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## **RESILIENT LEADERSHIP QUALITIES AND HUMAN RESOURCE MANAGEMENT IN NIGERIAN UNIVERSITIES: THE RIVERS STATE EXPERIENCE**

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### **ABSTRACT**

This study investigated resilient leadership qualities and the role they play in the management of human resource in Nigerian universities, the Rivers State experience. Five (5) objectives, five (5) research questions, and five (5) hypotheses guided the study. An extensive body of literature was reviewed. The design of the study is as much a correlational approach as it is a survey study. The population of this study comprised the entire senior teaching and non-teaching staff of the three public universities in Rivers State. The sample size for this study comprised 570 respondents (representing 8.5%) from the three public universities in the state. The instrument used for data gathering was a questionnaire titled "Resilient Leadership Qualities and Human Resource Management in Universities (RLQHRMU)". The instrument was validated by the researcher's supervisor and two other experts in the Department of Educational Management. The reliability of the instrument was calculated using SPSS version 23, and an estimated reliability index of .922 was obtained. Mean and standard deviation were used to answer the research questions, while the hypotheses were tested using multiple regressions and the associated t-test. The study yielded results showing that leadership qualities were significantly related to human resource management, using financial acumen, collaboration, change management, strategic planning, and commitment to diversity as indicators to measure human resource management. The study recommended, among others, that leaders in universities should put themselves out to further improve and strengthen their financial acumen as leadership quality to better guide human resource management practices, and university leaders must take commitment, strategic planning as a very essential leadership quality that will assist them in influencing their human resource management.

**Keywords:** Five Strong, Components, Leadership, Qualities, Human Resource, Management, Universities, Rivers State, Nigeria.

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## INTRODUCTION

In every organisation and more so in universities, it is the duty of the leader to lead in such a way that the qualities so applied will also be such that will lead to the development of the workers to the extent that their development will equally improve and move the institution forward. Leaders of universities have the important role of piloting the affairs of the institution along these lines so that the employees will develop an interest in what they have been employed to do. It is not an encouraging development for a leader in higher education (with particular reference to the universities) to aid and abet fraudulent leadership qualities. If this occurs, the manner in which such an institution operates will undoubtedly be reflected. Any reasonable individual that comes to such an institution will surely notice the lapses in the administration from the way things are done from the gate to the different offices. On the other hand, if the leadership qualities are applied reasonably, there will be a noticeable difference.

The country's National Policy on Education clearly states the aims and objectives expected in schools at various levels (FRN, 2014). These aims and objectives, as stated in the national policy on education, are not to be fully realised in the universities without the leaders applying the leadership qualities as expected in order to carry the workers along in an attempt to achieve full realisation of these already stated goals in the educational policy. The aims and objectives are enshrined in the pages of the national policy on education document without sincere efforts on the approaches to make this "a dream realised." It is in a case like this that leaders with leadership qualities are highly needed to ensure the maximum cooperation of the employees, whose duty it is to work towards the realisation of the educational goals.

The success of every higher education institution, such as universities, as regards the already stated educational objectives in the national policy on education, lies within the confines of the leader's effective management approach to the human resource available in the institution. If a university is faced with poor leadership qualities, it will be difficult to harness the potential of the people that make up the institution's human resource. It is pertinent to note without bias in this research work the important role of these people, referred to here as "human resource." The contributions of these people are what actually make or mar any organisation, and fortunately, the university is one of them. The whole idea behind human resource management in the school is to make it better and achieve the expected position through their leadership.

Success recorded in organisations such as schools hinges on human resource management. Enwereuzo (2020, p. 276) agreed with this fact and asserted that "personnel management is the harnessing of the whole human potential—talent, skills, resources, etc.—for the improvement of the organisation and the realisation of organisational goals." It is the duty of the leadership to see to it that the human beings employed to work in the school are improved in a way that will enable them in turn to give back to the system their best without reservation. Effective human resource management in a school simply implies the principles, methods, approaches, and also ways that the leader is able to organise, coordinate, control, command, and communicate with people in an organisation in order to make them bring out their best in the work place to realise the educational goals as expected. This point to the fact that there is a crucial need for the leadership of universities as a school to apply acceptable leadership qualities in an attempt to actualise and realise all these mentioned above as regards human resource management for success.

Actually, the leadership qualities of our educational leaders, at any rate, affect both workers and students either positively or negatively. It is prevalent that the qualities of leaders

make a substantial or meaningful difference in schools and students' development are extremely momentous. If we must have and provide standard education for learners in universities in our country, there is a need for quality and principled leaders and managers as well, but there is a lack in terms of quality leadership to make this a reality at present (Ololube, 2018a).

### **Statement of the Problem**

Incidentally, university education in Nigeria is beginning to shake, and for the smooth and successful administration in universities, leaders (Vice Chancellors, Deans, and HODs) should be in charge and at the same time be in complete control of the human resource placed under their responsibility in such a manner that the universities goals are actualised effectively and efficiently. Nonetheless, the human resource in any university is of utmost need and the revolving point of the university (Bolupe in Enwereuzo, 2020). The observation remains that the inadequate quality leadership in the Nigerian universities has rather obviously not contributed to the actualization of its goals because of its ineffective; universities ineffectiveness can only be described in terms of the degree to which do not meet up with their goals.

The bad of the ineffectiveness of universities is also not supported, because the ineffectiveness of universities is highly influenced by human behaviour, skills, and interpersonal relationships (Ivancevich & Matteson in Ololube, 2017). The implication of this is that there are roles that leadership qualities and human resource can play in universities in order to improve their goal realisation and stop or curb, to a reasonable extent, the administrative lapses. If the leadership qualities are applied to a reasonable extent the standard of leadership in our universities and the relationship that follow thereafter with the human resource will improve greatly or fail to improve. Therefore, this study is aimed at investigating the leadership qualities that might be responsible for effective university management in Nigeria.

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

The aim of this study was to investigate leadership qualities and human resource management in universities in Rivers State. The objectives were to:

- Examine the extent to which financial acumen as a leadership quality influences human resource management in universities in Rivers State.
- Ascertain the extent to which collaboration as a leadership quality influences human resource management in universities in Rivers State.
- Examine the extent to which change management as a leadership quality influences human resource management in universities in Rivers State.
- Determine the extent to which strategic planning as a leadership quality influences human resource management in universities in Rivers State.
- Identify the extent to which commitment to diversity as a leadership quality influences human resource management in universities in Rivers State.

### **Research Questions**

This study was guided by the following research questions:

- To what extent does financial acumen as a leadership quality influence human resource management in universities in Rivers state?
- To what extent does collaboration as a leadership quality influence human resource management in universities in Rivers state?
- To what extent does change management as a leadership quality influence human resource management in universities in Rivers state?
- To what extent does strategic planning as a leadership quality influence human resource management in universities in Rivers state?
- To what extent does commitment to diversity as a leadership quality influence human resource management in universities in Rivers state?

## **Hypotheses**

The following null hypotheses guided the study and were tested at 0.05 level of significance:

- There is no significant relationship between financial acumen as a leadership quality and human resource management in universities in Rivers State.
- There is no significant relationship between collaboration as a leadership quality and human resource management in universities in Rivers State.
- There is no significant relationship between change management as a leadership quality and human resource management in universities in Rivers State.
- There is no significant relationship between strategic planning as a leadership quality and human resource management in universities in Rivers State.
- There is no significant relationship between commitment to diversity as a leadership quality and human resource management in universities in Rivers State.

## **Conceptual Clarifications**

### **Situational Leadership Theory (1969)**

Situational Leadership Theory, or the Situational Leadership Model, is one of the three theoretical frameworks on which this very study is anchored. This model or theory of leadership was created by Paul Hersey and Ken Blanchard; they also developed it while working on the Management of Organisational Behaviour: Utilizing Human Resources (Hersey & Blanchard, 1969). The theory was first introduced in 1969 as the "life cycle theory of leadership. The Situational Leadership Model has two fundamental concepts: leadership style and the individual or group's performance readiness level, also referred to as maturity level or development level.

The fundamental principle of the situational leadership model is that there is no single "best" style of leadership. Effective leadership is task-relevant, and the most successful leaders are those who adapt their leadership style to the performance readiness (ability and willingness) of the individual or group they are attempting to lead or influence. Effective leadership varies not only with the person or group that is being influenced, but it also depends on the task, job, or function that needs to be accomplished (Hersey & Blanchard, 1969).

The relevance of this theory to this study is the fact that a good leader develops "the competence and commitment of the subordinates to be self-motivated rather than dependent on others for direction and guidance (Blanchard & Hersey, 1985). He added that a leader's high,

realistic expectations cause high performance of followers; a leader's low expectations lead to low performance of followers.

The situational leadership theory is also relevant to this research work because every leader in an organisation, such as a school, must demonstrate such leadership qualities, which must work in tandem with the leadership styles to produce the desired outcome. In this vein, university leader must be compelled to propel the human resource entrusted to their care to greater achievement by managing them optimally and paradigmatically.

Through well-structured leadership at the universities level, leaders should be able to apply leadership qualities such as the ones mentioned in this study to drive home the educational aspirations as enshrined in the national policy on education. It is due to the fact that educational leaders at the university level neglect the importance of these leadership qualities such as the following: character, discipline, accountability, communication, honesty, financial acumen, collaboration, strategic planning, change management, and commitment to diversity, etcetera, that university in the nation is yet to get to the world-class standard currently.

### **What is Leadership?**

Leadership as a function of leading others is rather complex in nature because it involves the leader, followers, and the situation, and its complexity makes it difficult to capture what it entails holistically in a mere definition. Leadership is all-encompassing, and as such, it cannot be confused with either status or power. Although this does not mean that status is unnecessary in leadership, the explanation here is the fact that leadership goes with enormous responsibility geared towards results and positive change. Leadership is not all about bureaucracy alone; leadership goes beyond this and it is not the issue of showcasing power. Actually, a leadership position goes with some level of power to be able to persuade the followers in order to spur them to action toward the achievement of collective goals, but just showcasing that power is not what leadership is concerned about. There are some people in leadership positions with power but they lack the leadership qualities. This idea is supported by (Jossey-Bass, 2007).

The term "leadership" explains the state as well as the position of being a leader. Leadership refers to the activities and functions of a leader. Leadership, according to the Oxford Advanced Learner's Dictionary 7th edition, is the ability to be a leader or the qualities a good leader should have: leadership qualities or skills. This very definition of leadership discloses the fact that there are some qualities needed in leadership roles and there are also some skills inherent in the discharge of duties as a leader. This being the case, it then shows that there are some qualities in a leader that are traceable to the claim that leaders are born.

Secondly, the claim that some of the traits are inborn in a leader is therefore true. It is vital to note that leadership is an area of research in which so many researchers have written quality materials. According to Ololube (2021, 2023), leadership is a practical skill that includes the capacity of an individual or organisation to direct or mentor other people, groups, or entire organisations. The theory of trait leadership supports this view mentioned above in this paragraph that there are some inborn traits that leaders exhibit in their leadership roles when he defines leadership as integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organisational situations. This is in line with the view of Kostanyan in Ololube (2018a, p. 10) when he said that "effective leaders practice what they preach, especially during times of difficulties".

Hughes et al. (2002, p. 8) asserted that leadership is “the process of influencing an organised group toward accomplishing its goals.” The complexity of the term leadership is evident in the various ways researchers as indicated below have approached the definition:

- Warren et al. in Austin et al. (2002, p. 50), observe that “leadership is a “combination of personal behaviours that allow an individual to enlist dedicated followers and create other leaders in the process.”
- Ololube in Steve-Beke (2019, p. 1428) described “Leadership as an integral part of management that is dynamic in nature, the human factor that binds groups together and motivates towards the attainment of goals.”
- James MacGregor Burns in Phillips (2009 p. 3) opined that “Leadership is leaders inducing followers to act for certain goals that represent the values and the motivations-the wants and needs, the aspirations and expectations-of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers’ values and motivations (Akuegwu, 2019).”
- Munroe (2005 p.44) stated that “True leadership is an attitude that naturally inspires and motivates others, and it comes from an internalized discovery about yourself.”
- Lambert in Glanz, (2006 p.xxvii) asserted that “Leadership is a reciprocal learning process that enables participants to construct and negotiate meanings leading to a shared purpose of schooling.”
- Hary Truman in Lowney (2003 p. 15) stated that “Leadership “the art of persuading people to do what they should have done in the first place.”
- Heifetz, (1994 p.22) viewed “Leadership in terms of adaptive work.”

From all these definitions above, it shows that leadership is a complex phenomenon and there is no single correct definition of the term leadership. But these different definitions will help us to understand the complexity of leadership and appreciate the fact that it is a quiet task to be a leader because there are many factors affecting it. This idea is supported by Hughes et al. (2002) when they noted that leadership is a project, course, or task of public or civic authority and power that optimises and boosts the actions of others, regarding the realisation of an objective. Leadership emerges from public authority or power. Leadership involves people, and the corollary being that they do not demand to be employees or juniors.

The word "leadership" is commonly used by everybody, even people who do not have a good understanding of what it means and what it is all about. According to the Oxford Advanced Learner’s Dictionary, leadership is defined as the state or position of being a leader or the qualities or skills a good leader should have. Several writers on leadership have equally given several definitions of leadership in the various contexts in which they use it. The popular belief that quality leadership is a major factor in schools and students’ performance remains true to this day (Ololube, 2018b). Unfortunately, some of the schools we have in Nigeria do not have good leaders; they only have people who assume the position of a leader without discharging the expected duties of a leader, which must be good. For the purpose of this study, an in-depth meaning of leadership should be given and also how it relates to the leadership qualities for a clear understanding of the direction of the study.

Leadership is defined as an effort that directs organisational activities to achieve a common goal. Since leadership also refers to the process of interpersonal interaction and guidance in order to successfully achieve organisational goals, it could also be defined as an

"influence" process through interpersonal communication. Leadership, with its complexity in terms of human activity, is difficult to have a single definition or to explain precisely and perfectly. This is simply because there is no single agreed definition of the concept of leadership (Leithwood et al. 1999; Yukl, 2002).

Ololube (2018a) asserted that it is a widely accepted belief that the qualities of leaders are very important. They make a significantly noticeable difference to both schools' and students' outcomes. Liphon (1964) opined that leadership is the incorporation and introduction of a new framework as well as process and strategy for actualising an organisation's goals, aims, and objectives or for alternating organisational goals, aims, and objectives. This signifies that leadership stands as a support structure of cross-reference by which goals, aims, and objectives are achieved. Summarily and compendiously, the definitions and the entire debate above are apparent as follows:

- Leadership consists of two parties. There can be no leadership without followers and subordinates.
- Leadership is consistently effective and effectual. Through the use of influence individuals will showcase attitudes that will bring about needed transformation and development.
- Leadership as a process integrates the connection of some actions.
- Leadership process comprises a divergent administration of expertise among leaders and their group members.
- Leadership, as a process or methodology, anticipates the attainment of goals, aims, or objectives.

### **Conceptions of Quality**

Philosophy and wisdom tend to see qualities as agreed with individualised feelings or with unbiased evidence. The qualities of something are based on the standards being practised as well as the neutral point of view and do not determine its value (the philosophical value as well as the economic value). Psychologically, something might be good because it is useful, because it is beautiful, or simply because it exists. Standardising or identifying qualities consequently involves discernment of what is useful, what is beautiful, and what exists. Generally, quality can mean a standard of distinction, as in, "an excellent product" or "work of standard quality".

Quality (Latin: quality, characteristic, feature, condition) has three meanings:

- Neutral: the total of all features of an object, network or structure. ( b evaluates the quality of all features of an object, network, or structure. c);
- The person values the actions before the action and its outcome with regard to points (a and b), quality is the identification of a discernible state of network or structure and their features, which is defined in this state in a certain configurations of the structure.

Quality could describe a commodity such as wine and its chemical constitutions and the consequential individually calculable taste, as well as the procedures of managing the vineyard. In the sense b), one speaks of high-quality wine or wine with a strong foundation, or of outstanding leadership. With reference to c), quality is the total of the person's (value) characteristics (features) of a target-oriented human being.

Quality is distinguished by "having" or "being".

The goal of whichever qualitative mechanism is focussed towards an aim or properties also has underlying effects on the creation of long-term growing cultural capital and hence on the reality of trust values in a collaborating, stabilised, as well as in particular democratic society (Reese, 1996; New International Encyclopedia, 1905).

### **Financial Acumen and Human Resource Management**

Financial acumen has to do with gaining understanding and knowledge as regards the fundamental financial as well as accounting principles to be able to offer wisdom in the areas of establishing business decisions. Only staff with financial acumen in an organisation will be able to clearly see the impact or crash a decision is capable of having on the financial robustness of a group, section, or organisation (Michelle, 2021).

It is very pivotal to note that leaders' impact in terms of decision-making in an organisation improves the upward movement in the organisation; financial acumen therefore implies having essential as well as fundamental financial ability and expertise. In other words, for leaders to make successful financial decision in an organisation, they need to have the required knowledge (financial abilities). If not, mistakes are bound to be made and one ends up operating in the dark, and with financial acumen, an administrator or a superior will be able to take wise decisions on financial matters as they affect human resource management in the organisation; financial acumen is a fundamental constituent of acquiring business acumen (Michelle 2021).

For the role of a leader to be successful, one of the qualities needed is financial acumen, skills, abilities, expertise, and capabilities, and it is highly encouraged. It will help leaders to be able to see from afar the interconnectedness of their decisions with every department in the organisation, and it will also help to have a bigger picture of their role as the leader. A decision's prospective impact on the financial health of the business may be understood by the leader with the aid of their financial knowledge. Developing financial knowledge and abilities is crucial for everyone, not just those in the finance department, even if the terminology may initially leave one dazed.

One can have relevant conversations and show their financial acumen by speaking the CFO's language when there are financial abilities that include a fundamental knowledge of accounting and finance. Before making a choice, one may include, debate, and discuss financial factors in meetings, proposals, and reports. You show your financial savvy since you possess the necessary abilities to have relevant conversations and show your financial acumen by speaking the CFO's language when you have financial abilities that include a fundamental knowledge of accounting and finance. Before making a choice, you may include, debate, and discuss financial factors in meetings, proposals, and reports. You demonstrate your financial savvy since you possess the necessary abilities to:

### **Change Management and Human Resource Management**

Universities could have a name for having the status of being immune to transformation. It is not just because some institutions are hundreds of years old; change in universities could be slow for a number of reasons. Some of these reasons may include loosely coupled organisational structures and the fact that large representative committees out to debate decisions that receive



public funding may be wary of how governing bodies will respond to their decisions (Brian, 2020). Change itself is always inevitable in an environment such as a university institution, and this being the case, a university leader should prepare from the very start for some resistance that might come from the employees, students, and even the stakeholders and manage it substantially, provided the change is worthwhile (Errida & Lotfi, 2021).

In today's world, change is inevitable, and it is occurring very rapidly. Rapid change, however, could simply lead to conflict. Effective and efficient leaders are always on the lookout for any conflict that may emanate as a result of change (change in most scenarios gives rise to conflict because most people abhor and detest change), so that in that way change can be managed in a sensitive way and the needs of all stakeholders or contributors, including the institution itself, are respected and heard.

Change management, as one of the important leadership qualities for a university leader, is of optimal importance for the realisation of the educational goals and actualisation of the dream of the institution. If a university leader lacks this all-important quality, it will surely be worrisome for any reasonable improvement to occur in the administration and even structural development of the institution (Brian, 2020). Based on this very fact, he suggested some steps that could be taken to manage change in university leadership:

- Demystify the essential data and also assess what will transpire if change manifests or does not manifest.
- Collaborate with all essential stakeholders who will be affected by the revamp.
- Make a decision that makes allowance for everyone's well-being. Build up a strategy.
- Build up a communication plan. Modify messages for the respective assemblage in whatever place is required.
- Communicate initially and frequently. Make conditions available for the decision.
- Coming to an understanding between the imperativeness that it is necessary to do something as well as the step-by-step procedure to proceed or respond.
- Anthropomorphize or personalise the decision by bringing it as closely as possible to an individual level.
- Demand feedback. Remodel the strategy as required.
- Get accountability for the resolution and also their consequences.

## **Collaboration and Human Resource Management**

The idea of collaborative leadership in universities indicates "bridging the gap" amidst different internal and external collaborators. In the institution, for instance, a collaborative leader might look at laboratory research and classroom teaching just as enhancing one another instead of conflicting. Additionally, collaboration connotes the coming together of departments for prospects to learn from each other, whether it is a better way to teach an online course or a more effective and efficient way to completely clean a building.

Outside the institution, this type of leadership comprises cooperatively profitable associations with community businesses and institutions. Collaborative dynamism may perhaps incorporate scholarship opportunities, internship job placement programmes, or on-going conversations with government policymakers about local issues, namely housing, transportation, or conservation. Colleges and universities are oftentimes one of the largest employers in their

areas, and a collaborative skill and technique for leadership in universities can reduce the defamation of the institution as a secluded educational setting (Brian, 2020; Ololube, 2018b).

According to Marescaux (n.d), the absence of collaboration from employee well-being as well as output will suffer without doubt. Although it is the duty of the HR department to create the procedures, tools, and practises needed to enhance and keep productivity high, the supervisors of the employees are also needed to put these things into practise for the success of the organisation. Through collaboration in an organisation, the supervisors are closer to the employees, and as such they should utilise their position as those who carry out employee performance appraisals, and identity training needs to understand them better and create a better relationship and understanding of their needs for smooth working of the organisation, especially for those who are not close to the employees. Marescaux is of the opinion that collaboration as an administrative tool will aid organisations to put in place wellness and development and avoid burnout through firm leadership at the level of the supervisor; to this end, it is important that the supervisor collaborate with employees concerning their career growth as well as their well-being generally and send feed back to the organisation through the next in command to the top (the head of leadership) for effective and efficient performance.

The study carried out by Marescaux (n.d) titled "Developmental HRM, employee well-being, and performance: The moderating role of developing leadership" had the following findings concerning employee performance and HR:

- Supervisors should be part of the design and implementation of HRM for the well-being of employees and their productive performance.
- Offering career counseling, performance and developmental appraisals, and also promotion opportunities is likely to improve employees' well-being and eventually create high commitment and performance in them.
- It is therefore important for the HR department to collaborate at the point of looking into the needs of fellow employees; supervisors should be equipped properly to be able to carry out their function with regards to employees to the letter, hence the need for constructive feedback in order to develop employees for high performance in the organisation.

The study equally looked at the relationship between employee exhaustion and performance; it was discovered that steps needed to overcome burnout in an organisation should be achieved through collaborative attempts between supervisors and the department of human resources; however, it was discovered by this very study that exhaustion has little short-term effect on workers' performance in an organisation, and hence a warning by the researcher that long-term exhaustion may end in burnout, which will most likely affect employee performance by increasing the rate of absence as well as performance level on the part of the employees. iv. Emphasis on the need for building commitment as a way to fight burnout in a work place in order to boost performance by employees; it calls for an organisation taking time to care for employees' long-term development. For all these to be possible, the finding from this study points at the usefulness of collaboration at all levels, beginning with the supervisor who is closer to the employees, the employees, the next line manager to the supervisor, and so on until it gets to the top of the ladder of administration; all are geared towards employee performance in an organisation and the role of administration.

## **Strategic Planning and Human Resource Management**

Ascending to the position of leadership in university implies readiness to shoulder additional responsibility for strategic planning. What matters in this new role is not whether it is a department or the whole organisation; it is pivotal to ensure that you are able to assess your team and ascertain that its assets are doing well in line with the stated goals, discover where there is a need for improvement, and determine the possibility of getting it done. In this instance, the leader will need to take into consideration short-term plans, which will create room for a broader and deeper effect (Brian, 2020; Ololube, 2018c).

Understanding and making use of data are essential aspects of strategic planning. Data is used to produce pragmatic confirmation and proof for decision-making, for example, to make a new choice for a new bookstore vendor or to create a new academic department. Furthermore, data contributes and also allows collaborative leadership; data gives all appropriate contributors or stakeholders the same doorway of information as they progress through the developmental stages of their plan, and this enables multidisciplinary groups to reach a majority opinion and come to an agreement (Brian, 2020).

According to Brian (2020), data plays a crucial and leading role in budgeting and also financial planning; however, data application still subsidises as well as supports activities, operations, policy development, and student and staff recruitment. It is therefore essential that leaders in universities, as a matter of urgency, strive to build a culture that encourages both staff and faculty to use data to create strategic plans and also monitor their progress. It is pertinent to note at this point in this study that strategic planning is a leadership quality expected of a universities leader: to plan strategically in order to arrive at the expected goal(s) before they are done with their tenure in office, and by so doing improve the lives of the staff, students, and entire institution.

According to Ololube et al. (2016) and Ololube (2018c), strategic planning, which is not to be confused with strategic thinking, is a process that requires the organisation to define its strategy as well as its operations and to make decisions on how to allocate its resources in order to achieve its strategic goals. Planning strategically may also be used to develop controls that direct how a strategy is put into action. In the 1960s, firms started to prioritise strategic planning, which is still a crucial component of strategic management today. It is carried out by strategic planners or strategists who do an extensive study of the organisation and its link to the competitive environment (Mintzberg & Quinn, 1996).

There are numerous definitions of strategy, but in general, it entails deciding on steps to attain the goals, creating a timeframe, and allocating resources to carry out the tasks. A plan outlines how the means (resources) will be used to accomplish the objectives (goals) within a specific time frame. Strategic planning is frequently long-term, and two to five years in the future is typically when organisational action plans are defined (Daft 2008). Usually, the top leadership of an organisation is in charge of formulating strategy. As an organisation adapts to its environment or competes in the market, strategy can either be planned (intended) or seen as a pattern of behaviour (emergent).

Strategic planning aids in the coordination of both the development and execution activities that make up strategy. However, whereas strategy formulation itself entails synthesis (i.e., "connecting the dots") via strategic thinking, strategic planning is analytical in nature (i.e., it requires "identifying the dots"). As a result, strategic planning centres on the activity of developing strategies (Mintzberg & Quinn, 1996).

The establishment of standardised methodologies that are repeatable and increase the likelihood of project success may be accomplished through the use of strategic planning in project management. Stakeholder involvement and a lot of thought are needed for this. An organisation's structure and consistency of action are provided by strategic planning in project management. It also makes sure that everyone knows what the main objectives are and what their responsibilities, in teams or as individuals, is in achieving them. To lessen opposition and steer clear of frequent traps, senior management's commitment must be visible at every stage of the process. While strategic planning cannot ensure success, it can increase an organisation's chances of success (Kerzner 2001).

A requirement for strategic planning exists in educational institutions as well. It is difficult for the educational industry because we are already in a transitional stage where out-dated techniques must be revised to match modern academic demands. University institutions must change their structure to adapt to the evolving requirements of this new society.

### **Commitment to diversity and Human Resource Management**

Throughout all collaborative groupings in universities, from the students to the faculty to the leadership team, institutions gain from the representatives of diversity based upon some factors such as race, culture, gender, sexual orientation, and socioeconomic setting. The already stated representation provides universities institutions with the opportunity to more sagaciously consider the communities they serve and to empower students for careers that progressively demand a universal as well as multi-ethnic point of view.

Especially for leaders in university, it is paramount to be cognizant of the demands of various groups and also to comprehend how those demands can coexist. Basically, the aforementioned awareness helps leaders to administer the suitable platform and also create the required transformation to an institution's ways of advancing diversity via outreach to intended students, on-campus activities, hiring and promotion practices, as well as long-term planning creativity. This very leadership quality will assist higher education leaders in being conscious of the human resource they are supposed to tailor towards the actualisation of the educational goals through their ingenuity (Brian, 2020). He believed that effective leaders in any firm understand the value of giving mid-career or middle-tier workers the chance to advance if they have the potential and want to take on a leadership role of their choice. This will allow personnel to advance in their careers at their present company while also strengthening the organisation and expanding its pool of applicants for leadership positions.

University administrators should provide professors and academic staff with permission to acquire partner-less leadership abilities through leadership development and mentorship programs. That fuels the following two advantages: It allows current leaders to support individuals who have expressed interest in taking on leadership roles in the future and gives them space to concentrate training and on-going professional development on the most important organisational demands (Brian, 2020).

According to John (1999), commitment as one of the qualities of a leader provides opportunity for fresh capability and skill; irrespective of what befalls one, be it ill-health, lack, or misfortunes, there are no reasons to remove one's eye from the goal. An effective leader should be committed; commitment in the true sense of the word motivates as well as interests others. It also reveals the leader's level of persuasion, as it will lead the followers to trust and accept your cause as you do. Below are the genuine nature of commitment (John, 1999):

### **Commitment begins within the heart**

Some individuals expect a perfect situation before they will commit to anything; it takes commitment to record an achievement. It is therefore obvious to say that for leaders to influence others or mark a remarkable difference in their lives, they must be committed in the actual sense.

### **Commitment is evaluated through action**

Action stands at the centre of confirmation of commitment as the needed quality of a leader towards the followers in an organisation, so action remains the single way to evaluate the commitment of a leader. To get results as a leader, there must be substantial action commensurate with the written plan.

### **Commitment unbolts the gateway to achievement**

Opposition as well as hard times is inevitable in leadership roles; as a matter of fact, it is only commitment as a leadership quality that will make a leader stand strong and focused in such times and work harder towards goal achievement and actualisation in the organisation with the help of the human resource. Therefore, commitment makes leadership and management of human resource worthwhile.

## **METHODS**

The design of the study is as much a correlational approach as it is a survey study. A survey study is generally suitable for issues that deal with social as well as behavioural sciences, which specifically include understanding and controlling relationships between variables. Surveys are focused on describing, recording, analysing, and interpreting conditions that exist or existed, opinions that are held, procedures that are in progress, and effects that are developing as well. The choice of this design for this study is suitable and appropriate due to the fact that it will collect data from respondents (teaching and non-teaching senior staff of the sample population), who are very significant in getting information concerning leadership qualities and human resource management in higher education in Rivers State, as was observed by the researcher.

The population was made up of the entire senior teaching and non-teaching staff of the three public universities in Rivers State, namely the Ignatius Ajuru University of Education, Port Harcourt (IAUE=968), the University of Port Harcourt (UNIPORT=3460), and the Rivers State University (RSU=2281).

The sample size for this study comprised 570 respondents (representing 8.5% of the population) from the three public universities in Rivers State. The random sampling technique was used to get the sample size. The technique was used to randomly select the sample size from the three universities with 6,709 staff to represent the entire population of the public universities in Rivers State. The sample is appropriate and manageable.

A structured or closed-ended questionnaire was used as the data collection instrument. The instrument for data collection was developed by the researcher; it was named "Resilient Leadership Qualities and Human Resource Management in Universities (RLQHRMU)" The instrument was styled to have the following futures sections: In Section "A," demographic data about the respondents was collected (gender, age, academic qualification, and length of service),

while Section "B" was geared towards getting information about leadership qualities and human resource management in universities. The instrument contains ten (10) items using four point modified scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points, Very Low Extent (VLE) =1 point. To answer the research questions mean scores of each item was compared with the real limit of the following numbers:  $4+3+2+1 = 10$ ,  $10 \div 4 = 2.5$ .

The instrument for data collection (questionnaire) was face-validated by two experts in the Department of Educational Management, Ignatius Ajuru University of Education. The objectives of the study, and the research questions and hypotheses were submitted to the experts for scrutiny to ensure the validity of the instrument. The experts verified and ensured the extent of the suitability and correctness of the items; they also validated the capacity of the questions in line with the research questions and hypotheses. They also examined the following: language structure, ambiguity in relation to the questions, and suitability of the rating scale in an attempt to ensure its validity. A total number of 610 questionnaires were distributed and 570 were retrieved.

The Cronbach's alpha coefficient was used to ensure the internal consistency of the study. The reliability was calculated using statistical software - statistical package for social sciences (SPSS) version 23, and a reliability estimate of .922 was obtained, which means that the instrument was very reliable.

The analysis of the study was done using descriptive and inferential statistics. Mean and standard deviation statistics were used to answer the research questions, while the hypotheses were tested using multiple regressions and associated t-test. The statistical package for social sciences (SPSS) version 23 software was employed in doing the analysis.

## RESULTS

### Answer to Research Questions

**Research Question One:** To what extent does financial acumen as a leadership quality influence human resource management in universities in Rivers state?

Table 1: Mean and standard deviation of financial acumen as a leadership quality influence human resource management

| s/n               | Items  | Mean          | SD            | Remark             |
|-------------------|--|---------------|---------------|--------------------|
| 1                 | Financial acumen contributes extensively to the needed administrative advancement in the leadership of universities as regard human resource management. | 3.6105        | .57715        | High Extent        |
| 2                 | Financial acumen can be beneficial to the role of a leader for the advancement of human resource management.   | 3.5842        | .58158        | High Extent        |
| 3                 | Successful leaders need financial skills, abilities, expertise, capabilities to enhance the effective management of human resource.                      | 3.7211        | .44888        | High Extent        |
| 4                 | Applying financial ideas will help leaders make better judgments and business decisions that will enhance effective management of human resource.        | 3.6211        | .48555        | High Extent        |
| 5                 | Integrate departmental financial information with organisational data promotes effective human resource management.                                      | 3.7526        | .48911        | High Extent        |
| <b>Grand Mean</b> |  | <b>3.6579</b> | <b>.51645</b> | <b>High Extent</b> |

Statistics in Table 1 pronounced the first research question which states ‘To what extent does financial acumen as a leadership quality influence human resource management in universities in Rivers state?’ This research question examined the extent to which financial acumen as a leadership quality influence human resource management. The result from the analysis revealed that the respondents agree to a high extent that financial acumen as a leadership quality influence human resource management as reflected in the grand mean of 3.6579 and a standard deviation of .51645. This demonstrates among others that financial acumen contributes extensively to the needed administrative advancement in the leadership of universities as regard human resource management and financial acumen can be beneficial to the role of a leader for the advancement of human resource management. Along with successful leaders need financial skills, abilities, expertise, capabilities to enhance the effective management of human resource.

**Research Question Two:** To what extent does collaboration as a leadership quality influence human resource management in universities in Rivers state?

Table 2: Mean and standard deviation of collaboration as a leadership quality influence human resource management

| s/n               | Items   | Mean          | SD            | Remark             |
|-------------------|---|---------------|---------------|--------------------|
| 6                 | Collaboration as a leadership quality contributes to effectiveness of human resource in universities administration to an extent.   | 3.4316        | .54633        | High Extent        |
| 7                 | Collaborative leadership in university indicates “bridging the gap” amidst different internal and external collaborators contributes to effectiveness of human resource management. | 3.4263        | .49498        | High Extent        |
| 8                 | Collaborative dynamism incorporates scholarship opportunities, internship job placement programs for effective human resource management.   | 3.4895        | .50033        | High Extent        |
| 9                 | Collaboration as a leadership tool aids universities to put in place wellness and development in human resource management.   | 3.3211        | .94511        | High Extent        |
| 10                | Collaborating with employees concerning their career growth as well as their well-being generally promotes human resource management.   | 3.4474        | .49766        | High Extent        |
| <b>Grand Mean</b> |   | <b>3.4231</b> | <b>.59688</b> | <b>High Extent</b> |

Information in Table 2 pronounced the second research question which states ‘To what extent does collaboration as a leadership quality influence human resource management in universities in Rivers state?’ This research question examined the extent to which collaboration as a leadership quality influence human resource management. The result from the analysis revealed that the respondents agree to a high extent that collaboration as a leadership quality influence human resource management as reflected in the grand mean of 3.4231 and a standard deviation of .59688. This validates among others that collaboration as a leadership quality contributes to effectiveness of human resource in university administration to an extent and collaborative leadership in universities indicates "bridging the gap" amidst different internal and external collaborators contributes to effectiveness of human resource management. As much as collaborative dynamism incorporates scholarship opportunities, internship job placement programs for effective human resource management, collaboration as a leadership tool aids universities to put in place wellness and development in human resource management. Also, collaborating with employees concerning their career growth as well as their well-being generally promotes human resource management.

**Research Question Three:** To what extent does change management as a leadership quality influence human resource management in universities in Rivers state?

Table 3: Mean and standard deviation of change management as a leadership quality influence human resource management

| s/n               | Items  | Mean          | SD            | Remark             |
|-------------------|--|---------------|---------------|--------------------|
| 11                | Change Management affects leadership of universities and human resource management positively.                             | 3.4684        | .49944        | High Extent        |
| 12                | Motivating change management affects leadership of universities and human resource management positively.                  | 3.2632        | .90936        | High Extent        |
| 13                | Creating vision of change affects leadership of universities and human resources management positively.                    | 3.1842        | .88500        | High Extent        |
| 14                | Managing the transition of change affects leadership of universities and human resource management positively.             | 3.2684        | .92792        | High Extent        |
| 15                | Sustaining the momentum and supporting change affects leadership of universities and human resource management positively. | 3.3947        | .48922        | High Extent        |
| <b>Grand Mean</b> |  | <b>3.3157</b> | <b>.74218</b> | <b>High Extent</b> |

Evidence in Table 3 revealed the third research question which states ‘To what extent does change management as a leadership quality influence human resource management in universities in Rivers state?’ This research question examined the extent to which change management as a leadership quality influence human resource management. The result from the analysis revealed that the respondents agree to high extents that change management as a leadership quality influence human resource management as reflected in the grand mean of 3.3157 and a standard deviation of .74218. This confirms among others that change Management affects leadership of universities and human resource management positively and motivating change management affects leadership of universities and human resource management positively. As much as creating vision of change affects leadership of universities and human resource management positively and managing the transition of change affects leadership of universities and human resource management positively.

**Research Question Four:** To what extent does strategic planning as a leadership quality influence human resource management in universities in Rivers state?

Table 4: Mean and standard deviation of strategic planning as a leadership quality influence human resource management

| s/n | Items   | Mean   | SD      | Remark      |
|-----|---|--------|---------|-------------|
| 16  | Strategic planning by universities leaders has resulted to achieving the expected result in human resource management.                                | 3.1421 | .89275  | High Extent |
| 17  | Strategic planning improved standard of human resource management in universities.  | 2.8211 | 1.30683 | High Extent |
| 18  | Strategic planning prevents brain drain enhances human resource management in universities.   | 2.6211 | 1.25497 | High Extent |
| 19  | Strategic planning as a leadership quality requires university to define its strategy as well as its operations to enhance human resource management. | 2.7263 | 1.33053 | High Extent |



|                   |   |               |                |                    |
|-------------------|---|---------------|----------------|--------------------|
| 20                | Strategic planning aids in the coordination of both the development and execution activities that make up the strategy for effective human resource management. | 2.7105        | 1.20867        | High Extent        |
| <b>Grand Mean</b> |   | <b>2.8042</b> | <b>1.19875</b> | <b>High Extent</b> |

Confirmation in Table 4 revealed the fourth research question which states ‘To what extent does strategic planning as a leadership quality influence human resource management in universities in Rivers state?’ This research question examined the extent to which strategic planning as a leadership quality influence human resource management. The result from the analysis revealed that the respondents agree to a high extent that strategic planning as a leadership quality influence human resource management as revealed in the grand mean of 2.8042 and a standard deviation of 1.19875. This confirms among others that strategic planning by university leaders has resulted to achieving the expected result in human resource management and strategic planning improved standard of human resources management in universities. Also, strategic planning prevents brain drain enhances human resource management in universities.

**Research Question Five:** To what extent does commitment to diversity as a leadership quality influence human resource management in universities in Rivers state?

Table 5: Mean and standard deviation of commitment to diversity as a leadership quality influence human resource management

| s/n               | Items   | Mean          | SD             | Remark             |
|-------------------|---|---------------|----------------|--------------------|
| 21                | Commitment to diversity as a leadership quality affects leadership and human resource management in universities non-destructively in terms of realisation of the expected educational goals. | 2.8000        | 1.22883        | High Extent        |
| 22                | Commitment to diversity unbolts the gateway to achievement of human resource management in universities.  | 2.7579        | 1.19944        | High Extent        |
| 23                | Action stands at the centre of the confirmation of commitment to diversity as the needed quality of a leader towards human resource management in universities.                               | 2.7789        | 1.30036        | High Extent        |
| 24                | Higher education leaders influence others or make a remarkable difference in their lives through commitment to diversity for effective human resource management in universities.             | 2.5316        | 1.36870        | High Extent        |
| 25                | Commitment to diversity as one of the qualities of a leader provides opportunity for fresh capability and skill for effective human resource management in universities.                      | 2.8316        | 1.32823        | High Extent        |
| <b>Grand Mean</b> |   | <b>2.7400</b> | <b>1.28511</b> | <b>High Extent</b> |

Endorsement in Table 5 exposed the fifth research question which states ‘To what extent does commitment to diversity as a leadership quality influence human resource management in universities in Rivers state?’ This research question examined the extent to which commitment as a leadership quality influence human resource management. The result from the analysis revealed that the respondents agree to a high extent that commitment as a leadership quality influence human resource management as revealed in the grand mean of 2.7400 and a standard deviation of 1.28511. This approves among others that commitment to diversity as a leadership quality affects leadership and human resource management in higher education non-destructively in terms of realisation of the expected educational goals and Commitment to diversity unbolts the gateway to achievement of human resource management in universities. Also, action stands at

the centre of the confirmation of commitment to diversity as the needed quality of a leader towards human resource management in universities and university leaders influence others or make a remarkable difference in their lives through commitment to diversity for effective human resource management in universities. In addition, commitment to diversity as one of the qualities of a leader provides opportunity for fresh capability and skill for effective human resource management in universities.

### Test of Hypotheses

**HO<sub>1</sub>:** There is no significant relationship between financial acumen as a leadership quality and human resource management in universities in Rivers State.

Table 6: Regression analysis for financial acumen as a leadership quality and human resource management in universities in Rivers State

| Model Summary             |  |                             |                   |                            |         |                   |
|---------------------------|--|-----------------------------|-------------------|----------------------------|---------|-------------------|
| Model                     | R  | R Square                    | Adjusted R Square | Std. Error of the Estimate |         |                   |
| 1                         | .589 <sup>a</sup>  | .347                        | .344              | .96242                     |         |                   |
| ANOVA <sup>a</sup>        |  |                             |                   |                            |         |                   |
| Model                     |  | Sum of Squares              | df                | Mean Square                | F       | Sig.              |
| 1                         | Regression   | 278.562                     | 2                 | 139.281                    | 150.371 | .000 <sup>b</sup> |
|                           | Residual   | 525.185                     | 567               | .926                       |         |                   |
|                           | Total  | 803.747                     | 569               |                            |         |                   |
| Coefficients <sup>a</sup> |  |                             |                   |                            |         |                   |
| Model                     |  | Unstandardized Coefficients |                   | Standardized Coefficients  | t       | Sig.              |
|                           |  | B                           | Std. Error        | Beta                       |         |                   |
| 1                         | (Constant)   | 2.063                       | .114              |                            | 18.069  | .000              |
|                           | Financial acumen as a leadership quality / Human resource management | .381                        | .036              | .408                       | 10.662  | .000              |

Numbers from the statistics in the model summary of the regression analysis carried out (Table 6) showed significant relationships between variables of financial acumen as a leadership quality and human resource management. This is reflected in the R of .589<sup>a</sup>, R-square of .347 and an Adjusted R-Square of .344 of all the items entered during the analysis. These statistics account the relationship between financial acumen as a leadership quality and human resource management.

The results of the ANOVA in the regression analysis are represented in the sum of square. The regression is 278.562 and that of the residual is 525.185, with a degree of freedom of 1. The mean square for the regression is displayed as 139.281 and a residual of .926, with an F-value of 150.371 and a p-value of .000<sup>b</sup>. This implies that financial acumen as a leadership quality has a significant relationship with human resource management.

The assessed constant Coefficient analysis is significant at  $p < .000$  and a calculated t-value of 18.069, and that of the financial acumen as a leadership quality and human resource management in universities in Rivers State is significant at  $p < .000$  and a calculated t-value of

10.662, which validates that there is significant relationship between financial acumen as a leadership quality and human resource management. Thus, hypothesis 1 was rejected.

**HO<sub>2</sub>:** There is no significant relationship between collaboration as a leadership quality and human resource management in universities in Rivers State.

Table 7: Regression analysis for collaboration as a leadership quality and human resource management in universities in Rivers State

| Model Summary             |   |                             |                   |                            |         |                   |
|---------------------------|---|-----------------------------|-------------------|----------------------------|---------|-------------------|
| Model                     | R   | R Square                    | Adjusted R Square | Std. Error of the Estimate |         |                   |
| 1                         | .620 <sup>a</sup>   | .384                        | .383              | 1.05002                    |         |                   |
| ANOVA <sup>a</sup>        |   |                             |                   |                            |         |                   |
| Model                     |   | Sum of Squares              | df                | Mean Square                | F       | Sig.              |
| 1                         | Regression  | 390.343                     | 1                 | 390.343                    | 354.038 | .000 <sup>b</sup> |
|                           | Residual  | 626.246                     | 568               | 1.103                      |         |                   |
|                           | Total   | 1016.589                    | 569               |                            |         |                   |
| Coefficients <sup>a</sup> |   |                             |                   |                            |         |                   |
| Model                     |   | Unstandardized Coefficients |                   | Standardized Coefficients  | t       | Sig.              |
|                           |   | B                           | Std. Error        | Beta                       |         |                   |
| 1                         | (Constant)  | 1.137                       | .097              |                            | 11.752  | .000              |
|                           | Collaboration as a leadership quality / Human resource management | .631                        | .034              | .620                       | 18.816  | .000              |

Data in the model summary of the regression analysis carried out (Table 7) showed significant relationships between variables of collaboration as a leadership quality and human resource management. This is reflected in the R of .620<sup>a</sup>, R-square of .384 and an Adjusted R-Square of .383 of all the items entered during the analysis. These statistics account the relationship between collaboration as a leadership quality and human resource management.

The results of the ANOVA in the regression analysis are represented in the sum of square. The regression is 390.343 and that of the residual is 626.246, with a degree of freedom of 1. The mean square for the regression is displayed as 390.343 and a residual of 1.103, with an F-value of 354.038 and a p-value of .000<sup>b</sup>. This implies that collaboration as a leadership quality has a significant relationship with human resource management.

The assessed constant Coefficient analysis is significant at  $p < .000$  and a calculated t-value of 11.752, and that of the collaboration as a leadership quality and human resource management in universities in Rivers State is significant at  $p < .000$  and a calculated t-value of 18.816, which validates that there is significant relationship between collaboration as a leadership quality and human resource management. Thus, hypothesis 2 was rejected.

**HO<sub>3</sub>:** There is no significant relationship between change management as a leadership quality and human resource management in universities in Rivers State.

Table 8: Regression analysis for change management as a leadership quality and human resource management in universities in Rivers State

| Model Summary             |   |                             |                   |                            |         |                   |
|---------------------------|---|-----------------------------|-------------------|----------------------------|---------|-------------------|
| Model                     | R   | R Square                    | Adjusted R Square | Std. Error of the Estimate |         |                   |
| 1                         | .743 <sup>a</sup>   | .553                        | .552              | .83216                     |         |                   |
| ANOVA <sup>a</sup>        |   |                             |                   |                            |         |                   |
| Model                     |   | Sum of Squares              | df                | Mean Square                | F       | Sig.              |
| 1                         | Regression  | 486.151                     | 1                 | 486.151                    | 702.026 | .000 <sup>b</sup> |
|                           | Residual  | 393.338                     | 568               | .692                       |         |                   |
|                           | Total   | 879.489                     | 569               |                            |         |                   |
| Coefficients <sup>a</sup> |   |                             |                   |                            |         |                   |
| Model                     |   | Unstandardized Coefficients |                   | Standardized Coefficients  | t       | Sig.              |
|                           |   | B                           | Std. Error        | Beta                       |         |                   |
| 1                         | (Constant)  | 1.019                       | .078              |                            | 13.127  | .000              |
|                           | Change management as a leadership quality / Human resource management | .711                        | .027              | .743                       | 26.496  | .000              |

Data in the model summary of the regression analysis carried out (Table 8) showed significant relationships between variables of change management as a leadership quality and human resource management. This is reflected in the R of .743<sup>a</sup>, R-square of .553 and an Adjusted R-Square of .552 of all the items entered during the analysis. These statistics account the relationship between change management as a leadership quality and human resource management.

The results of the ANOVA in the regression analysis are represented in the sum of square. The regression is 486.151 and that of the residual is 393.338, with a degree of freedom of 1. The mean square for the regression is displayed as 486.151 and a residual of .692, with an F-value of 702.026 and a p-value of .000<sup>b</sup>. This implies that change management as a leadership quality has a significant relationship with human resource management.

The assessed constant Coefficient analysis is significant at  $p < .000$  and a calculated t-value of 13.127, and that of the change management as a leadership quality and human resource management is significant at  $p < .000$  and a calculated t-value of 26.496, which validates that there is significant relationship between change management as a leadership quality and human resource management. Thus, hypothesis 3 was rejected.

**HO<sub>4</sub>:** There is no significant relationship between strategic planning as a leadership quality and human resource management in universities in Rivers State.

Table 9: Regression analysis for strategic planning as a leadership quality and human resource management in universities in Rivers State

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .190 <sup>a</sup> | .036     | .034              | 1.36134                    |

|       |  | ANOVA <sup>a</sup>          |            |                           |        |                   |
|-------|--|-----------------------------|------------|---------------------------|--------|-------------------|
| Model |  | Sum of Squares              | df         | Mean Square               | F      | Sig.              |
| 1     | Regression   | 39.333                      | 1          | 39.333                    | 21.224 | .000 <sup>b</sup> |
|       | Residual   | 1052.639                    | 568        | 1.853                     |        |                   |
|       | Total  | 1091.972                    | 569        |                           |        |                   |
|       |  | Coefficients <sup>a</sup>   |            |                           |        |                   |
| Model |  | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.              |
|       |  | B                           | Std. Error | Beta                      |        |                   |
| 1     | (Constant)   | 2.090                       | .126       |                           | 16.596 | .000              |
|       | Strategic planning as a leadership quality / Human resource management | .188                        | .041       | .190                      | 4.607  | .000              |

Information in the model summary of the regression analysis carried out (Table 9) showed significant relationships between variables of strategic planning as a leadership quality and human resource management. This is reflected in the R of .190<sup>a</sup>, R-square of .036 and an Adjusted R-Square of .034 of all the items entered during the analysis. These statistics account the relationship between strategic planning as a leadership quality and human resource management.

The results of the ANOVA in the regression analysis are represented in the sum of square. The regression is 39.333 and that of the residual is 1052.639, with a degree of freedom of 1. The mean square for the regression is displayed as 39.333 and a residual of 1.853, with an F-value of 21.224 and a p-value of .000<sup>b</sup>. This implies that strategic planning as a leadership quality has a significant relationship with human resource management.

The assessed constant Coefficient analysis is significant at  $p < .000$  and a calculated t-value of 16.596, and that of the strategic planning as a leadership quality and human resource management is significant at  $p < .000$  and a calculated t-value of 4.607, which validates that there is significant relationship between strategic planning as a leadership quality and human resource management. Thus, hypothesis 4 was rejected.

**HO<sub>5</sub>:** There is no significant relationship between commitment to diversity as a leadership quality and human resource management in universities in Rivers State.

Table 10: Regression analysis for commitment to diversity as a leadership quality and human resource management in universities in Rivers State

|       |                   | Model Summary             |                   |                            |         |                   |
|-------|-------------------|---------------------------|-------------------|----------------------------|---------|-------------------|
| Model | R                 | R Square                  | Adjusted R Square | Std. Error of the Estimate |         |                   |
| 1     | .437 <sup>a</sup> | .191                      | .190              | 1.30457                    |         |                   |
|       |                   | ANOVA <sup>a</sup>        |                   |                            |         |                   |
| Model |                   | Sum of Squares            | df                | Mean Square                | F       | Sig.              |
| 1     | Regression        | 228.198                   | 1                 | 228.198                    | 134.084 | .000 <sup>b</sup> |
|       | Residual          | 966.686                   | 568               | 1.702                      |         |                   |
|       | Total             | 1194.884                  | 569               |                            |         |                   |
|       |                   | Coefficients <sup>a</sup> |                   |                            |         |                   |
| Model |                   | Unstandardized            |                   | Standardized               | t       | Sig.              |

|   |   | Coefficients |               | Coefficients<br>Beta |        |      |
|---|---|--------------|---------------|----------------------|--------|------|
|   |   | B            | Std.<br>Error |                      |        |      |
| 1 | (Constant)  | 1.375        | .126          |                      | 10.878 | .000 |
|   | Commitment to diversity as a leadership quality / Human resource management | .481         | .042          | .437                 | 11.579 | .000 |

Information in the model summary of the regression analysis carried out (Table 10) showed significant relationships between variables of commitment to diversity as a leadership quality and human resource management. This is reflected in the R of .437<sup>a</sup>, R-square of .191 and an Adjusted R-Square of .190 of all the items entered during the analysis. These statistics account the relationship between commitment to diversity as a leadership quality and human resource management.

The results of the ANOVA in the regression analysis are represented in the sum of square. The regression is 228.198 and that of the residual is 966.686, with a degree of freedom of 1. The mean square for the regression is displayed as 228.198 and a residual of 1.702, with an F-value of 134.084 and a p-value of .000<sup>b</sup>. This implies that commitment to diversity as a leadership quality has a significant relationship with human resource management.

The assessed constant Coefficient analysis is significant at  $p < .000$  and a calculated t-value of 10.878, and that of the commitment to diversity as a leadership quality and human resource management is significant at  $p < .000$  and a calculated t-value of 11.579, which validates that there is significant relationship between commitment to diversity as a leadership quality and human resource management. Thus, hypothesis 5 was rejected.

## DISCUSSION

### Financial Acumen as a Leadership Quality and Human Resource Management

The result from this research showed that there is significant relationship between financial acumen as a leadership quality and human resource management. This result is in line with the study of Brian (2020) when he found in a survey from Deloitte that nearly two-thirds of college presidents ranked fundraising, alumni relations, and donor relations among their top three in terms of importance. Participants also are of the opinion that fundraising was the most important leadership skill they needed for increased development. The aforementioned becomes particularly honest for public institutions, as state and federal funds have steadily declined from the 1970s.

Same is true of Michelle (2021) when he noted that financial acumen has to do with gaining understanding and knowledge as regards the fundamental financial as well as accounting principles to be able to offer wisdom in the areas of establishing decisions in business. Only staff with financial acumen in an organisation will be able to see clearly the impingement or crash a decision is capable of having on the financial robustness of a group, section, or organisation.

To Michelle (cf., 2021), it is very pivotal to note that one's impact in terms of decision making in an organisation improves in line with your upward movement in the organisation; financial acumen therefore implies having essential as well as fundamental financial ability and expertise You will have a clearer understanding of the total financial health of the organisation, how resources are assigned, and the way budgets are also disbursed. As you gain required

knowledge on any concept then you stand a better chance not only to see the cause of different decisions but also to see the effect of such decisions as well from a better perspective. In other words, for you to make a successful financial decision in an organisation you need to have the required knowledge (financial abilities) if not mistakes are bound to be there and one will end up operating the dark. This is the very reason why financial acumen is highly recommended in this research work for a successful human resources management in universities administration. With financial acumen an administrator or a superior will be able to take wise decisions on financial matters as it affects human resource management in the organisation; financial acumen is fundamental constituent of acquiring business acumen (Michelle, 2021).

Michelle (cf., 2021) asserted that you can have relevant conversations and show your financial acumen by speaking the CFO's language when you have financial abilities that include a fundamental knowledge of accounting and finance. Before making a choice, you may include, debate, and discuss financial factors in meetings, proposals, and reports. You show your financial savvy since you possess the necessary abilities to have relevant conversations and show your financial acumen by speaking the CFO's language when you have financial abilities that include a fundamental knowledge of accounting and finance. Before making a choice, you may include, debate, and discuss financial factors in meetings, proposals, and reports. You show your financial savvy since you possess the necessary abilities to: you demonstrate your financial acumen, as you have the financial skills, applying financial ideas will help you make better judgments and business decisions, integrate departmental financial information with organisational data, before making an investment or budgetary choice, consider all your options. Speak the same language as your financial department to increase productivity.

### **Collaboration as a Leadership Quality and Human Resource Management**

Data gathered for this study revealed that there is a significant relationship between collaboration as a leadership quality and human resource management. In line with the findings of this study, Ololube (2018a) revealed that collaborative leadership indicates "bridging the gap" amidst different internal and external collaborators. However, outside the university system, this type of leadership involves cooperatively profitable associations with community businesses and institutions. University institutions are oftentimes one of the largest employers, and a collaborative skill and technique in the leadership of universities can reduce the defamation of the institution as a secluded educational setting (Amirize & Ololube, 2018; Brian, 2020).

Same is true of Marescaux (n.d.), when he distinguished that the absence of collaboration from employee well-being as well as output will suffer without doubt. Although it is the duty of the HR department to create the procedures, tools, and practises needed to enhance and keep productivity high, the supervisors of the employees are also needed to put these things into practise for the success of the organisation. Marescaux was of the opinion that collaboration as a managerial tool aids institutions in putting in place wellness and development.

### **Change Management as a Leadership Quality and Human Resource Management**

Data from the study revealed that there is a significant relationship between change management as a leadership quality and human resources management. The result of this study is in line with the Brain (2020) study, where he noted that higher education could have a name for having the status of being immune to transformation. It is not just because some institutions are hundreds of

years old; change in universities could be slow for a number of reasons. Some of these reasons may include loosely coupled organisational structures and the fact that large representative committees out to debate decisions that receive public funding may be wary of how governing bodies will respond to their decision.

He further noted however that in today's world, change is inevitable and is occurring very rapidly; albeit rapid change, it could simply steer up conflict. Effective and efficient leaders are always on the lookout for any conflict that may emanate as a result of change (change in most scenarios gives rise to conflict because most people abhor and detest change), so that in that way change can be managed in a sensitive way and the needs of all stakeholders or contributors, including the institution itself, are respected and heard.

According to Ololube and Ololube (2017) and Daniel-Kalio and Ololube (2019), change management itself is inevitable in environments such as universities. In universities, leaders prepare from the very start for some resistance that might come from the employees, students, and even the stakeholders and manage it substantially, provided the change is worthwhile. Change management is seen as one of the most important leadership qualities. This is of optimal importance for the realisation of the educational goals and actualisation of the dream of every institution.

### **Strategic Planning as a Leadership Quality and Human Resource Management**

In this study's exploration of the role of strategic planning as a leadership quality, the results revealed that there is a significant relationship between strategic planning as a leadership quality and human resource management. This finding is in line with Ololube (2018) and Ololube et al. (2016), where they noted that strategic planning, not to be confused with strategic thinking, is a process that requires the organisation to define its strategy as well as its operations and to make decisions on how to allocate its resources in order to achieve its strategic goals. Planning strategically may also be used to develop controls that direct how a strategy is put into action. In the 1960s, firms started to prioritise strategic planning, which is still a crucial component of strategic management today. It is carried out by strategic planners or strategists who do an extensive study of the organisation and its link to the competitive environment (Mintzberg & Quinn, 1996).

Brian (2020) also noted that his data plays a crucial and leading part in budgeting and also financial planning; however, data application still subsidises as well as supports activities, operations, policy development, and student and staff recruitment. It is therefore essential that leaders in universities, as a matter of urgency, strive to build a culture that encourages both staff and faculty to use data to create strategic plans and also monitor their progress. It is pertinent to note at this point in this study that strategic planning is a leadership quality expected of a university leader: to plan strategically in order to arrive at the expected goal(s) before they are done with their tenure in office, and by so doing improve the lives of the staff, students, and entire institution.

Accordingly, the requirements for strategic planning that exist in educational institutions as well are difficult for the education industry because, in a transitional stage where out-dated techniques must be revised to match modern academic demands, the needed requirements should be provided. Thus, institutions of higher learning must change their structure to adapt to the evolving requirements of this new order.



## **Commitment to Diversity as a Leadership Quality and Human Resource Management**

The result of this study showed that there is a significant relationship between commitment to diversity as a leadership quality and human resource management. This result is in line with Barin (2020), who asserted especially that for leaders in universities, it is paramount to be aware of the demands of various groups and also to comprehend how those demands can coexist. Basically, the aforementioned awareness helps leaders to administer the suitable platform and also create the required transformation to an institution's ways of advancing diversity via outreach to intended students, on-campus activities, hiring and promotion practices, as well as long-term planning creativity. This very leadership quality will assist university leaders in being conscious of the human resource they are supposed to tailor towards the actualisation of the educational goals through their ingenuity.

To John (1999), commitment as one of the qualities of a leader provides opportunity for fresh capability and skill; irrespective of what befalls one, be it ill-health, lack, or misfortunes, there are no reasons to remove one's eye from the goal. An effective leader should be committed; commitment in the true sense of the word motivates as well as interests others. It also reveals the leader's level of persuasion, as it will lead the followers to trust and accept your cause as you do. According to John (1999), commitment begins within the heart. Some individuals expect a perfect situation before they will commit to anything; it takes commitment to record an achievement. It is therefore obvious to say that for leaders to influence others or mark a remarkable difference in their lives, they must be committed in the actual sense. John further noted that commitment is evaluated through action. Action stands at the centre of confirmation of commitment as the needed quality of a leader towards the followers in an organization, so action remains the single way to evaluate the commitment of a leader. To get results as a leader, there must be substantial action commensurate with the written plan. And commitment opens the gateway to achievement. Opposition as well as hard times are inevitable in leadership roles; as a matter of fact, it is only commitment as a leadership quality that will make a leader stand strong and focused in such times and work harder towards goal achievement and actualization in the organisation with the help of the human resource. Therefore, commitment makes leadership and management of human resource worthwhile.

## **CONCLUSION**

This study investigated five resilient components of leadership qualities and human resource management in Nigerian universities, the Rivers State experience. The resilient components of leadership qualities are central to institutional leadership effectiveness. As soon as institutional leaders have a visualization of probable examples of the resilient qualities of leadership, they begin to change their values and their conduct, to influence their standards and subsequently manage their human resource in universities. This study supports the need to embrace the core and the five resilient components of leadership qualities of financial acumen, collaboration, change management, strategic planning, and commitment to diversity as indicators for a robust human resource management because of their importance for successful and effective human resource management in universities.

Leadership qualities as they relate to human resource management are crucial to the effective management of universities. Leaders set values for their subordinates to emulate. Such leaders play a critical role in the intensification of universities' vision. This is as much as they

are involved in the transformation of established culture to the level that their financial acumen, collaboration, change management, strategic planning, and commitment to diversity are adopted by subordinates. Leaders establish policies, rules, and regulations that govern the activities of their institutions; they determine the direction, and pilot their institutions to prosperity. Institutional leaders set the standards in relation to their institutional ethics and the intended outcomes. Leaders must have good standing in financial acumen, collaboration, change management, strategic planning, and commitment that are central to the pursuit of effective human resource management (HRM) in Nigerian universities.

## Recommendations

- Financial acumen as a leadership quality is very essential in the management of human resource in universities.
- Leaders' use of collaboration as a leadership quality is very vital in human resource management in universities.
- Institutional leaders' efforts to change management quality can go a long way toward the effective management of human resource in universities.
- Leaders should see strategic planning as a leadership quality that will propel effective human resource management in universities.
- Above all, this study recommends that commitment to diversity as a leadership quality is very significant for effective human resource management in universities.

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