



Management and Planning Strategy in Public Universities of Rivers States, Nigeria: Self-leadership for Performance

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This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This study examined the role of self-leadership as a strategic tool for enhancing management and planning in public universities, focusing on institutions in Rivers State, Nigeria. The research is driven by the need to address persistent challenges in university management, such as inadequate strategic planning, inefficient resource allocation, and leadership deficiencies. The study employed a descriptive survey design to investigate self-leadership as a management and planning strategy

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for enhanced public universities in Rivers State, Nigeria. The study targeted all the leadership personnel and staff across public institutions in Rivers State, Nigeria. The sample consisted of senior leadership personnel like deans, head of departments, directors, and senior supervisors within public universities who are responsible for making decisions, setting policies, and leading teams. Stratified random sampling was used to select a sample size from staff in public universities in Rivers State. Data were collected using the researchers designed questionnaire titled "Self-Leadership as a Management and Planning Strategy Questionnaire (SLMPSQ)", which comprised 20 items. The instrument's reliability was assessed using Cronbach's Alpha, which yielded a reliability index of .819. Descriptive statistics (percentages, mean, and standard deviation) were employed to analyze respondents' answers to the research questions. Hypotheses were tested using One-Way Analysis of Variance (ANOVA) at a significance level of $p < .05$. The findings indicated that self-leadership as a management and planning strategy of institutional leaders do not significantly contribute to the effectiveness of public universities in Nigeria. The study concluded that factors that foster self-leadership as a management and planning strategy in Nigerian public universities is crucial for enhanced responsibility, and their overall effectiveness. Among its recommendations is the urgent development and implementation of structured leadership development programs tailored to the needs of Nigeria's public universities, which emphasize principles such as responsibility, self-reflection, building resilience, and positive self-talk leadership.

Keywords: Self-Leadership; management; planning, strategy; responsibility; self-reflection; emotional intelligence; building resilience; positive self-talk; effective; public universities; Nigeria.

1. INTRODUCTION

Self-leadership is increasingly recognized as an important component in the effective management and planning of public universities in Nigeria, particularly in Rivers State, because public universities are facing rising challenges such as funding constraints, evolving technology, and the changing societal needs. As a result, there is the pressing need for innovative management strategy that will empower both leaders and followers.

According to Ololube [1] self-leadership refers to the process where leaders influence their own thoughts, feelings, and behaviors to achieve personal and professional goals. Self-leadership emphasizes personal accountability, self-reflection, emotional intelligence, building resilience, positive self-talk, and the proactive management of one's tasks and responsibilities. In the context of work, self-leadership adopts a culture of initiative among faculty (lecturers), administrative staff, and students, who drives improvements in teaching, research, and community engagement.

The significance of self-leadership in universities cannot be overemphasized. To Benmira and Agboola [2] the traditional leadership models often rely heavily on hierarchical structures, which may stifle creativity and hinder collaboration. Conversely, self-leadership promotes a more decentralized approach,

allowing for greater flexibility and responsiveness to challenges. In Rivers State, where public universities grapple with issues such as inadequate infrastructure, bureaucratic inefficiencies, and limited resources, the adoption of self-leadership principles can catalyze positive change.

Management strategies that incorporate self-leadership focus on empowering employees to take charge of their work environments. The empowerment can be achieved through several means: encouraging autonomy in decision-making, providing opportunities for professional development, and fostering a supportive community that values diverse perspectives. Such strategies not only enhance the motivation of faculty and staff but also improve student engagement and success rates. The successful implementation of the needed strategies hinges on understanding the unique socio-economic and cultural context of the region. Notably, public universities must navigate a landscape marked by both promise and challenge. Embracing self-leadership helps to better align objectives with the needs of the university community they serve.

There is also the need to collaborate because collaborating with agencies can lead to resource sharing, improved educational outcomes, and a more significant impact on regional development. Moreover, the integration of self-leadership as a innovative management and planning strategy

can address some of the systemic issues faced by public universities in Rivers State. When culture of accountability and continuous improvement is promoted, universities can enhance their administrative efficiency and academic standards. This approach does not only benefit the universities themselves but also contributes to the broader goal of elevating the educational landscape in Nigeria.

1.1 Statement of the Problem

Public universities in Rivers State, Nigeria, face numerous challenges that hinder their effectiveness and sustainability. These challenges include inadequate funding, outdated infrastructure, and a rigid bureaucratic system that limits innovation and responsiveness. Traditional hierarchical leadership models often dominate the universities in the region, which is led to lack of empowerment among faculty, staff, and students. The university environment stifles creativity, reduce motivation that result in poor academic performance and student engagement. The disconnect between universities and the local community exacerbates these issues. Many public universities operate in isolation, and have failed to establish collaborative partnerships with local businesses, government agencies, and non-profit organizations. As a result, resource sharing remains limited, and this has deprived universities of the support needed to enhance educational outcomes and contribute effectively to regional development.

The observation has been that the absence of self-leadership principles within the university framework has contributed to low morale and a lack of ownership in academic and administrative processes. Therefore, it is essential to explore self-leadership as a management and planning strategy to determine if self-leadership can empower stakeholders at all levels of the university system.

1.2 Aim and Objectives of the Study

The aim of this study is to examine if Nigerian institutional leaders self-leadership as a management and planning strategy contribute to the effectiveness of public universities. Specifically, the under listed objectives directed the study:

- Establish if responsibility as a management and planning strategy

contribute to the effectiveness of public universities in Rivers State, Nigeria.

- Examine if self-reflection as a management and planning strategy contribute to the effectiveness of public universities in Rivers State, Nigeria.
- Evaluate if emotional intelligence as a management and planning strategy contribute to the effectiveness of public universities in Rivers State, Nigeria.
- Determine if building resilience as a management and planning strategy contribute to the effectiveness of public universities in Rivers State, Nigeria.
- Assess if positive self-talk as a management and planning strategy contribute to the effectiveness of public universities in Rivers State, Nigeria.

1.3 Research Questions

The following research questions directed the study:

- How does responsibility as management and planning strategy contribute to the effectiveness of universities in Rivers State, Nigeria?
- How does self-reflection as management and planning strategy contribute to the effectiveness of universities in Rivers State, Nigeria?
- How does emotional intelligence as management and planning strategy contribute to the effectiveness of universities in Rivers State, Nigeria?
- How does building resilience as management and planning strategy contribute to the effectiveness of universities in Rivers State, Nigeria?
- How does positive self-talk as management and planning strategy contribute to the effectiveness of universities in Rivers State, Nigeria?

1.4 Hypotheses

The under listed hypotheses further directed the study:

- Responsibilities as management and planning strategy does not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.
- Self-reflection as management and planning strategy does not significantly

contribute to the effectiveness of public universities in Rivers State, Nigeria.

- Emotional intelligence as management and planning strategy does not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.
- Efforts of building resilience as management and planning strategy do not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.
- Positive self-talk as management and planning strategy do not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.

2. THEORETICAL FRAMEWORK

2.1 Transformational Leadership Theory

Transformational Leadership Theory is a significant paradigm in organizational leadership that emphasizes the importance of vision, inspiration, and change. Introduced by James MacGregor Burns [3] and further developed by Bernard Bass [4] this theory posited that leaders can inspire and motivate followers to exceed their own self-interests for the sake of the organization or a greater cause. Transformational leaders achieve this through the encouragement an environment of trust, promoting collaboration, and encouraging innovation. According to Furtner et al. [5] leaders' self-leadership characteristics are positively associated with active styles of leading like transformational and transactional leadership.

The main trust for transformational leadership is the idea that effective leaders create a compelling vision for the future. This vision serves as a guiding light, providing direction and purpose for both the leader and their followers. When this vision is clearly articulated, transformational leaders can inspire individuals to align their personal goals with the collective mission of the organization. This alignment promotes sense of ownership and commitment among team members, leading to increased motivation and engagement.

Furthermore, transformational leaders order emotional connections with their followers. They demonstrate genuine concern for the personal and professional development of their team members, often serving as mentors and coaches. This supportive approach not only boosts morale but also enhances the capacity for

individual growth. Transformational leaders cultivate a culture of empowerment, enabling team members to take initiative and contribute innovative ideas.

Another key aspect of transformational leadership is the emphasis on intellectual stimulation. Transformational leaders encourage creativity and challenge the status quo, prompting followers to think critically and explore new possibilities. An environment of innovation is essential in today's rapidly changing world, where organizations must adapt to survive. Leaders who promote such a culture through self-leadership strategies are better equipped to navigate complexities and foster resilience within their teams.

To Ololube [1] the outcomes of transformational leadership are profound. Organizations led by transformational leaders often experience higher levels of performance, job satisfaction, and employee retention. The commitment to shared values and collective goals fosters a sense of community and belonging, leading to a more cohesive organizational culture.

Thus, TLT offers a powerful framework for understanding of how effective leaders can drive change and inspire their followers. Transformational leaders that focus on vision, emotional connections, and intellectual stimulation, do not only enhance individual and organizational performance but also contribute to a more dynamic and innovative work environment.

3. CONCEPTUAL REVIEW

3.1 Responsibility as a Management and Planning Strategy

Effective leadership involves sharing responsibility rather than just giving or taking it. Leaders often misunderstand the concept of responsibility, focusing on accountability and answering questions rather than foster a culture of distributed responsibility. To be a responsible leader, one must understand the impact they have on their environment and strive to create a nurturing space for those they lead to thrive [6].

Conversely, several leaders often prioritize answering questions over asking them, leading to a lack of shared responsibility within organizations. Leaders that solely respond to inquiries and neglecting to pose questions

themselves hinder the development of a culture where everyone feels accountable for the institution's success. Leaders take responsibility of their actions and they understand the impact they have on it [7]. Responsible leadership entails creating an environment where individuals can flourish while being mindful of the influence they wield over others [1].

According to Yukl [8] Kolzow [9] Ololube et al. [10] and Ololube [1] to fulfill leadership responsibilities effectively, leaders must set visions, upholding values, navigating challenges, and creating conditions for team members to excel. They must recognize the impact they have on others and strive to make positive contributions rather than causing harm. Leaders must continuously develop themselves through reflection and growth; they can navigate changing environments and ensure they are fulfilling their responsibilities without leaving negative repercussions in their wake.

3.2 Self-Reflection as a Management and Planning Strategy

Self-reflection is crucial in leadership for several reasons. Firstly, it allows leaders to become more self-aware of their individual strengths and weaknesses. This awareness is essential as it helps leaders understand how they lead and enables them to capitalize on their strengths while working on improving their weaknesses. Reflecting on actions, decisions, and interactions, can make leaders gain valuable insights into their leadership style and its impact on others. Secondly, self-reflection promotes adaptability among leaders. Through reflection, leaders can gain insights that empower them to adapt to new situations, challenges, and perform effectively. This ability to adapt is particularly important in today's fast-paced and ever-changing business environment where flexibility and quick decision-making are key to success [11].

Furthermore, self-reflection encourages leaders to set aside their egos and view situations from a neutral perspective. This practice allows them to see the bigger picture, consider different viewpoints, and make more informed decisions based on a deeper understanding of themselves and the circumstances at hand [12].

In addition, research [13,14] has shown that leaders who engage in regular self-reflection tend to make more progress towards their goals.

Taking time to reflect on their leadership qualities, behaviors, and outcomes, leaders can identify areas for improvement, set new objectives, and enhance their overall effectiveness as leaders.

Overall, self-reflection is a key practice of great leaders because it fosters self-awareness, promotes adaptability, encourages thoughtful action, and ultimately contributes to continuous personal and professional growth in leadership roles.

According to Han [11] the model has four components:

- **Awareness:** Recognize your legal, economic, and ethical responsibilities to stakeholders.
- **Judgment:** Consider biases and shared concepts that influence your decision-making.
- **Action:** Act on your decisions in an accountable, consistent way.
- **Reflection:** Reflect on all three components throughout the process to learn from past experiences.

3.3 Emotional Intelligence as a Management and Planning Strategy

Emotional intelligence is a crucial aspect of self-leadership. It refers to the ability to understand and manage one's emotions, as well as recognize and influence the emotions of others. In the workplace, emotional intelligence plays a significant role in coaching teams, stress management, feedback delivery, and collaboration [15] According to Issah [16] employers increasingly value emotional intelligence over technical skills when evaluating candidates, with research indicating that it is a strong predictor of performance.

Reshetnikov et al. [17] asserted that leaders who possess high emotional intelligence are better equipped to handle interpersonal relationships judiciously and empathetically. Emotional intelligence allows leaders to connect with their employees on an emotional level, impacting engagement, productivity, and overall job satisfaction. Emotions are intertwined in various work situations such as change management, interactions with colleagues, conflict resolution, effort levels, achievement, and failure. Ahsan [18] noted that effective leadership often involves leading with emotional intelligence to navigate these scenarios successfully.



Fig. 1. Responsibilities of a team Leader

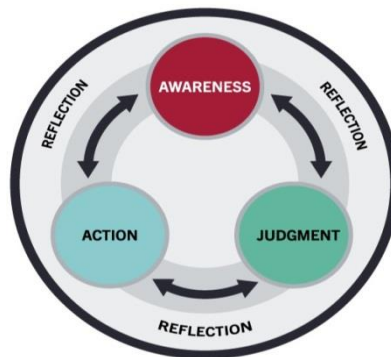


Fig. 2. The reflective leadership model

Han, E. [11] Source: <https://online.hbs.edu/blog/post/the-importance-of-reflective-leadership-in-business>

Shortage in emotional intelligence can manifest in workplace conflicts due to misunderstandings stemming from an inability to recognize or understand emotions. Signs of low emotional intelligence include challenges in managing and expressing emotions appropriately, difficulty acknowledging colleagues' concerns, poor active listening skills, strained relationships with co-workers, tendency to blame others for project failures, and outbursts [19]. Developing social skills through empathy and understanding the core components of emotional intelligence is essential for improving leadership capabilities [16].

3.4 Building Resilience as a Management and Planning Strategy

Resilience in leadership is the ability of individuals in leadership positions to effectively

navigate challenges, setbacks, and adversity while maintaining their energy levels, coping mechanisms, and adaptability. It involves bouncing back from failures, overcoming difficulties without resorting to harmful behaviors, and sustaining high performance under pressure. Resilient leaders not only manage their own resilience but also play a crucial role in fostering resilience within their teams [1].

Resilient leaders demonstrate an adaptive response to challenges by viewing failures as opportunities for growth rather than insurmountable obstacles. They exhibit tenacity in bouncing back quickly from setbacks. In times of difficulty, resilient leaders provide support and courage to their team members. They set a clear direction, build alignment, and inspire commitment among their colleagues. Resilient leaders project a positive outlook that helps

others maintain emotional strength, commit to shared goals, and move forward despite setbacks [20].

Building resilience in leadership according to Buzanko [21] is a holistic process that involves physical, mental, emotional, and social aspects of an individual's well-being. Each of these areas contributes to overall resilience and enhances one's ability to respond effectively to challenging situations. To cultivate resilient leadership qualities, individuals can focus on enhancing their capabilities. Leaders engage in regular physical activity to boost strength, stamina, and stress management abilities. They practice mindfulness to maintain cognitive capacities and foster creativity even during challenging circumstances.

Filice and Weese [20] emphasized that resilient leaders understand and regulate emotions consciously; choosing responses thoughtfully rather than reacting impulsively, and they develop the capacity to collaborate with others effectively in enduring and recovering from stressors.

3.5 Positive Self-Talk as a Management and Planning Strategy

Positive self-talk is an internal dialogue that individuals engage in to encourage and motivate themselves. It involves thinking optimistically, feeling good about oneself, and maintaining a positive outlook on life. This form of self-communication can lead to various benefits such as improved mental health, enhanced performance in different areas of life, better relationships, and increased overall well-being [22]. However, when individuals practice positive self-talk, they can counteract negative thoughts and emotions, boost their confidence, and develop effective coping strategies for managing stress and challenges. That is to say, when leaders shift their inner dialogue from self-criticism to self-encouragement, their subordinates will accept a more optimistic mindset that can have profound effects on their mental and physical health [23].

Nonetheless, researchers [22,23] have shown that positive self-talk can have numerous advantages, including increased vitality, greater life satisfaction, improved immune function, reduced pain perception, better cardiovascular health, enhanced physical well-being, reduced risk for adverse health outcomes like premature death, and lower levels of stress and distress.

Optimists and individuals who engage in positive self-talk may possess mental skills that enable them to problem-solve effectively, think creatively in challenging situations, and cope more efficiently with stressors.

To transition from negative self-talk to positive self-talk, individual leaders need to identify common patterns of negative thinking such as personalizing blame, magnifying negatives while ignoring positives, catastrophic worst-case scenarios without considering logic or reason, or polarizing situations into extremes without acknowledging nuances. Recognizing negative patterns and consciously reframing them into positive affirmations or constructive thoughts, individuals can gradually shift their mindset towards a more optimistic perspective [24].

It is essential to practice positive self-talk consistently to make it a habit. Over time, with effort and persistence, individual leaders can rewire their thought processes to default to encourage and uplift internal dialogue. Strategies for cultivating positive self-talk include identifying triggers for negative self-doubt, monitoring one's feelings during challenging moments to intervene with positivity when needed, and finding humor as a stress-relief mechanism to support optimistic thinking. Olorube [1] distinguished that constructive self-talk is positively related to increased creativity and leadership skill, along with decreased job strain, and in contrast, dysfunctional self-talk can negatively impact creativity and originality in organizations. Focusing on one's own inner dialogue is essential for effective leadership because it allows leaders to be more resilient, adaptable to change, open to feedback, and able to view challenges as opportunities.

4. METHODS

In this study, we adopted descriptive survey design, which is aimed at examining if self-leadership as a management and planning strategy contribute to the effectiveness of public universities in Nigeria. The target population comprised of all the leadership personnel and staff in public universities in Rivers State, Nigeria.

The sample for this study includes the employees who are directly involved or affected by management and planning strategy within the public universities. This includes senior leadership personnel like deans, head of

departments, directors, and senior supervisors within public universities who are responsible for making decisions, setting policies, and leading teams. The staff categories include academic and non-academic staff at various levels of the public universities in Rivers State who work under the leadership and management structures. Their perceptions and experiences provided insights into how self-leadership strategy are implemented and perceived within the various public universities to ensure diversity in roles, levels of authority, and perspectives to capture a comprehensive understanding of self-leadership as a management and planning strategy in public universities in Nigeria. Surveys method was employed to gather data through the use of questionnaire from the group of respondents. Ethical considerations regarding consent, confidentiality, and anonymity were carefully addressed to maintain the integrity of the study.

Stratified random sampling technique was employed to draw a sample size from the public office holders in Rivers State. Researchers self-structured questionnaire titled "Self-leadership as a Management and Planning Strategy Questionnaire (SLMPSQ) (20 items) was specifically designed for data collection. Section 'A' comprised of respondents demographic information while Section 'B' comprised of variables that may or may not contribute to the effectiveness of public universities in Nigeria. The questionnaire employed a 6-point Likert scale of Strongly Disagree (SD) = 1 (1 - 1.99); Disagree (D) = 2 (2 - 2.99); Somewhat Disagree (SWD) = 3 (3 - 3.99); Somewhat Agree (SWA) = 4 (4 - 4.99); Agree (A) = 5 (5 - 5.99); and Strongly Agree (SA) = 6. (6 - 00). That is $1+2+3+4+5+6 = 21$. $21 \div 6 = 3.50$. From the above computation, any mean score that is equal to and greater than 3.5 indicates agree, while the mean scores that are less than 3.50 indicates a disagree.

To ensure face and content validity, the questionnaire was scrutinized by three research experts in the field of measurement and evaluation, and their feedbacks were incorporated into the final version that was later distributed. Furthermore, a pilot study was conducted with a subset of 20 participants to refine and enhance the clarity of the questionnaire items. To assess the reliability of the instrument, Cronbach Alpha was employed and a reliability index of .819 was realized based

on the outcome of the analysis. 1000 questionnaires were distributed to university staff in Rivers State, 971 was retrieved, while 910(93.7%) was actually used for the analysis. The questionnaires were distributed and retrieved over a period of one year. Descriptive statistics, such as frequency, percentage, mean and standard deviation was employed to provide information for the respondents' demographic variables and answer the research questions, while One-Way Analysis of Variance (ANOVA) was used to test the hypotheses, which was set at $p < .05$ level of significance. The statistical analyses were conducted using the Statistical Package for the Social Science (SPSS) software version 25.

5. RESULTS

5.1 Answer to Research Questions

Research Question 1: How does responsibility as management and planning strategy contribute to the effectiveness of public universities in Rivers State, Nigeria?

Data in Table 1, which provided answers to research question 5 revealed that respondents disagreed that Nigerian public university leaders' are involved in sharing responsibility rather than just giving or taking it ($M = 2.9389$; $SD = 1.39428$) and they somewhat disagreed that Nigerian public university leaders understand the impact they have on their environment and strive to create a nurturing space for those they lead to thrive ($M = 3.1148$; $SD = 1.15265$). They further disagreed that Nigerian public university leaders hinder the development of a culture where everyone feels accountable for the university's success ($M = 2.7481$; $SD = 1.11866$). Also, the respondents disagreed that Nigerian public university leaders create environment where individuals can flourish while being mindful of the influence they wield over others ($M = 2.9374$; $SD = 1.24431$). In all the items as shown in the mean and standard deviation ($M = 2.9348$; $SD = 1.22747$) revealed that respondents disagreed that Nigeria's leaders responsibility as management and planning strategy contribute to the effectiveness of public universities. Therefore, what this entails is that respondents have negative view about Nigeria's leaders' ability to accept responsibility in the leadership and management contributions to the effectiveness of public universities in Nigeria.

Table 1. Mean and standard deviation of respondents answer to responsibility as management and planning strategy and effectiveness of Public Universities

| S/N | Responsibility in leadership and management of public universities in Nigeria | Mean | SD. | Decision |
|------------|---|-------------|------------|-------------------|
| 1. | Nigerian public university leaders' are involved in sharing responsibility rather than just giving or taking it. | 2.9389 | 1.39428 | Disagree |
| 2. | Nigerian public university leaders understand the impact they have on their environment and strive to create a nurturing space for those they lead to thrive. | 3.1148 | 1.15265 | Somewhat Disagree |
| 3. | Nigerian public university leaders hinder the development of a culture where everyone feels accountable for the university's success. | 2.7481 | 1.11866 | Disagree |
| 4. | Nigerian public university leaders create environment where individuals can flourish while being mindful of the influence they wield over others. | 2.9374 | 1.24431 | Disagree |
| | Grand mean | 2.9348 | 1.22747 | Disagree |

Table 2. Mean and standard deviation of respondents answer to self-reflection as management and planning strategy and effectiveness of public universities

| S/N | Self-reflection in leadership and management of public universities in Nigeria | Mean | SD. | Decision |
|------------|---|-------------|------------|-------------------|
| 5. | Nigerian public university leaders understand how they lead and it enables them to capitalize on their strengths while working on improving their weaknesses. | 3.1192 | .78651 | Somewhat Disagree |
| 6. | Nigerian public university leaders self-reflection can make them gain insights that empower them to adapt to new situations, challenges, and perform effectively. | 3.2131 | .88480 | Somewhat Disagree |
| 7. | Self-reflection encourages Nigerian public university leaders to set aside their egos and view situations from a neutral perspective. | 3.2578 | .98526 | Somewhat Disagree |
| 8. | Nigerian public university leaders can identify areas for improvement, set new objectives, and enhance their overall effectiveness as leaders. | 2.9195 | .97709 | Disagree |
| | Grand mean | 3.1274 | .90841 | Somewhat Disagree |

Research Question 2: How does self-reflection as management and planning strategy contribute to the effectiveness of public universities in Rivers State, Nigeria?

Going by the data presented in Table 2 on the mean and standard deviation of respondents answer to self-reflection as a management and planning strategy and effectiveness of public universities in Rivers state, Nigeria, revealed that the respondents somewhat disagreed that Nigerian public university leaders understand how they lead and it enables them to capitalize on their strengths while working on improving their weaknesses ($M = 3.1192$; $SD = .78651$), they likewise somewhat disagreed that Nigerian public university leaders self-reflection can make them gain insights that empower them to adapt to new situations, challenges, and perform effectively ($M = 3.2131$; $SD = .88480$). The respondents also somewhat disagreed that self-reflection encourages Nigerian public university leaders to set aside their egos and view situations from a neutral perspective ($M = 3.2578$; $SD = .98526$), they similarly disagreed that Nigerian public university leaders can identify areas for improvement, set new objectives, and enhance their overall effectiveness as leaders ($M = 2.9195$; $SD = .97709$). To further reinforce this, the grand mean and standard deviation ($M = 3.1274$; $SD = .90841$) showed that Nigeria's leaders' self-reflection as a management and planning strategy do not contribute to the effectiveness of public universities in Nigeria.

Research Question 3: How does emotional intelligence as management and planning strategy contribute to the effectiveness of public universities in Rivers State, Nigeria?

The information in Table 3 provided answer to research question three, the mean and standard deviation of respondents answer to emotional intelligence as management and planning strategy and effectiveness of public universities in Nigeria revealed that respondents somewhat disagreed that Nigerian public university leaders have the ability to understand and manage their emotions, as well as recognize and influence the emotions of others ($M = 3.0537$; $SD = .95266$). The respondents also disagreed that Nigerian public university leaders who possess high emotional intelligence are better equipped to handle interpersonal relationships judiciously and empathetically ($M = 2.8927$; $SD = .93384$). They further disagreed that Nigerian public university

leaders connect with their employees on an emotional level, impacting engagement, productivity, and overall job satisfaction ($M = 2.4411$; $SD = 1.06745$), and they somewhat disagreed that Nigerian public university leaders have low emotional intelligence include challenges in managing and expressing emotions appropriately ($M = 3.1118$; $SD = 1.06548$). The respondents further underpinned this in the grand mean and standard deviation ($M = 2.8748$; $SD = 1.00485$), which showed that Nigeria's leaders' emotional intelligence as a management and planning strategy do not contribute to the effectiveness of public universities in Rivers State, Nigeria.

Research Question 4: How does building resilience as a management and planning strategy contribute to the effectiveness of public universities in Rivers State, Nigeria?

The data presented in Table 4 to mean and standard deviation of respondents answer to building resilience as a management and planning strategy and effectiveness of public universities in Nigeria showed that respondents somewhat disagreed that Nigerian public university leaders bounce back from failures, overcoming difficulties without resorting to harmful behaviors, and sustaining high performance under pressure ($M = 3.0164$; $SD = 1.00359$). Similarly, the respondents somewhat disagreed that Nigerian public university leaders demonstrate an adaptive response to challenges by viewing failures as opportunities for growth rather than insurmountable obstacles ($M = 3.1610$; $SD = 1.06967$), they further disagreed that Nigerian public university leaders set clear direction, build alignment, and inspire commitment among their colleagues ($M = 2.9657$; $SD = 1.31932$), and also somewhat disagreed that Nigerian public university leaders engage in regular physical activity to boost strength, stamina, and stress management abilities ($M = 3.0417$; $SD = 1.09328$). The data from the grand mean and standard deviation ($M = 3.0462$; $SD = 1.12146$) correspondingly depicted somewhat disagree that Nigeria's leaders' build resilience as a management and planning strategy and as such do not contribute to the effectiveness of public universities in Nigeria.

Research Question 5: How does positive self-talk as a management and planning strategy contribute to the effectiveness of public universities in Rivers State, Nigeria?

Table 3. Mean and standard deviation of respondents answer to emotional intelligence as management and planning strategy and effectiveness of public universities

| S/N | Emotional intelligence in leadership and management of public universities in Nigeria | Mean | SD. | Decision |
|-----|--|--------|---------|-------------------|
| 9. | Nigerian public university leaders have the ability to understand and manage their emotions, as well as recognize and influence the emotions of others. | 3.0537 | .95266 | Somewhat Disagree |
| 10. | Nigerian public university leaders who possess high emotional intelligence are better equipped to handle interpersonal relationships judiciously and empathetically. | 2.8927 | .93384 | Disagree |
| 11. | Nigerian public university leaders connect with their employees on an emotional level, impacting engagement, productivity, and overall job satisfaction. | 2.4411 | 1.06745 | Disagree |
| 12. | Nigerian public university leaders have low emotional intelligence include challenges in managing and expressing emotions appropriately. | 3.1118 | 1.06548 | Somewhat Disagree |
| | Grand mean | 2.8748 | 1.00485 | Disagree |

Information in Table ten, which provided the mean and standard deviation of respondents answer to positive self-talk as a management and planning strategy and effectiveness of public universities in Rivers State, Nigeria, revealed that respondents disagreed that Nigerian public university leaders think optimistically, feel good about themselves and maintain positive outlook about life (M = 2.8867; SD = .99356), and somewhat disagreed that self-communication can make Nigerian public university leaders to benefit from improved mental health, enhanced performance in different areas, better relationships, and increased overall well-being (M = 3.1371; SD = 1.21519). They further somewhat disagreed that Nigerian public university leaders practice positive self-talk, that can counteract negative thoughts and emotions, boost their confidence, and develop effective coping strategies for managing stress and challenges (M = 3.1177; SD = 1.18680), and disagreed that constructive self-talk is positively related to increased creativity and leadership skill, along with decreased job strain amongst Nigerian public university leaders (M = 2.9821; SD = 1.14721). The grand mean and standard deviation (M = 3.0309; SD = 1.13569) replicated that Nigeria's leaders' positive self-talk as a management and planning strategy do not contribute to the effectiveness of public universities in Rivers State, Nigeria. Thus positive self-talk as a management and planning strategy do not contribute to the effectiveness of public universities in Nigeria.

5.2 Test of Hypotheses

Hypothesis 1: Responsibilities as a management and planning strategy do not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.

Hypothesis one sought to assess the opinions of respondents' based on their demographic variables towards whether the responsibilities of Nigerian institutional leaders regarding their management and planning strategies significantly contribute to the effectiveness of public universities. Respondents' demographic information as classified into three categories—gender, age and qualification indicated no significant differences in their opinions. They held that the responsibilities of Nigerian institutional leaders vis-à-vis their management and planning strategy does not significantly contribute to the effectiveness of public universities; this is shown (see Table 6) in the total sum of squares = 1208.991, df. = 909 and mean square for between groups (.083) and within groups (1.224) of the respondents', while the F-ratio (.068) and F-probability (Sig .794) likewise depicted the same results. Thus, it is obvious that null hypothesis one was accepted; because majority of the respondents regardless of their demographic information held that the responsibilities of Nigerian institutional leaders with reference to their management and planning strategy does not significantly contribute to the effectiveness of public universities.

Table 4. Mean and standard deviation of respondents answer to building resilience as a management and planning strategy and effectiveness of public universities

| S/N | Building resilience in leadership and management of public universities in Nigeria | Mean | SD. | Decision |
|------------|---|-------------|------------|-------------------|
| 13. | Nigerian public university leaders bounce back from failures, overcoming difficulties without resorting to harmful behaviors, and sustaining high performance under pressure. | 3.0164 | 1.00359 | Somewhat Disagree |
| 14. | Nigerian public university leaders demonstrate an adaptive response to challenges by viewing failures as opportunities for growth rather than insurmountable obstacles. | 3.1610 | 1.06967 | Somewhat Disagree |
| 15. | Nigerian public university leaders set clear direction, build alignment, and inspire commitment among their colleagues. | 2.9657 | 1.31932 | Disagree |
| 16 | Nigerian public university leaders engage in regular physical activity to boost strength, stamina, and stress management abilities. | 3.0417 | 1.09328 | Somewhat Disagree |
| | Grand mean | 3.0462 | 1.12146 | Somewhat Disagree |

Table 5. Mean and standard deviation of respondents answer to positive self-talk as a management and planning strategy and effectiveness of public universities

| S/N | Positive self-talk in leadership and management of public universities in Nigeria | Mean | SD. | Decision |
|------------|---|-------------|------------|-------------------|
| 17. | Nigerian public university leaders think optimistically, feel good about themselves and maintain positive outlook about life. | 2.8867 | .99356 | Disagree |
| 18. | self-communication make Nigerian public university leaders to benefit from improved mental health, enhanced performance in different areas, better relationships, and increased overall well-being | 3.1371 | 1.21519 | Somewhat Disagree |
| 19 | Nigerian public university leaders practice positive self-talk, that can counteract negative thoughts and emotions, boost their confidence, and develop effective coping strategies for managing stress and challenges. | 3.1177 | 1.18680 | Somewhat Disagree |
| 20. | Constructive self-talk is positively related to increased creativity and leadership skill, along with decreased job strain amongst Nigerian public university leaders. | 2.9821 | 1.14721 | Disagree |
| | Grand mean | 3.0309 | 1.13569 | Somewhat Disagree |

Table 6. ANOVA analysis of whether responsibility as a management and planning strategy significantly contribute to the effectiveness of public universities

| | | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------|----------------|-----|-------------|------|------|
| Responsibilities of leaders and effectiveness of public universities | Between Groups | .083 | 1 | .083 | .068 | .794 |
| | Within Groups | 1208.908 | 909 | 1.224 | | |
| | Total | 1208.991 | 910 | | | |

Table 7. ANOVA analysis of whether self-reflection as a management and planning strategy significantly contribute to the effectiveness of public universities

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| Self-reflection of leaders and effectiveness of public universities | Between Groups | 2.313 | 1 | 2.313 | 1.834 | .176 |
| | Within Groups | 1246.019 | 909 | 1.261 | | |
| | Total | 1248.332 | 910 | | | |

Hypothesis 2: Self-reflection as a management and planning strategy does not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.

Established on the ANOVA analysis (see Table 7) conducted to examine the opinions of respondents' based on their demographic variables towards whether self-reflection of Nigerian institutional leaders concerning their management and planning strategy significantly contribute to the effectiveness of public universities. The different factors of the demographic variables—gender, age and qualification revealed that self-reflection of Nigerian institutional leaders regarding their management and planning strategy do not significantly contribute to the effectiveness of public universities. There were no significant differences in their opinions. With gender, age and qualification as independent variable and items 5-8 in section "B" of the research questionnaire as dependent variables, the respondents' views did not differ as reflected in the total sum of squares = 984.832, df. = 909 and mean square for between groups (2.896) and within groups (.994) of the respondents' are at the same score level while the F-ratio (2.914) and F-probability (Sig .088) equally represented the same. As a result, it is evident that null hypothesis two is true; because 81% of the respondents regardless of their demographic information held that self-reflection of Nigerian institutional leaders regarding their management and planning strategy does not significantly contribute to the effectiveness of public universities.

Hypothesis 3: Emotional intelligence as a management and planning strategy does not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.

Hypothesis three was formulated to evaluate the opinions of respondents' based on their demographic variables towards whether leader's emotional intelligence as a management and planning strategy significantly contribute to the effectiveness of public universities. The different factors of the demographic variables—gender, age and qualification revealed that leader's emotional intelligence as a management and planning strategy does not significantly contribute to the effectiveness of public universities. There were no significant differences in their opinions. From the data in Table 8, it can be seen that the total sum of squares = 829.051, df. = 909 and mean square for between groups (.008) and within groups (.839) of the respondents run at the same score level while the F-ratio (.009) and F-probability (Sig .923) equally portrayed likewise. Gender, age and qualification at this stage did not have an influence on their views. Therefore, null hypothesis three was accepted, because a large number of the respondents (89%) regardless of their demographic information held that the leader's emotional intelligence as a management and planning strategy does not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.

Hypothesis 4: Efforts of building resilience as a management and planning strategy does not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.

Table 8. ANOVA analysis of whether emotional intelligence as management and planning strategy significantly contribute to the effectiveness of public universities in Nigeria

| | | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------|----------------|-----|-------------|------|------|
| Emotional intelligence of leaders and effectiveness of public universities | Between Groups | .072 | 1 | .072 | .056 | .813 |
| | Within Groups | 1273.828 | 909 | 1.289 | | |
| | Total | 1273.900 | 910 | | | |

Table 9. ANOVA analysis of whether building resilience as a management and planning strategy significantly contribute to the effectiveness of public universities

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|------|------|
| Building resilience of leaders and effectiveness of public universities | Between Groups | .161 | 1 | .161 | .180 | .671 |
| | Within Groups | 881.339 | 909 | .892 | | |
| | Total | 881.500 | 910 | | | |

Table 10. ANOVA analysis of whether positive self-talk as a management and planning strategy significantly contribute to the effectiveness of public universities in Nigeria

| | | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------|----------------|-----|-------------|-------|------|
| Positive self-talk of leaders and effectiveness of public universities | Between Groups | 2.463 | 1 | 2.463 | 2.280 | .131 |
| | Within Groups | 1067.521 | 909 | 1.080 | | |
| | Total | 1069.984 | 910 | | | |

Hypothesis four sought to determine the views of respondents' based on their demographic variables towards whether the efforts of Nigerian institutional leaders to build resilience in leadership and management and planning strategy significantly contribute to the effectiveness of public universities. Respondents' demographic information classified into three categories—gender, age and qualification showed no significant differences in their opinions. They held that the efforts of Nigerian institutional leaders to build resilience as management and planning strategy significantly does not contribute to the effectiveness of public universities; this is shown (see Table 9) in the total sum of squares = 881.500, df. = 909 and mean square for between groups (.161) and within groups (.892) of the respondents', while the F-ratio (.180) and F-probability (sig .671) likewise depicted the same results. Thus, it is clear that null hypothesis four was accepted; because majority (80%) of the respondents regardless of their demographic information held that the efforts of Nigerian institutional leaders to build resilience as management and planning strategy significantly do not contribute to the effectiveness of public universities in Rivers State, Nigeria.

Hypothesis 5: Positive self-talk as a management and planning strategy does not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.

Hypothesis five was aimed to assess the opinions of respondents' based on their demographic variables towards whether leaders positive self-talk as a management and planning strategy significantly contribute to the effectiveness of public universities. The different factors of the demographic variables—gender, age and qualification revealed that leader's positive self-talk as a management and planning strategy does not significantly contribute to the effectiveness of public universities. There were no significant differences in their opinions. From the figures in Table 10, it can be seen that the total sum of squares = 1069.984, df. = 909 and mean square for between groups (2.463) and within groups (1.080) of the respondents run at the same score level while the F-ratio (.2280) and F-probability (sig .131) equally portrayed likewise. Gender, age and qualification at this stage did not have an influence on their views. Therefore, null hypothesis five was accepted, because majority of the respondents (77%) regardless of their demographic variables demonstrated that leaders positive self-talk as a

management and planning strategy does not significantly contribute to the effectiveness of public universities in Rivers State, Nigeria.

6. DISCUSSION

6.1 Leaders Responsibilities as a Management and Planning Strategy and Effectiveness of Public Universities

The result from research question five showed that respondents have negative view about Nigeria's leaders' ability to accept responsibility as a management and planning strategy contributions to the effectiveness of public universities in Nigeria. Hypothesis one assessed the opinions of respondents' based on their demographic variables towards leaders responsibilities as a management and planning strategy and how they contribute to the effectiveness of public universities. Respondents' held that the responsibilities of Nigerian institutional leaders' vis-à-vis their management and planning strategy do not significantly contribute to the effectiveness of public universities.

These results are in disparity with the study of Osland et al. [6] Ololube [25] Yukl [8] and Kolzow [9] respectively stated that effective leadership involves sharing responsibility rather than just giving or taking it. Institutional leaders often misunderstand responsibility, lack focus on accountability and answer questions rather than foster a culture of distributed responsibility. To be a responsible leader, one must understand the impact they have on their environment and strive to create a nurturing space for those they lead to thrive.

Conversely, several leaders often prioritize answering questions over asking them, leading to a lack of shared responsibility within organizations. Leaders solely responding to inquiries and neglecting to pose questions themselves, leaders hinder the development of a culture where everyone feels accountable for the institution's success. Leaders take responsibility of their actions and they understand the impact they have [7]. Institutional leaders in Nigeria do not create environment where staff can flourish while being mindful of the influence they wield over them [25].

To fulfill leadership responsibilities effectively, Nigerian public institution leaders do not set

visions, upholding values, navigate challenges, and create conditions for team members to excel. They must recognize the impact they have on others and strive to make positive contributions rather than causing harm.

6.2 Leaders Self-Reflection as a Management and Planning Strategy and Effectiveness of Public Universities

The results from research question six showed that Nigeria's leaders' self-reflection in management and planning strategy does not contribute to the effectiveness of public universities in Nigeria. Likewise, hypothesis two is true; because 81% of the respondents regardless of their demographic information held that leaders self-reflection as a management and planning strategy does not significantly contribute to the effectiveness of public universities.

These results are in contrast to Han [11] who emphasized that self-reflection is fundamental in leadership for several reasons. Self-reflection allows leaders to become more self-aware of their individual strengths and weaknesses. This awareness is essential as it helps leaders understand how they lead and enables them to capitalize on their strengths while working on improving their weaknesses. However, this is the opposite according to the respondents, because the ability to adapt is particularly important in today's fast-paced and ever-changing business environment where flexibility and quick decision-making are key to success.

Furthermore, Sobande [12] argued that self-reflection encourages leaders to set aside their egos and view situations from a neutral perspective. This practice allows them to see the bigger picture, consider different viewpoints, and make more informed decisions based on a deeper understanding of themselves and the circumstances at hand.

In addition, Jennings et al. [13] and Carver [14] has shown that leaders who engage in regular self-reflection tend to make more progress towards their goals. Taking time to reflect on their leadership qualities, behaviors, and outcomes, Nigerian institutional leaders do not identify areas for improvement, set new objectives, and enhance their overall effectiveness as leaders [26].

6.3 Leaders Emotional Intelligence as a Management and planning Strategy and Effectiveness of Public Universities

The data for research question seven showed that Nigeria's leaders' emotional intelligence as management and planning strategy do not contribute to the effectiveness of public universities in Nigeria and the result from null hypothesis three was accepted, because a large number of the respondents (89%) regardless of their demographic information held that the emotional intelligence of Nigerian institutional leaders vis-à-vis their management and planning strategy does not significantly contribute to the effectiveness of public universities.

Contrary to the findings of this study, Baker [15] found that emotional intelligence is a crucial aspect of self-leadership. It offers the ability to understand and manage one's emotions, as well as recognize and influence the emotions of others. In the workplace, emotional intelligence plays a significant role in coaching teams, stress management, feedback delivery, and collaboration. This is said to be poor amongst Nigerian institutional leaders. However, Issah [16] established that employers increasingly value emotional intelligence over technical skills when evaluating candidates, with research indicating that it is a strong predictor of performance.

Reshetnikov et al. [17] asserted that leaders who possess high emotional intelligence are better equipped to handle interpersonal relationships judiciously and empathetically. Contrary to this, Nigerian public institution leaders do not possess high emotional intelligence to better equipped to handle interpersonal relationships judiciously and empathetically. This is as a result of several other factors.

Ahsan [18] noted that effective leadership often involves leading with emotional intelligence to navigate these scenarios successfully. Shortages in emotional intelligence as we find in most Nigerian institutional leaders manifest in workplace conflicts due to misunderstandings stemming from inability to recognize and understand employees' emotions. Signs of low emotional intelligence manifest in challenges of managing and expressing emotions appropriately, poor active listening skills, strained relationships with co-workers, tendency to blame others for failures, and outbursts [19, 16].

6.4 Leaders Building Resilience as a Management and Planning Strategy and Effectiveness of Public Universities

Results from research question four depicted somewhat disagree that Nigeria's leaders' build resilience as a management and planning strategy and as such do not contribute to the effectiveness of public universities in Nigeria. The null hypothesis four was accepted; because majority (80%) of the respondents regardless of their demographic information held that the efforts of Nigerian institutional leaders to build resilience as management and planning strategy significantly do not contribute to the effectiveness of public universities.

This results in not in agreement with Ololube [1] who argued that resilience is the ability of individuals in leadership positions to effectively navigate challenges, setbacks, and adversity while maintaining their energy levels, coping mechanisms, and adaptability. The respondents stated that Nigerian institutional leaders do not bounce back from failures, do not overcome difficulties without resorting to harmful behaviors, and sustain high performance under pressure.

The respondents indicated that Nigerian institutional leaders do not demonstrate adaptive response to challenges by viewing failures as opportunities for growth rather than insurmountable obstacles. This is against Filice and Weese [20] findings that in times of difficulty, resilient leaders provide support and courage to their team members. They set a clear direction, build alignment, and inspire commitment among their colleagues. Filice and Weese noted that resilient leaders project a positive outlook that helps others maintain emotional strength, commit to shared goals, and move forward despite setbacks.

Building resilience in leadership according to Buzanko [21] is a holistic process that involves physical, mental, emotional, and social aspects of an individual's well-being. Each of these areas contributes to overall resilience and enhances one's ability to respond effectively to challenging situations. To cultivate resilient leadership qualities, individuals can focus on enhancing their capabilities. This is opposite of what Buzanko [21] observed, institutional leaders in Nigeria do not engage in regular physical activity to boost strength, stamina, and stress management abilities, and do not practice

mindfulness to maintain cognitive capacities and foster creativity even during challenging circumstances.

6.5 Leaders Positive Self-Talk as a Management and Planning Strategy and Effectiveness of Public Universities

Research question five reported that Nigeria's institutional leaders' positive self-talk as a management and planning strategy do not contribute to the effectiveness of public universities in Nigeria. Thus positive self-talk in as a management and planning strategy does not contribute to the effectiveness of public universities in Nigeria. Equally, null hypothesis five was accepted, because majority of the respondents (77%) regardless of their demographic variables demonstrated that leader's positive self-talk as a management and planning strategy does not significantly contribute to the effectiveness of public universities.

This is as opposed by the study of Oleś et al. [22] when he found that positive self-talk is an internal dialogue that individuals engage in to encourage and motivate themselves. It involves thinking optimistically, feeling good about oneself, and maintaining a positive outlook on life. The respondents suggested that Nigerian public institution leaders do not think optimistically, feel good about themselves and maintain positive outlook about life.

Nigerian institutional leaders self-communication do not lead to benefits such as improved mental health, enhanced performance in different areas of life, better relationships, and increased overall well-being. In the same stratum, Fernyhough [23] highlighted that when individuals practice positive self-talk, they can counteract negative thoughts and emotions, boost their confidence, and develop effective coping strategies for managing stress and challenges. However, this is the opposite with Nigeria institutional leaders because the this study revealed that Nigerian public institution leaders do not practice positive self-talk, that can counteract negative thoughts and emotions, boost their confidence, and develop effective coping strategies for managing stress and challenges.

Nonetheless, researchers Oleś et al. [22] Gautam et al. [24] and Fernyhough [23] proved that positive self-talk can have numerous

advantages, including increased vitality, greater life satisfaction, improved immune function, reduced pain perception, better cardiovascular health, enhanced physical well-being, reduced risk for adverse health outcomes like premature death, and lower levels of stress and distress. Optimists and individuals who engage in positive self-talk may possess mental skills that enable them to problem-solve effectively, think creatively in challenging situations, and cope more efficiently with stressors. To transit from negative self-talk to positive self-talk, individual leaders need to identify common patterns of negative thinking such as personalizing blame, magnifying negatives while ignoring positives, catastrophic worst-case scenarios without considering logic or reason, or polarizing situations into extremes without acknowledging nuances. Recognizing negative patterns and consciously reframing them into positive affirmations or constructive thoughts, individuals can gradually shift their mindset towards a more optimistic perspective. However, constructive self-talk according to this study's respondents does not positively relate to increased creativity and leadership skill, along with decreased job strain amongst Nigerian public institution leaders. Challenges like nepotism, tribalism, favoritisms and corruption stands on the way of several Nigerian institutional leaders to do the right thing.

7. CONCLUSION

This study examined self-leadership as a management and planning strategy for enhanced public universities in Rivers State, Nigeria. The study made it evidence that developing a culture of self-leadership among faculty, administrative staff and students, universities can cultivate an environment that promotes accountability, innovation, and resilience. Empowering individuals to take initiative not only improves personal performance but also contributes to the overall effectiveness of the university.

Furthermore, the integration of strategic management practices such as responsibility, self-reflection, building resilience, and positive self-talk, enhances transparent communication, stakeholder engagement, and continuous professional development, which will on the long run create a robust framework for achieving institutional goals. Additionally, Nigerian university leaders must highlight university community engagement and partnerships to

align with academic programs and market needs, making sure that their graduates are equipped with relevant skills. This holistic approach will not only improve academic standards but also boost the universities' reputations and attract both local and international students.

Ultimately, the transformation of public universities in Rivers State hinges on the commitment of its leaders and stakeholders to embrace self-leadership principles and strategic management and planning frameworks. When these are done, universities should be able to effectively navigate their challenges for sustainable development. Public universities in Rivers State, Nigeria, through dedicated efforts in self-leadership as a management and planning strategy can emerge as catalysts for social and economic progress in the region.

8. RECOMMENDATIONS

From the study, the following recommendations are made:

- The government should as a matter of urgency be adoptive to a culture of ethical leadership through policies and programs that order self-leadership, integrity, transparency, and accountability at all levels of public universities in Nigeria.
- The government should as a matter of urgency encourage collaborative leadership initiatives that promote teamwork, cross-functional collaboration, and shared decision-making processes to foster innovation and efficiency in public universities service delivery.
- The government should as a matter of urgency develop incentive structures and recognition programs that reward exemplary self-leadership and management and planning strategy to motivate individuals to strive for continuous improvement and innovation.
- The government should as a matter of urgency invest in modern technology and infrastructure to support efficient management and planning strategy, including digital platforms for data-driven decision-making, automation of routine tasks, and enhanced communication channels.
- The government should as a matter of urgency promote research initiatives and

knowledge-sharing platforms that explore best strategy in self-leadership and management, facilitating continuous learning and adaptation of global trends to local contexts in Nigerian public universities.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during writing or editing of this manuscript.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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