.22	High Extent
14	Faculty's problem-solving skills contribute to creating a supportive and adaptive learning environment for teacher education validity programs?	2.52	0.79	2.82	1.10	0.95	2.22	High Extent
15	How transparent and communicative do you find faculty in their approach to problem-solving within teacher education validity prprograms	2.51	0.79	2.71	1.09	0.99	1.78	High Extent
<b>Grand Mean</b>		<b>2.54</b>	<b>0.84</b>	<b>2.67</b>	<b>1.13</b>	<b>0.86</b>	<b>2.61</b>	<b>High Extent</b>

Table 3 presents the results for Research Question 3, which investigates the extent does problem-solving skills as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State, the data analysis reveals a significant agreement among male and female lecturers. The grand mean for responses from both male and female lecturers is 2.61, with a corresponding standard deviation of 0.86. This indicates a high extent of agreement on the positive influence of faculty's problem-solving skills as part of classroom leadership in enhancing teacher education validity programs in public universities in Rivers State. The high grand mean suggests a consensus among the respondents that faculty's adept problem-solving skills significantly impact the resolution of challenges encountered within teacher education validity programs, contributing to a supportive and adaptive learning environment.

**Research Question 4:** To what extent does feedback mechanisms as faculty's classroom leadership enhance teacher education validity programme in public universities in Rivers State?

Table 4: Mean and Standard Deviation of respondents on the extent feedback mechanisms as faculty’s classroom leadership enhance teacher education validity programme

S/N	Items	Male lecturer (348)		Female lecturer (252)		SD. Set	Mean Set	Remarks
		XI	SDI	X2	SD2			
16	Faculty's feedback mechanisms contribute to continuous improvement in teacher education validity programs	2.52	1.15	2.63	1.10	1.12	2.81	High Extent
17	Faculty's feedback practices support personal and professional development within teacher education validity programs	2.57	1.09	2.71	1.05	0.97	2.71	High Extent
18	Feedback mechanisms provided by faculty are beneficial for student learning in teacher education validity programs	2.61	1.10	2.51	1.10	1.12	2.52	High Extent
19	How satisfied are you with the frequency and timeliness of feedback provided by faculty within teacher education validity programs	2.53	1.03	2.82	1.03	1.07	2.71	High Extent
20	Faculty enhancing their feedback mechanisms improves diverse needs of students within public universities	2.79	1.09	2.71	1.09	0.98	2.69	High Extent
<b>Grand Mean</b>		<b>2.56</b>	<b>1.13</b>	<b>2.67</b>	<b>1.16</b>	<b>1.05</b>	<b>2.63</b>	<b>High Extent</b>

Table 4 presents the results for Research Question 4, which examined the extent feedback mechanisms as faculty’s classroom leadership enhance teacher education validity programme in public universities in Rivers State, the data analysis demonstrates a notable agreement among male and female lecturers. The data indicate that Succession Planning and The grand mean for responses from both male and female lecturers is 2.63, accompanied by a standard deviation of 1.05. This denotes a high extent of agreement among respondents regarding the positive impact of faculty’s feedback mechanisms as a component of classroom leadership on enhancing teacher education validity programs in public universities in Rivers State. The high grand mean indicates a consensus that faculty’s feedback practices significantly contribute to continuous improvement, supporting personal and professional development within teacher education validity programs.

### Testing of Hypotheses

**HO<sub>1</sub>:** There is no significant difference in the mean rating of male and female faculty on the extent classroom management enhance teacher education validity programme in public universities in Rivers State.



Table 5: The t-test Summary of male and female lecturers on the extent classroom management as faculty's classroom leadership enhance teacher education validity programme.

Location	N	Mean	SD	df	t-value	p-value	Remark
Male lecturer	1,821	2.72	0.84	531	1.22	0.12	Not Significant
Female lecturer	1,295	2.92	0.95				

Table 5 provides the results of the t-test results comparing the mean ratings of male and female faculty on the extent classroom management as faculty's classroom leadership enhances teacher education validity programme show a calculated t-value of 1.22. With a critical p-value of 0.12, the results indicate no statistically significant difference between the mean ratings of male and female lecturers. Therefore, the null hypothesis (HO1) is retained at the 0.05 level of significance and 531 degree of freedom. This suggests that there is no significant difference in the opinions of male and female faculty regarding the impact of classroom management as faculty's classroom leadership on teacher education validity programme in public universities in Rivers State.

**HO<sub>2</sub>:** There is no significant difference in the mean rating of male and female faculty on the extent technology integration enhance teacher education validity programme in public universities in Rivers State.

Table 6: The t-test Summary of male and female lecturers in their mean rating on the extent technology integration as faculty's classroom leadership enhance teacher education validity programme

Location	N	Mean	SD	df	t-value	p-value	Remark
Male lecturer	1,821	2.65	0.73	531	0.43	0.16	Not Significant
Female lecturer	1,295	2.83	0.94				

Table 6 provides the results of the t-test summary of male and female lecturers in their mean rating on the extent technology integration as faculty's classroom leadership enhances teacher education validity programme. The t-test results comparing the mean ratings of male and female faculty on the extent technology integration as faculty's classroom leadership enhances teacher education validity programme indicate a calculated t-value of 0.43. With a critical p-table value of 0.16 and a degree of freedom (df) of 531, the results reveal no statistically significant difference between the mean ratings of male and female lecturers. Therefore, the null hypothesis (HO2) is retained, indicating that there is no significant difference in the opinions of male and female faculty regarding the impact of technology integration as faculty's classroom leadership on teacher education validity programme in public universities in Rivers State.

**HO<sub>3</sub>:** There is no significant difference in the mean rating of male and female faculty on the extent problem-solving skills enhance teacher education validity programme in public universities in Rivers State.

Table 7: The t-test Summary of male and female lecturers in their mean rating on the extent problem-solving skills as faculty's classroom leadership enhance teacher education validity programme

Location	N	Mean	SD	df	t-value	p-value	Remark
Male lecturer	1,821	2.76	1.01	531	0.59	0.19	Not Significant
Female lecturer	1,295	2.64	1.05				

Table 7 provides the results of the t-test summary of male and female lecturers in their mean rating on the extent problem-solving skills as faculty's classroom leadership enhances teacher education validity programme. The t-test results comparing the mean ratings of male and female faculty on the extent problem-solving skills as faculty's classroom leadership enhances teacher education validity programme indicate a calculated t-value of 0.59. With a critical p-value of 0.19 and a degree of freedom (df.) of 531, the results reveal no statistically significant difference between the mean ratings of male and female lecturers. Therefore, the null hypothesis (HO<sub>3</sub>) is retained, indicating that there is no significant difference in the opinions of male and female faculty regarding the impact of problem-solving skills as faculty's classroom leadership on teacher education validity programme in public universities in Rivers State.

**HO<sub>4</sub>:** There is no significant difference in the mean rating of male and female faculty on the extent feedback mechanisms enhance teacher education validity programme in public universities in Rivers State.

Table 8: The t-test summary of male and female lecturers in their mean rating on the extent feedback mechanisms as faculty's classroom leadership enhance teacher education validity programme

Location	N	Mean	SD	df	t-value	p-value	Remark
Male lecturer	1,821	2.68	1.03	531	1.419	0.13	Not Significant
Female lecturer	1,295	3.07	0.97				

Table 8 provides the results of the t-test summary of male and female lecturers in their mean rating on the extent feedback mechanisms as faculty's classroom leadership enhances teacher education validity programme. The t-test results comparing the mean ratings of male and female faculty on the extent feedback mechanisms as faculty's classroom leadership enhances teacher education validity programme indicate a calculated t-value of 1.419. With a critical p-value of 0.13 and a degree of freedom (df) of 531, the results reveal no statistically significant difference between the mean ratings of male and female lecturers. Therefore, the null hypothesis (HO<sub>4</sub>) is retained, indicating that there is no significant difference in the opinions of male and female faculty regarding the impact of feedback mechanisms as faculty's classroom leadership on teacher education validity programme in public universities in Rivers State.

## **DISCUSSION OF FINDINGS**

### **Faculty's Classroom Management for Teacher Education Validity Programmes**

The findings from the analysis of Hypothesis One, which explored the influence of Faculty's Classroom Management on Teacher Education Validity Programme, revealed that there was no significant difference in the mean ratings between male and female lecturers. The calculated t-value of 1.419 exceeded the significance level of 0.05, suggesting a lack of statistical significance. This implies that there is no substantial distinction in the perceptions of male and female faculty regarding the impact of Faculty's Classroom Management on Teacher Education Validity Programme in public universities in Rivers State.

Similarly, scholars such as Okurame and Obi (2016) and DeCenzo (2018) have underscored the pivotal role of effective workforce planning in enhancing organizational success. DeCenzo, in particular, emphasized that these processes extend beyond mere administrative tasks, playing a crucial role in driving improved performance and success. This alignment with existing literature reinforces the unanimous acknowledgment among male and female lecturers in public universities in Rivers State of the critical importance of Faculty's Classroom Management in optimizing the Teacher Education Validity Programme.

Therefore, the study's results align with existing literature, indicating that male and female faculty members in public universities in Rivers State equally recognize the significance of Faculty's Classroom Management as a valuable element for enhancing the Teacher Education Validity Programme. These findings emphasize the continued importance for universities in the region to invest in effective faculty classroom management strategies to optimize the teacher education experience and improve overall educational success.

### **Technology Integration as a Catalyst for Teachers Educational Validity**

The results obtained from the analysis of hypothesis two, which investigated the impact of technology integration as a catalyst for teacher education validity, are significant. The findings suggest that there is no substantial difference in the mean ratings between male and female lecturers concerning how technology integration influences the teacher education validity programme. The calculated t-value of 0.43 exceeded the predetermined significance level of .05, indicating a lack of statistical significance. This implies that male and female lecturers share similar perceptions on the extent to which technology integration acts as a catalyst for the teacher education validity programme in public universities in Rivers State.

These results are in alignment with the scholarly works of Ololube (2017) and Adewale (2020). Ololube's comprehensive study emphasized the crucial role of strategic technology integration in enhancing educational performance. He highlighted the importance of leveraging technology to attract candidates with the necessary qualifications and skills, contributing to improved educational outcomes. Similarly, Adewale's work emphasized that effective technology integration strategies are pivotal in achieving educational success. The findings of this research, coupled with the perspectives highlighted by Ololube and Adewale, reinforce the consensus among male and female lecturers regarding the critical role of technology integration in enhancing the teacher education validity programme within public universities in Rivers State.

This gender-neutral perspective contributes to a unified understanding of the role of technology integration in the realm of teacher education, confirming its substantial impact on the

pursuit of success within public universities in Rivers State. The collective agreement among male and female lecturers, as indicated by the t-value surpassing the significance level, emphasizes the shared acknowledgment of the transformative influence of technology integration on the Teacher Education Validity Programme. These findings underscore the importance of continued investment in technology integration strategies to optimize the teacher education experience and improve overall educational success in the context of Rivers State.

### **Problem-Solving Skills as a Component of Faculty's Classroom Leadership**

The findings from the analysis of hypothesis three, which delved into the impact of problem-solving skills as a component of faculty's classroom leadership, are significant. The results indicate that there is no substantial difference in the mean ratings between male and female lecturers concerning the influence of problem-solving skills on the teacher education validity programme. The calculated t-value of 0.59 exceeds the predetermined significance level of .05, suggesting a lack of statistical significance and reinforcing the idea that male and female lecturers hold similar views on the importance of problem-solving skills as a component of faculty's classroom leadership in the context of teacher education validity programs.

These findings align with the research conducted by Okonkwo and Ihajirika (2018) and Adepoju and Oladipo (2019). Okonkwo and Ihajirika's study emphasized the crucial role of problem-solving skills in improving employees' performance and, by extension, organizational success. Their research highlighted that effective problem-solving skills contribute to staff motivation and enhance overall performance. Similarly, Adepoju and Oladipo's study focused on the connection between problem-solving skills and organizational performance. Their research found that problem-solving skills significantly contribute to the achievement of organizational success, emphasizing the role of these skills in improving overall performance. The convergence between the findings of this research and the perspectives of both male and female lecturers, as demonstrated by the t-value, reaffirms the consensus that problem-solving skills are instrumental in enhancing the Teacher Education Validity Programme within the academic context.

The alignment with the emphases of the cited authors, Okonkwo and Ihajirika (2018) and Adepoju and Oladipo (2019), underscored the shared perspective that problem-solving skills are critical components of effective faculty's classroom leadership in teacher education validity programs. This reinforces the idea that investing in the development of problem-solving skills for both male and female faculty members is crucial for fostering a conducive learning environment and enhancing the overall success of teacher education validity programs in public universities in Rivers State. Continuing to prioritize the cultivation of problem-solving skills among faculty members is essential for ensuring that they are well-equipped to address challenges and contribute to the continuous improvement of the Teacher Education Validity Programme.

### **Faculty's Feedback Mechanisms and Faculty's Classroom Leadership**

The analysis of Hypothesis Four, which explored the influence of faculty's feedback mechanisms on faculty's classroom leadership, yields notable findings. The results indicate no significant difference in the mean ratings between male and female lecturers regarding the impact of faculty's feedback mechanisms on faculty's classroom leadership. The calculated t-value of 1.419 surpasses the predetermined significance level of .05, suggesting a lack of statistically significant

gender-based variation in their perceptions. These results align with the research conducted by Okogbaa (2015) and Nwaeke (2019).

Okogbaa's study emphasized the importance of succession planning in higher education institutions, highlighting that effective succession planning ensures the continuity of leadership and the identification and grooming of future leaders within the institution, contributing to organizational success. This perspective resonates with the findings of this study, indicating that male and female lecturers share a common view on the impact of faculty's feedback mechanisms on faculty's classroom leadership in public universities in Rivers State.

Similarly, Nwaeke's research focused on the relationship between career development opportunities and employee commitment and loyalty. His study found that career development opportunities significantly contribute to staff commitment and loyalty to the organization. This aligns with the results of this research, which found that both male and female lecturers perceive faculty's feedback mechanisms as an essential component of effective faculty's classroom leadership in public universities. The convergence between this study's results and the insights of Okogbaa (2015) and Nwaeke (2019) reaffirmed the consensus among male and female lecturers in Rivers State. It underscores the shared perspective that faculty's feedback mechanisms significantly contribute to enhancing faculty's classroom leadership and, by extension, organizational success in public universities.

These findings emphasize the importance of universities in Rivers State continuing to prioritize effective feedback mechanisms within their academic settings. By fostering a culture of constructive feedback, institutions can empower faculty members to enhance their classroom leadership skills, contributing to a positive and impactful learning environment. Both male and female lecturers perceive faculty's feedback mechanisms as critical to the improvement of faculty's classroom leadership, reinforcing the need for ongoing efforts to strengthen these practices within the academic context.

## **CONCLUSION**

This study has undertaken an in-depth exploration of the nuanced domain of faculty's classroom leadership in the context of teacher education validation programs within public universities in Rivers State. The investigation has meticulously analyzed various dimensions of faculty's classroom leadership, encompassing classroom management, technology integration, problem-solving skills, and feedback mechanisms.

In conclusion, the research posits that the strategic enhancement of faculty's classroom leadership, through effective classroom management, adept technology integration, proficient problem-solving skills, and meaningful feedback mechanisms, holds the potential to significantly contribute to the validation of teacher education programs. These findings collectively underscore the pivotal role of faculty's classroom leadership in the higher education sector, emphasizing the imperative for the practical implementation of these dimensions to bridge the gap between theoretical concepts and their tangible impact in the real-world context of teacher education validation programs.

Therefore, this study furnishes valuable insights for academic institutions, particularly in Rivers State, offering guidance to shape their strategies and enhance faculty's classroom leadership for the validation of teacher education programs. The recommendations drawn from this research provide a foundation for informed decision-making, contributing to the refinement

of faculty's practices and, consequently, the overall success of teacher education validation programs in public universities in Rivers State.

## Recommendations

The following recommendations below aims to guide various stakeholders within public universities in Rivers State, to harness the potential of faculty's classroom leadership for teacher education validation programme:

- Policymakers and educational institutions in Rivers State should collaborate to develop policies that endorse and guide systematic classroom management practices. This includes creating a positive and conducive environment for teacher education validity programs, fostering student engagement, and minimizing disruptions.
- Public universities in Rivers State should invest in strategies to enhance technology integration in teacher education validity programs. This involves providing faculty with relevant technological tools and methods, ensuring their comfort with technology use, and promoting dynamic and innovative learning environments.
- Human Resource Departments in public universities should recognize the importance of faculty's problem-solving skills in creating a supportive and adaptive learning environment. Initiatives should be in place to evaluate and enhance faculty members' problem-solving capabilities, emphasizing transparency and communication in addressing challenges during teacher education validity programs.
- University leadership and Human Resource Departments should prioritize the enhancement of feedback mechanisms within teacher education validity programs. This includes providing training to faculty on effective feedback practices, ensuring timely and constructive feedback, and addressing diverse needs of students.

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