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VICE CHANCELLOR'S INSTRUCTIONAL LEADERSHIP PRACTICES, ORGANIZATIONAL CLIMATE AND LECTURERS' COLLECTIVE SELF-EFFICACY IN LAGOS STATE-OWNED UNIVERSITIES

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Abstract
This study examined the influence of Vice Chancellors' instructional leadership practices and organizational climate on lecturers' collective efficacy in Lagos State-owned universities. Using a descriptive survey design, data were collected from 359 academic staff across three universities through structured questionnaires measuring leadership practices, organizational climate, and collective efficacy. Correlation analyses revealed significant positive relationships between instructional leadership and collective efficacy (r = 0.248), leadership and organizational climate (r = 0.791), and organizational climate and collective efficacy (r = 0.208). Multiple regression analysis indicated that both instructional leadership practices (β = 0.359) and organizational climate (β = 0.651) significantly predict lecturers' collective efficacy, explaining 46.9% of its variance. Findings highlighted the critical role of effective leadership and a supportive organizational climate in promoting a collaborative academic environment that enhances lecturers' shared belief in their collective ability to achieve institutional goals. The study recommended that Vice Chancellors prioritize goal-setting, communication, and professional development while promoting an inclusive climate characterized by trust and collaboration to strengthen faculty collective efficacy and institutional success. This research fills a gap in Nigerian higher education literature by empirically linking leadership and climate to collective efficacy, offering a framework for improving academic staff collaboration and performance.

Keywords: Instructional Leadership Practices, Organizational Climate, Collective Efficacy, Lecturers, Higher Education

1. Introduction

Globally, the intersection of internationalization and increased competition among universities has heightened the importance of lecturers' collective efficacy in higher education. Lecturers' collective efficacy refers to the shared belief among academic staff in their ability to collaborate effectively and meet the challenges of the academic environment, ultimately contributing to the institution's success (Msonge & Lekule, 2024). This concept is pivotal in fostering a productive and collaborative academic atmosphere, where lecturers are empowered to share knowledge, develop innovative teaching strategies, and work collectively toward institutional goals (Gordon et al., 2023). Collective efficacy influences job satisfaction, commitment, and organizational

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performance, with a strong sense of collective efficacy enhancing motivation, teaching quality, and collaboration willingness (Karakose et al., 2024). Factors influencing lecturers' collective efficacy include institutional leadership, teaching resources, support systems, and the university's organizational climate. Universities that provide professional development opportunities, adequate support, and a positive working environment tend to report higher collective efficacy among staff (Dignath et al., 2022). Vice Chancellors, as instructional leaders, play a critical role in shaping these conditions by setting vision and goals, fostering professional growth, and providing necessary resources (Aldridge & McLure, 2024). Their leadership directly affects lecturers' sense of collective efficacy by influencing autonomy, trust, and support (Hammad et al., 2024).

Instructional leadership by Vice Chancellors involves vision and goal setting, professional development support, and recognition and motivation strategies. A clearly communicated vision provides lecturers with direction and enhances commitment and collective belief in the university's mission (Wajim & Ajayi, 2024). Setting achievable goals helps lecturers align their efforts with institutional objectives, promoting group efficacy (Goddard et al., 2004; Chandler et al., 2023). Professional development initiatives such as workshops, mentoring, and collaborative research opportunities empower lecturers with the necessary skills and knowledge, positively impacting collective efficacy (Onyekwelu, 2024). Recognition and motivation strategies, including intrinsic and extrinsic rewards, foster a culture of accomplishment, reinforcing positive behaviours, morale, and collective belief in the ability to work together toward success (Mafindi, 2024). Organizational climate, defined as the prevailing attitudes, perceptions, and behaviors within an institution, significantly influences lecturers' collective efficacy (Hayat & Afshari, 2021). A positive climate characterized by supportive leadership, open communication, and trust encourages collaboration, idea sharing, and collective problem-solving, thereby enhancing collective efficacy. Conversely, a negative climate marked by isolation and lack of support undermines collective efficacy and academic goal achievement. Leadership support within this climate is essential, as clear guidance and growth opportunities create an environment where lecturers feel valued and supported, fostering trust and collaboration (Van-Maele et al., 2014). Interpersonal relationships among academic staff also contribute to collective efficacy by fostering trust, communication, and community, which are vital for collaboration and overcoming academic challenges.

Despite the recognized importance of these factors, the role of Vice Chancellors in shaping lecturers' collective efficacy has received limited attention in the Nigerian context, particularly in Lagos State-owned universities. These institutions face challenges such as limited resources, overcrowded classrooms, and inadequate support structures, which affect lecturers' perceptions of their collective ability to meet academic goals (Adanu, 2024). While some studies have addressed educational leadership in Nigeria (Abari et al., 2016; Oshagbemi, 2017; Orunbon & Ibikunle, 2023; Wajim & Ajayi, 2024), the specific influence of Vice Chancellors' instructional leadership on lecturers' collective efficacy remains underexplored. Furthermore, although organizational climate is acknowledged as important in various sectors (Thapa et al., 2013; Niedlich et al., 2021), there is a paucity of research connecting it directly to lecturers' collective efficacy in Nigerian universities. This study aims to fill these gaps by empirically examining the separate and joint

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influence of Vice Chancellors' instructional leadership practices and organizational climate on lecturers' collective efficacy in Lagos State-owned universities.

2. Literature Review

The literature on lecturers' collective efficacy, Vice Chancellors' instructional leadership practices, and organizational climate reveals a complex interplay of factors that collectively influence academic staff collaboration, motivation, and institutional success in higher education. This review integrates conceptual, theoretical, and empirical insights to provide a comprehensive understanding of how these constructs interact, particularly within the context of Nigerian universities.

Lecturers' Collective Efficacy

Lecturers' collective efficacy refers to the shared belief among academic staff in their joint capacity to achieve educational goals and overcome institutional challenges (Bandura, 1997 as cited in Donohoo et al., 2018). Rooted in Bandura's Social Cognitive Theory, collective efficacy transcends individual capabilities by emphasizing the group's belief in its collective power to effect change (Goddard et al., 2004). In higher education, this construct is crucial as it fosters a shared purpose, enhances teamwork, and promotes innovative instructional practices, which ultimately improve student outcomes (Mudhar et al., 2024). Distinct from individual self-efficacy, which focuses on personal belief in one's abilities, collective efficacy centers on the group's confidence in collaborative problem-solving and resource sharing (Goddard et al., 2004). While individual self-efficacy motivates personal resilience and performance, collective efficacy strengthens group cohesion, interdependence, and cooperative behaviors vital for academic success (Wray et al., 2022). Understanding this distinction is essential for educational leaders aiming to foster environments conducive to both individual and collective growth. The importance of collective efficacy in academic settings is well-documented. High collective efficacy among lecturers correlates with increased job satisfaction, organizational commitment, and reduced turnover, contributing to a stable and productive academic culture (Pressley & Ha, 2021). Moreover, it promotes collaborative teaching, resource sharing, and mutual support, which enhance instructional quality and student learning experiences (Goddard et al., 2004). Thus, collective efficacy serves as a foundational element for institutional effectiveness and academic excellence.

Vice Chancellor's Instructional Leadership

Instructional leadership by Vice Chancellors plays a pivotal role in shaping the academic environment and influencing lecturers' collective efficacy. This leadership involves setting a clear vision, defining strategic goals, and fostering professional development opportunities to enhance teaching and learning (Mustoip et al., 2024). The Vice Chancellor's role extends beyond administrative functions to include creating conditions that empower lecturers, facilitate collaboration, and provide necessary resources (Aldridge & McLure, 2024). Key components of instructional leadership include vision and goal setting, professional development support, and recognition and motivation strategies. A clearly articulated vision and achievable goals align lecturers' efforts with institutional objectives, promoting motivation and a shared sense of purpose

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(Sliwka et al., 2024). Professional development initiatives equip lecturers with the skills and knowledge needed to innovate and excel, thereby enhancing collective efficacy through shared learning experiences (Chang et al., 2023). Recognition and motivation, through intrinsic and extrinsic rewards, bolster morale and reinforce collaborative behaviors, further strengthening the academic community (Mafindi, 2024). Empirical evidence underscores the influence of instructional leadership on collective efficacy. Faculty involvement in goal-setting processes, where lecturers feel their input is valued and aligned with university priorities, significantly enhances their collective belief in achieving academic success (Micu, 2024). Clear goal communication and regular monitoring by Vice Chancellors provide lecturers with a roadmap for success, fostering a culture of collaboration and mutual support (Goddard et al., 2004). Moreover, professional development supported by leadership not only improves individual competencies but also cultivates a trusting and empowering organizational climate that augments collective efficacy (Kyambade et al., 2024).

Organizational Climate

Organizational climate encompasses the shared perceptions of the work environment, including attitudes, behaviors, and interactions that shape institutional culture (Dash et al., 2023). A positive climate characterized by trust, respect, open communication, and support is critical for fostering lecturers' collective efficacy (Goddard et al., 2004). Such a climate encourages risk-taking, innovation, and collaborative problem-solving, while mitigating stress and burnout by prioritizing well-being and professional growth. Leadership style, interpersonal relationships, and the work environment are fundamental dimensions of organizational climate. Supportive leadership that provides resources, recognition, and professional growth opportunities enhances faculty morale and collective confidence (Romero, 2015). Positive interpersonal relationships, built on trust and mutual respect, foster a sense of community and shared purpose, which are vital for effective collaboration (Goddard et al., 2004). Additionally, a conducive work environment—adequately resourced, inclusive, and supportive—enables lecturers to focus on their academic responsibilities without distraction, further promoting collective efficacy (Schunk & DiBenedetto, 2016). Leadership support within the organizational climate is especially crucial. When Vice Chancellors actively foster a culture of support through guidance, resource provision, and professional development, lecturers feel empowered to collaborate and innovate (Manoharan & Ashtikar, 2024). This support creates a positive feedback loop whereby increased confidence in collective capabilities strengthens the organizational climate, which in turn further enhances collective efficacy (Saks, 2022). Alignment of individual and institutional goals within this climate promotes purpose and shared responsibility, essential for academic success.

Theoretical Framework

The theoretical framework for understanding the relationships among instructional leadership, organizational climate, and collective efficacy is grounded primarily in Social Cognitive Theory (SCT) and Transformational Leadership Theory. SCT, developed by Bandura, emphasizes the dynamic interaction between individuals, their behaviors, and their environments, highlighting the centrality of self-efficacy and collective efficacy in motivating action (Bandura, 1986, 1997). Observational learning and social modeling within a supportive environment promote shared

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beliefs in group capabilities, essential for collaborative success in academic settings (Hsieh et al., 2024). Transformational Leadership Theory complements SCT by focusing on how leaders inspire and motivate followers to transcend self-interest for the good of the organization (Bass, 1990). Vice Chancellors, as transformational leaders, foster collective efficacy by articulating a compelling vision, encouraging intellectual stimulation, and providing individualized support such as mentoring and professional development (Abdullah & Varatharajoo, 2017). This leadership style cultivates a unified academic community committed to shared goals and continuous improvement. The integration of these theories offers a comprehensive lens to examine how leadership behaviours and organizational environments coalesce to influence lecturers' collective efficacy. SCT explains the psychological mechanisms underpinning efficacy beliefs, while transformational leadership theory elucidates the role of inspiring leadership in shaping motivation, collaboration, and institutional culture.

Empirical Review

Empirical studies reveal that instructional leadership practices and organizational climate jointly influence lecturers' collective efficacy, creating a synergistic effect that fosters a collaborative and high-performing academic environment. Instructional leadership provides the structure, resources, and motivation necessary for faculty to excel, while a positive organizational climate nurtures trust, respect, and open communication essential for collective action (Goddard et al., 2015; Nkong, 2024). Faculty involvement in goal-setting and alignment with institutional vision enhances ownership and commitment, which strengthens collective efficacy (Boston, 2016; Derakhshan & Fathi, 2024). Professional development initiatives supported by leadership improve faculty confidence and foster a culture of continuous learning and collaboration (Vowell, 2024; Kyambade et al., 2024). Leadership support within the organizational climate reinforces these effects by creating an environment where lecturers feel valued and empowered (Manoharan & Ashtikar, 2024; Gichuhi, 2021). The positive feedback loop formed by instructional leadership and organizational climate amplifies lecturers' belief in their collective capabilities. Successful collaborative experiences increase confidence and encourage further joint efforts, promoting innovation and institutional success (Goddard et al., 2021; Scales, 2023).

3. Methodology

This study employed a descriptive survey research design to examine the relationships among Vice Chancellors' instructional leadership practices, organizational climate, and lecturers' collective efficacy in Lagos State-owned universities, Nigeria. The quantitative approach was selected to objectively test theoretical relationships by analyzing interactions among the variables under study (Asenahabi, 2019). The cross-sectional nature of the survey involved collecting data at a single point in time to capture the behaviours, attitudes, and perceptions of academic staff regarding leadership and organizational factors affecting collective efficacy. The population comprised all academic staff from the three Lagos State-owned universities: Lagos State University (LASU), Lagos State University of Education (LASUED), and Lagos State University of Science and Technology (LASUSTECH), totaling 1,470 lecturers (Universities' Academic Establishments, 2025). Using Krejcie and Morgan's (1970) sample size determination table, a base sample of 306 was identified. To accommodate potential non-response, an additional 30% was added following

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Israel's (1992) recommendation, resulting in a final sample size of 398 participants. Disproportionate stratified sampling was applied to allocate the sample proportionally across the three institutions. Purposive sampling was then utilized within each stratum to select lecturers with relevant experience and insights into Vice Chancellors' instructional leadership, organizational climate, and collective efficacy. Data were collected through structured questionnaires designed to measure key constructs. The Vice Chancellors' Instructional Leadership Practices Scale (VCILPS) included four sub-scales: vision and goal-setting practices, professional development support, instructional supervision, and recognition and motivation strategies. Each sub-scale contained five items assessing the extent and effectiveness of leadership actions in promoting academic success. The Organizational Climate Scale (OCS) comprised three sub-scales: leadership support, interpersonal relationships among academic staff, and work environment, each with five items evaluating the perceived quality of the institutional climate. The Lecturers' Collective Efficacy Scale (LCES) consisted of 15 items measuring lecturers' shared beliefs in their collective ability to influence student outcomes through collaboration and teamwork. Responses were captured using a 4-point Likert scale ranging from strongly disagree (1) to strongly agree (4).

To ensure content validity, the instruments were reviewed by experts in educational management and human resource management who assessed the clarity, relevance, and comprehensiveness of items relative to the study variables. Reliability was established through a pilot test involving 50 purposively selected lecturers at Olabisi Onabanjo University, yielding Cronbach's alpha coefficients between 0.72 and 0.87, surpassing the acceptable threshold of 0.70 (Memon et al., 2021). Questionnaires were administered personally by the researcher with assistance from trained research aides, following formal permission from university management secured via an introductory letter from the department. This approach ensured high response rates and data integrity. Data analysis began with screening for dispersion indices such as standard deviation, skewness, and kurtosis to confirm acceptable distribution characteristics. Multicollinearity diagnostics were performed using tolerance statistics and variance inflation factors to verify independence among predictors. Descriptive statistics, including frequencies and means, summarized demographic variables and respondents' perceptions. Inferential statistics tested hypotheses: Pearson's Product-Moment Correlation Coefficient (PPMC) assessed the strength and direction of bivariate relationships for hypotheses one to three, while multiple regression analysis evaluated the combined and relative influence of Vice Chancellors' instructional leadership practices and organizational climate on lecturers' collective efficacy for hypothesis four. All analyses were conducted using SPSS version 27, enabling robust statistical examination aligned with the study's quantitative framework.

4. Results and Discussion

This section is concerned with the test of the stated research hypotheses for this study. Four hypotheses were formulated and tested by using suitable inferential statistics, which requires preliminary analyses (check for outliers, linearity, kurtosis) of the data before hypothesis testing.

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Hypothesis One

$H_{1,0}$: There is no significant relationship between Vice Chancellors' instructional leadership practices and lecturers' collective efficacy in Lagos State-owned universities, Nigeria.

Table 1: Result of correlation between Vice Chancellors' instructional leadership practices and lecturers' collective efficacy

		Vice Chancellor Instructional Leadership Practices	Lecturers Collective Efficacy
Vice Chancellor Instructional Leadership Practices	Pearson Correlation	1	.248**
	Sig. (2-tailed)		.000
	N	359	359
Lecturers Collective Efficacy	Pearson Correlation	.248**	1
	Sig. (2-tailed)	.000	
	N	359	359

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey (2026)

Table 1 shows that the correlation coefficient between the vice chancellor's instructional leadership practices and lecturers' collective efficacy is 0.248, with a p-value of 0.000, indicating a statistically significant positive relationship at the 0.05 level. This suggests that as the vice chancellor's instructional leadership practices improve, lecturers' collective efficacy tends to increase as well. Although the correlation is statistically significant, the relatively modest correlation coefficient (0.248) indicates a weak strength of association, implying that while there is a positive relationship, other factors may also influence lecturers' collective efficacy beyond the Vice Chancellor's leadership practices. This finding emphasizes the importance of leadership in promoting a collaborative academic environment but also suggests the need for additional strategies to enhance collective efficacy among lecturers. Thus, in line with the rule of thumb, the null hypothesis was rejected, and the alternative was accepted.

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Hypothesis Two

$H_{2,0}$: There is no significant relationship between Vice Chancellors' instructional leadership practices and organisational climate in Lagos State-owned universities, Nigeria

Table 2: Result of correlation between Vice Chancellors' instructional leadership practices and organisational climate

		Vice Chancellor Instructional Leadership Practices	Organizational Climate
Vice Chancellor Instructional Leadership Practices	Pearson Correlation	1	.791**
	Sig. (2-tailed)		.000
	N	359	359
Organizational Climate	Pearson Correlation	.791**	1
	Sig. (2-tailed)	.000	
	N	359	359

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey (2026)

From table 2, the result of the bi-variate Pearson's correlation analysis The Pearson correlation coefficient between vice chancellor instructional leadership practices and organizational climate is 0.791, with a p-value of 0.000, indicating a strong positive and statistically significant relationship at the 0.05 level. This suggests that improvements in the Vice Chancellor's instructional leadership practices are strongly associated with a more positive organizational climate. A correlation coefficient of 0.791 reflects a high level of association, meaning that effective leadership practices, such as clear communication, goal-setting, and support for faculty development, likely contribute to the creation of a more supportive, collaborative, and productive organizational environment. This strong relationship emphasizes the critical role that leadership plays in shaping the organizational climate within the university. Therefore, the null hypothesis was rejected, and the alternative was accepted.

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Hypothesis Three

$H_{3,0}$: There is no significant relationship between organisational climate and lecturers' collective efficacy in Lagos State-owned universities, Nigeria

Table 3: Result of correlation between organisational climate and lecturers' collective efficacy

		Organizational_Climate	Lecturers_Collective_Efficacy
Organizational Climate	Pearson Correlation	1	.208**
	Sig. (2-tailed)		.000
	N	359	359
Lecturers Collective Efficacy	Pearson Correlation	.208**	1
	Sig. (2-tailed)	.000	
	N	359	359

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey (2026)

From Table 3, the result of the Pearson correlation coefficient between organizational climate and lecturers' collective efficacy is 0.208, with a p-value of 0.000, indicating a statistically significant positive relationship at the 0.05 level. This suggests that a positive organizational climate is weakly associated with an increase in lecturers' collective efficacy. Although the correlation is statistically significant, the relatively low coefficient of 0.208 indicates that while the organizational climate plays a role in shaping collective efficacy, other factors are likely contributing to lecturers' perceptions of their collective ability. This finding highlights the importance of a supportive organizational climate but also suggests that additional variables may influence lecturers' collaborative efforts and belief in their collective capabilities. Therefore, the null hypothesis was rejected, and the alternative was accepted.

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Hypothesis Four

$H_{4,0}$: There is no significant relative contribution of vice chancellors' instructional leadership practices and organisational climate on lecturers' collective efficacy in Lagos State-owned universities, Nigeria.

Table 4.9: Summary of Regression Analysis

N	Model	B	T	Sig	ANOVA (Sig.)	R	R^2	F (1,457)
359	(Constant)	2.500	28.078	0.000	0.000b	0.684	0.469	32.126
	Vice Chancellor Instructional Leadership Practices	0.359	5.633	0.000				
	Organizational Climate	0.651	0.429	0.000				

Source: Field Survey (2026)

As shown in Table 4, the regression analysis shows that vice chancellor instructional leadership practices and organizational climate both contribute to the model predicting lecturers' collective efficacy. The regression analysis provides insight into the relationship between vice chancellor instructional leadership practices, organizational climate, and lecturers' collective efficacy. The constant term in the model is 2.500, with a t-value of 28.078 and a p-value of 0.000. This indicates that the intercept is statistically significant, meaning that when both predictors are zero, the lecturers' collective efficacy is significantly greater than zero. In other words, there is a baseline level of collective efficacy, even without the influence of leadership practices or organizational climate. Looking at the independent variables, vice chancellor instructional leadership practices have a regression coefficient (β) of 0.359, with a t-value of 5.633 and a p-value of 0.000. This suggests that vice chancellor instructional leadership practices are statistically significant in predicting lecturers' collective efficacy. Specifically, for every one-unit increase in instructional leadership practices, lecturers' collective efficacy is expected to increase by 0.359 units. This indicates a moderate but significant positive relationship between leadership practices and lecturers' collective efficacy, underscoring the importance of effective leadership in promoting collaboration and academic success. Organizational climate also shows a regression coefficient (β) of 0.651, but with a t-value of 0.429 and a p-value of 0.000, indicating that it is statistically significant as well. However, given the high coefficient, it is clear that the organizational climate has a strong influence on lecturers' collective efficacy, suggesting that a supportive and conducive organizational climate contributes significantly to enhancing the faculty's collaborative efforts. The model as a whole is statistically significant with an ANOVA p-value of 0.000, and the R^2 value of 0.469 indicates that about 46.9% of the variance in lecturers' collective efficacy can be explained by both vice chancellor instructional leadership practices and organizational climate combined. The F-value of 32.126 supports the robustness of the model, indicating that these predictors together have a meaningful impact on collective efficacy. Thus, the null hypothesis is rejected and the alternative is accepted.

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5. Discussion of Findings

The first hypothesis reveals a statistically significant positive correlation of 0.248 (p-value = 0.000) between the Vice Chancellor's instructional leadership practices and lecturers' collective efficacy, suggesting that improved leadership practices increase lecturers' collective efficacy. This finding aligns with Bandura's (1997) Social Cognitive Theory, which posits that when individuals perceive themselves as integral to goal-setting, their collective belief in achieving objectives strengthens. The involvement of lecturers in setting institutional goals helps them see their contributions as valuable, enhancing collective efficacy and motivating collaboration. While statistically significant, the coefficient value of 0.248 indicates a weak to moderate relationship between the variables. This modest strength suggests that Vice Chancellor leadership practices contribute positively to lecturers' collective efficacy, but other factors may also be significant. This finding aligns with research by Boston (2016) and Derakhshan and Fathi (2024), who found that leadership practices influence collective efficacy alongside factors such as individual characteristics, departmental dynamics, faculty culture, and institutional policies. Despite the moderate correlation strength, the findings highlight the Vice Chancellor's role in promoting a collaborative academic environment. Lecturers supported by strong leadership, including clearly defined goals and involvement in decision-making, report higher collective efficacy. Research by Micu (2024) emphasized that when faculty members see their contributions reflected in university goals, they are more likely to believe in their collective ability to influence educational outcomes and institutional success.

The second hypothesis reveals a strong, significant relationship between the Vice Chancellor's instructional leadership practices and organizational climate, with a Pearson correlation coefficient of 0.791 (p-value = 0.000). This indicates that improvements in leadership practices are closely linked to a more positive organizational climate. The high correlation demonstrates that effective leadership practices, including clear communication and faculty development support, play a key role in shaping a collaborative academic environment. The findings align with research by Vowell (2024), which emphasizes professional development's importance in enhancing faculty efficacy. Professional development initiatives, through workshops, mentorship, or teaching resources, empower lecturers by improving their expertise and teaching methods. When faculty members feel supported in their growth, they collaborate better and contribute to collective success. This study shows that professional development benefits both individual lecturers and strengthens faculty collective efficacy, leading to greater confidence in handling professional responsibilities and contributing to university success.

The third hypothesis, which the results of the Pearson correlation analysis presented in Table 4.8 indicate a statistically significant positive relationship between organizational climate and lecturers' collective efficacy, with a correlation coefficient of 0.208 (p-value = 0.05). This suggests that a positive organizational climate is associated with increased lecturers' collective efficacy. While statistically significant, the coefficient value of 0.208 reflects a weak association, indicating that organizational climate is one of several contributing factors. This finding suggests that while organizational climate matters, other elements like leadership practices and faculty engagement also influence lecturers' collective perceptions. The weak correlation emphasizes the importance

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of leadership support in promoting a positive organizational climate. As Gichuhi (2021) notes, leadership support is essential for faculty members to feel valued and empowered. When the Vice Chancellor provides necessary resources and development opportunities, lecturers feel more confident in their collaborative abilities. Effective leadership involves investing in faculty growth, fostering collaboration, and providing essential support tools (Manoharan & Ashtikar, 2024). This support includes professional development programs, mentorship, and faculty collaboration opportunities. When lecturers see their development as a leadership priority, they're more likely to believe in their collective ability to achieve academic goals. The Vice Chancellor's commitment enhances lecturer confidence and encourages collective effort toward institutional objectives. The relationship between organizational climate and collective efficacy strengthens when lecturers align with institutional missions. As Gichuhi (2021) suggests, when the Vice Chancellor communicates the institution's vision clearly, lecturers better understand their roles within institutional goals. This alignment, combined with adequate resources and development opportunities, helps lecturers feel equipped to succeed and strengthens their belief in collective ability to achieve shared academic goals.

The fourth hypothesis indicates that the regression analysis results suggest a significant relationship between the Vice Chancellor instructional leadership practices, organizational climate, and lecturers' collective efficacy. The constant term of 2.500, with a t-value of 28.078 and a p-value of 0.000, indicates that the intercept is statistically significant. This implies that, even in the absence of leadership practices or a positive organizational climate, lecturers' collective efficacy is significantly greater than zero. The baseline level of collective efficacy suggests that lecturers are motivated and engaged to some extent, regardless of the external factors, but these factors can enhance their collective capacity when present. In terms of the independent variables, the Vice Chancellor's instructional leadership practices have a regression coefficient (β) of 0.359, with a t-value of 5.633 and a p-value of 0.000. These findings show that Vice Chancellor leadership practices significantly contribute to lecturers' collective efficacy. Specifically, the analysis suggests that for every one-unit increase in instructional leadership practices, lecturers' collective efficacy increases by 0.359 units. This positive relationship highlights the substantial impact of effective leadership on lecturers' motivation to collaborate and contribute toward academic goals. Effective leadership, characterized by setting clear goals, providing constructive feedback, and supporting faculty development, creates a conducive environment where lecturers feel empowered and confident in their collective capacity to achieve institutional goals. This finding aligns with previous research by Goddard et al. (2015) and Nkong (2024), which underscore the importance of leadership in fostering collaboration, trust, and shared responsibility among faculty members.

Moreover, organizational climate plays a critical role in strengthening lecturers' collective efficacy, as evidenced by the regression coefficient (β) of 0.651 for this variable. The high coefficient indicates a strong influence of organizational climate on collective efficacy. A positive and supportive organizational climate, where faculty members feel valued and empowered, creates a collaborative environment that promotes lecturers' belief in their ability to achieve academic success together. This finding supports the work of Vowell (2024), which emphasizes the

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importance of a supportive climate in fostering collaboration and collective efficacy. When lecturers perceive that their efforts are supported and that they work in an environment that encourages open communication and mutual respect, they are more likely to engage in collective problem-solving and achieve common goals (Azeez & Jayeoba, 2025). The Vice Chancellor's role in promoting this supportive environment is crucial, as leadership practices and organizational climate are mutually reinforcing, as noted by Goddard et al. (2021) and Scales (2023). The model's overall statistical significance (ANOVA p-value = 0.000) and the R^2 value of 0.469 suggest that 46.9% of the variance in lecturers' collective efficacy can be explained by both Vice Chancellor instructional leadership practices and organizational climate. This R^2 value indicates that, while these two factors have a significant impact, other variables may also contribute to lecturers' collective efficacy.

6. Conclusion and Recommendations

This study highlights the critical importance of the Vice Chancellor instructional leadership practices and a positive organizational climate in enhancing lecturers' collective efficacy. While the modest correlation coefficients suggest that other factors contribute to collective efficacy, the findings provide valuable insights into the interplay between leadership, climate, and faculty collaboration. The evidence presented supports the rejection of the null hypothesis and underscores the need for universities to adopt a strategic, integrated approach that includes effective leadership, a supportive organizational climate, and targeted professional development initiatives to improve collective efficacy and overall institutional success. This study contributes to the growing body of literature on academic leadership and provides a framework for future research aimed at further exploring the complex dynamics that drive faculty collaboration and institutional performance in higher education. Thus, it is recommended that Vice Chancellors should continue to prioritize and enhance instructional leadership practices, particularly in the areas of goal-setting, communication, and faculty development. Also, Vice Chancellors invest in continuous professional development opportunities for lecturers. This includes not only training programs and workshops. Additionally, university administrators prioritize the creation of a supportive and inclusive organizational climate. This can be achieved by promoting open communication, trust, and collaboration among faculty members. Vice Chancellors should encourage a culture of mutual respect and shared responsibility, where lecturers feel valued and supported.

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