



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

## **INFLUENCE OF UNIVERSITY LEADERS' EMOTIONAL INTELLIGENCE ON EFFECTIVE ADMINISTRATION FOR PUBLIC UNIVERSITIES**

**Lillian Ndidi OBUH**

Department of Educational Management  
Faculty of Education  
Ignatius Ajuru University of Education, Nigeria  
[lillianhonour@gmail.com](mailto:lillianhonour@gmail.com)

**Phebe Chikerenma ONUOSA**

Department of Educational Management  
Faculty of Education  
Ignatius Ajuru University of Education, Nigeria  
[phebeonuosa@gmail.com](mailto:phebeonuosa@gmail.com)

---

### **ABSTRACT**

This study investigated the influence of university leaders' emotional intelligence on effective administration of public universities in Rivers State Nigeria. The study adopted a descriptive survey research design. Three research questions and three hypotheses were formulated to guide the study. The population of the study was 3702 leaders in the three public universities in Rivers State. The sample of the study was 400 which comprised of 198 male and 102 female principal university leaders. A proportionate stratified random sampling technique was used for the study. The instrument used for data collection was questionnaire titled: Influence of University leaders' emotional intelligence on effective administration of public universities in Rivers state (IOULEIOEA). The instrument was subject to face and content validated by the supervisor and two other experts in the department of educational management, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State to assist in critiquing the instrument. To determine the reliability of the instrument, the Cronbach Alpha method was adopted, by this method 20 copies of the instrument were administered to 20 respondents who were not be part of the sample Using the Cronbach Alpha method, the reliability co-efficient of .760 was suitable for the study. Mean and standard deviation scores were used to answer the five research questions, while t-test was used to analyze the five hypotheses using statistical package for social science (SPSS). The findings of the study showed that to a high extent that leader's emotional intelligence improve effective administration of public universities in Rivers State. Based on the account of the findings, it was recommended among others that leaders in the universities should demonstrate good leadership traits in their administration. Besides, universities leaders should be given to people with good human relationship rather than those with good human relations, Government should organize leadership training for universities leaders in the area of capacity building so as to enhance their service.

**Keywords:** University Leaders', Emotional Intelligence, Effective Administration, Self-Awareness, Self-management, Self-Regulation, Public Universities.

Reference to this paper should be made as follows:

Obuh, L. N., & Onuosa, P. C. (2025). Influence of university leaders' emotional intelligence on effective administration for public universities. *International Journal of Economics, Environmental Development and Society*, 6(1), 132-155.

---

Copyright © IJEEDS 2025 [ISSN: 2992-5614].

## INTRODUCTION

Leaders are born and leaders are made. Efforts and attempts at studying leaders' behaviour and characteristics is not a recent practice, it began in the olden days of the Greek philosophers. It was assumed that people leave their bosses and not the organization because their Pluto was able to state the difference between Leaders and Non-Leaders among men in the society, those with leadership characteristics he called Philosopher kings and prescribed that they should be rulers (Adiele, 2020). Hence, studies in leadership behaviour and organizational management have continued to make steady progress. Scholars in leadership behaviour and organizational management raised many questions such as, what is it that transforms a person into an individual? Who inspires others to follow? What is in an individual that makes him lead others to succeed where many others were struggling to succeed? What is it in an individual that makes him lead others to achieve better results and attain their goals than others? Are leadership traits acquired or inherited or they can be gotten through education and training? What is it in a leader that makes him effective in dispensing his duties and responsible to his followers. Good character is not formed in a matter of weeks or months. It is developed gradually, over a period of time, through protraction and patience. Effective leaders cultivate vital attitudes, characteristics and qualities that are pertinent to educational leadership and management (ELM) Leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent organization in the process (Ololube, 2018).

A leader is the one in charge, the one who convinces other people to follow. He inspires confidence in other people and moves them to action to achieve set goals and objectives of the organization. A leader ensures work progress and motivates people to move forward the vision of the organisation, he assures his team has support and tools to achieve their goals, Leadership is the office held by the leader, and it is the heart of every organization. It is a process of leading followers and gives the right direction to the organization. It induces employees to work smarter and prepare themselves to scarify personal interest to a Large extent for the organizational well-being. To get a better outcome from the employees and achieve the organizational goals, the leader should understand the thump of the employees and their own.

During the last decade interpersonal skills have become more integral to effective leadership. Where leaders were once seen to control, plan and inspect the overall running of an organization, in today's more service-oriented industries, leadership roles are also to motivate and inspire others, to foster positive attitudes at work, and to create a sense of contribution and importance with and among employees. These contemporary leadership requirements have placed new demands on leadership training programs to develop these skills in evolving leaders and on organizations involved in leadership selection to identify them in potential candidates. As a result, research has been exploring the underlying attributes and behaviours of leaders who successfully perform these contemporary leadership roles in order to identify leadership selection and training criteria for the recruitment and development of effective leaders.

Generally, organisations expect others to understand their feelings and respect them; therefore, the leader should be cautious in dealing with employees emotions. Through a greater understanding of one own emotions and the emotions of others, emotional intelligence allows leaders to positively affect their situation by creating an environment of open communication, enhanced trust, and greater empathy. As organizations become gradually more aware of the importance of these vital skills that allow for a higher level of communication within teams,

customers, suppliers, and all stakeholders, emotional intelligence is becoming an essential characteristic for leaders.

Emotional intelligence (EI) refers to the ability to perceive, express recognizing and regulating emotions in ourselves and others (Lluna et al., 2021). Peter Salovey and John Mayer initially used the term emotional intelligence in published writing, and defined it initially as a form of intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to guide one thinking and actions. Later, these authors revised their definition of emotional intelligence, the current characterization now being the most widely accepted. Emotional intelligence is thus defined as the ability to perceive emotion, integrate emotion to aid thought, comprehend feelings, and standardize passions to promote personal growth (Marc & Glenn, 2013). Another outstanding researcher of the emotional intelligence assemble is Reuven Bar-On (1997), the creator of the term and emotion quotient possessing a slightly different outlook, he defines emotional intelligence as a cross section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them and cope with their demands, challenges and pressures (Bar-On, 2006).

Melita et al. (2003) emotionally intelligent leaders reflect the ability to read and understand others in social context, to detect the nuances of emotional reactions, and to utilize such knowledge to influence others through emotional regulations and control, the leaders are thought to be better off and more committed to their organization to achieve tremendous success. Perform better in the workplace, take advantage of and use positive emotions to envision significant improvements in organizational functioning, use emotions to improve their decision-making, and instill a sense of enthusiasm, trust, and cooperation in other employees through interpersonal relationships.

Emotionally intelligent leaders are thought to be better off and more committed in the workplace. Developing emotional intelligence means that you will be able to improve your workplace relationships and positively influence your colleagues and team members. High emotional intelligence means that the leader is able to recognize his feelings, what they mean, and how they can impact others. Leaders with high emotional intelligence are able to utilize their emotions appropriately to influence positive outcomes. This is a must-have skill for leaders. It helps them effectively manage teams without causing rifts or conflicts. Emotionally intelligent leaders are able to get the most out of their employees and adapt their leadership style as needed to accommodate employees with different personalities.

School Administrators must now exercise a high degree of Emotional Intelligence in order to increase the likelihood of being successful (Tomlinson, 2014). Each leader must also possess certain fundamental skills in order to be viewed as a successful leader. Social intelligence is the ability to understand and manage men and women and to act wisely on human relations. Emotional intelligence was a mental process in which thinking and feeling work tangentially, and found there to be a point in which emotions can be mentally managed (Brown et al. 2014).

Leader's play a major role in the success of a school. Waruwu (2015) suggested that for University leader's to increase teacher productivity and lower apathy, a high degree of emotional intelligence is required. He added that leaders might accomplish this by being more cognizant of their emotions as well as the emotions of others. Matthew (2021) posited that emotional intelligence can be honed and developed by training leaders to better understand themselves, others, and the repercussions there within. Olcer (2015) pointed out that there is also data that

shows that managers with significant levels of emotional intelligence have remarkably positive effects on their workers.

Emotional intelligence can be considered as a set of skills which contribute to the proper assessment and regulation of emotions, and the utilization of feelings for best achievement in academics, profession and life. Emotional intelligence is an important predictor of success in life and has significant role in stress management and academic achievement. Individuals with high emotional intelligence will correctly understand emotional issues, manage stressful situations successfully and regulate emotions in the best way. They are balanced, empathetic, self-aware and sociable. They have very strong will-power and are intrinsically motivated. Emotional intelligence is also a crucial factor needed for successful leadership. It has significant impact on academic achievement and leadership in academic and organizational success (Beena, 2016).

The study of effective leadership has grown exponentially during the last century, and while much has been learned from this research, the forces impacting all aspects of society are changing at an equally impressive rate. At the threshold of the 21st century, leaders of organizations face a whole new set of management challenges. Several trends are anticipated to challenge private institutions in higher educations; greater competition for students, more demanding, career-oriented students, higher expectations whereby colleges and universities should contribute to the development of a learning society and globalization of the education industry.

In order to stay competitive and maintain sustainable advantage, leaders must re-evaluate leadership competencies and become more effective leaders. In many organizations, intelligent quotient (IQ) and technical competencies are no longer the benchmarks for successful leadership within the ranks of middle and upper management (Stump et al., 2014). The advent of emotional intelligence phenomenon over the last few years has shaken traditional view of what it takes to be an effective leader, The competitive advantage of an organization is its ability to build and capitalize on their 'emotional capital' and leverage its intellectual capital. Hence, it is not surprising that emotional intelligence is considered as an important factor in a successful leader. The new environment that higher education institutions find itself in naturally calls for an assertive response by proactive and assertive leaders.

While this is true, the academic setting requires that leadership be demonstrated in a manner reflective of the unique context within which higher education operates. In the realm of leadership, there exists a potent yet often overlooked factor that distinguishes exceptional leaders from the rest such that emotional intelligent Leaders who possess a deep understanding of their own emotions and the emotions of those they lead wield a unique power to drive organizational success and foster a harmonious work environment.

Emotional intelligence, often abbreviated as Emotional Intelligence or Emotional Quotient (EQ), encapsulates a leader's ability to recognize, comprehend, manage, and influence emotions, both within oneself and within others. At its core, emotional intelligence is not about suppressing emotions, but rather about harnessing their energy to make informed decisions, builds meaningful relationships, and navigates challenges adeptly. The foundation of Emotional Intelligence lies in five interconnected components. Self-awareness involves understanding one's emotions, strengths, weaknesses, and values. Leaders who are self-aware can identify how their feelings impact their thoughts and behaviors, enabling them to make choices aligned with their objectives. Self-regulation is Building on self-awareness, self-regulation centers on managing one's emotions effectively. Leaders skilled in self-regulation remain composed under pressure, think before reacting, and channel their emotions constructively. Motivation in emotionally

intelligent leaders' is driven by intrinsic motivation, allowing them to set and pursue goals with enthusiasm. They inspire their teams by showcasing dedication and resilience at work, creating an atmosphere of shared purpose with the followers. Empathy involves understanding and sharing the emotions of others. Leaders who exhibit empathy foster trust, collaboration, and open communication within their teams. They listen attentively, validate feelings, and make others feel understood.

Social skills effective interpersonal interactions define this aspect of emotional intelligence. Leaders proficient in social skills can navigate complex relationships, resolve conflicts in the organisation, and build networks that propel their organizations forward. Despite the theoretical links between emotional intelligence and leadership, there has been relatively little empirical research examining the relationship between emotional intelligence in the workplace and effective leadership particularly in the higher education industry. Exactly how, and to what extent emotional intelligence accounts for effective leadership is currently unknown. As Williams et al. (2020) succinctly puts it, emotional and social intelligence competencies matter.

An additional contribution of the research was that it was conducted in a cultural context that was different from other cultural environment (e.g. Western), in which much research on Emotional intelligence and transformational leadership has so far taken place. Emotional intelligence is a multifunctional array of interrelated emotional, personal and social abilities which influence one's overall ability to actively and effectively cope with demands and pressures (Bar-On, 2000). Dulewicz and Higgs (2003) defined emotional intelligence as being aware of, and managing one's own feelings and emotions; being sensitive to, and influencing others; sustaining one's motivation; and balancing one's motivation and drive with intuitive, conscientious, and ethical behaviour.

To develop good social relationship, individuals with high emotional intelligence use their abilities to manage emotions with well-established and strong social relationships; there are higher chances of enhancing task performance effectiveness through advice and social support. Emotional intelligence contributes to leader's effectiveness through influence, team skills, Self-confidence, political awareness and achievement drive, but leaders who depicted as being angry, lacking empathy, moody, defensive and critical are most times termed unsuccessful. According to Goleman et al. (2002), emotional intelligence is designed for use in organizational theory, research and practice to develop effectiveness of individuals both in leadership positions and workplace. According to Vitallo-Cicciu (2003), emotional unintelligent leaders struggle to manage their feelings, and often act impulsively without clear thoughts to their behavior and that the consequences of their actions will not affect them or the people around them, further argued that in order to apply emotional intelligence in the workplace, two set of competencies ought to exist: Personal and social, Individuals differ in the abilities to handle emotions and anxieties well, handling others people's emotions might prove impossible.

Leaders are more effective when they are skilled enough to understand, perceive, and manage emotions—both their own and those of others, For school leaders, such strengths are necessary to build healthy relationships with teachers, parents, and students and to weather the emotional demands of leading in public in the cause of school administration and the lifeblood of administration is power, administration has to do with getting things done with the accomplishment of defined objectives (Luther, 2004), it is attained by maintenance, a wide range of administrative skills and versatility are required to enable effective supervision, control, evaluation and appropriate decisions towards goal attainment. It is the ability of the University

Administrator to give attention to key needs and not neglect the minutest details that makes them effective goals driven institutional leaders. In the University Leadership, the chief executive, who is popularly known as the Vice Chancellor is identified as the single most influential person, the deans, the heads of departments, directors all form principal leaders in the University community.

### **Statement of the Problem**

Low emotional intelligence was associated with an increased risk of mental health disorders such as anxiety and depression. On the other hand, high emotional intelligence can act as a protective factor against these conditions.

The refusal for the Leaders to learn emotional intelligence to understand, use, and manage own emotions and that of others in positive ways to relieve anxiety, stress, communicate effectively, teamwork, collaboration, building bonds, developing others empathize with others, resolve conflict, overcome challenges and defuse on his conflict is a bane for effective administration of Nigerian universities. For the University to succeed in this age there is need for the leader to be self-aware, self-motivated, empathetic, accountable and roundly knowledgeable in the dynamics of University Administration.

Therefore, it was necessary to examine leader's emotional intelligence for effective administration of public universities in Rivers State, with a focus on leaders' self-awareness, self-regulation, self-Management and their influence in effectiveness towards administrative goal attainment.

### **Aim and Objective of the Study**

The aim of the study was to investigate leader's emotional intelligence for effective administration of public universities in Rivers State. The study objectives were the following:

- Ascertain the extent self-awareness as part of leader's emotional intelligence influence effective administration of public universities in Rivers State.
- Ascertain the extent self-management as part of leader's emotional intelligence influence effective administration of public universities in Rivers State.
- Ascertain the extent self-regulation as part of leader's emotional intelligence influence effective administration of public universities in Rivers State.

### **Research Questions**

The following research questions were posed to guide the study:

- To what extent does self-awareness as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State?
- To what extent does self-management as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State?
- To what extent does self-regulation as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State?

## Hypotheses

The following hypotheses were formulated to guide the study

- **H0<sub>1</sub>:** There is no significant difference in the mean ratings of male and female leader's on the extent Leader's Self-Awareness influence effective Administration of Public Universities in Rivers State.
- **H0<sub>2</sub>:** There is no significant difference in the mean ratings of male and female leader's on the extent Leader's self-management influence effective administration of public universities in Rivers state.
- **H0<sub>3</sub>:** There is no significant difference in the mean ratings of male and female leaders on extent the leader's self-regulation influence effective administration of public universities in Rivers State.

## LITERATURE REVIEW

### Leaders

The leader's revolves around individuals who guide, influence, and direct a group of people or an organization toward a common goal, vision, or purpose. Leaders are individuals who guide, influence, and direct groups of people towards achieving specific goals, objectives, or a shared vision.

Ololube (2018) affirmed that the widespread belief that qualities of leaders make significant difference in schools and students' performance is very crucial. An Institution may have highly skilled and diligent team of staff, without core values, there may be no effective administration. The Educational leadership behavior is given severe consideration by educators and policy makers. To achieve effectively the aims and objectives of education, leaders with core qualities are needed to pilot the affairs of an institution (Bush & Glover in Ololube, 2018). Ololube (2018) explained the relevance of integrity, strong conviction, accountability, responsibility, equality, humility, sacrifice and discipline to the current needs for a shift in the traditional way of appointing leaders to the effective means of leadership selection and aggression. These qualities should be imbibed by institutional leaders, entwined and interdependent.

A leader is made up of several behaviors that single him out of the crowd, but here are core values that are critical to leader's effectiveness in the administration of University. Successful organizational leaders define, exhibit and exemplified with moral and ethical courage observable by everyone in the organization, vision articulation and goal driven institutional leaders practice what they believe and believe in what they practice.

### Emotional Intelligence of Leaders

Emotional intelligence (EI), often referred to as emotional quotient (EQ), is a critical aspect of effective leadership. It involves the ability to recognize, understand, manage, and influence emotions—both one's own and those of others. Daniel Goleman, a pioneer in emotional intelligence research, identified five key components of EI: self-awareness, self-regulation, motivation, empathy, and social skills. These elements play a vital role in a leader's ability to

build trust, inspire teams, and achieve organizational success. In today's rapidly changing and complex work environment, leaders who possess high emotional intelligence are better equipped to navigate challenges and foster positive relationships, making EI an essential competency for leadership.

One of the primary reasons emotional intelligence is important for leaders is that it allows them to build and sustain strong interpersonal relationships within their teams. Self-awareness, the first component of EI, is fundamental in leadership because it helps leaders recognize their strengths, weaknesses, and emotional triggers. Leaders who respond to situations more effectively, rather than reacting impulsively or emotionally can understand their own emotions. A self-aware leader can also communicate more clearly, express empathy, and foster a more supportive and productive team environment.

Self-regulation, the second component, refers to the ability to manage and control one's emotions, particularly in stressful situations. Leaders who can remain calm under pressure can model composure for their teams, ensuring that decisions are made based on rational thinking rather than emotional impulses. This emotional control not only prevents negative outcomes but also promotes a positive work culture where employees feel secure and respected.

Motivation, the third component, is crucial for leaders who seek to inspire their teams. Leaders with high emotional intelligence are intrinsically motivated and possess a deep passion for their work. This internal drive translates into optimism, resilience, and perseverance, which in turn motivates employees to stay committed to their goals. Goleman (1998) argued that emotionally intelligent leaders are more likely to create a positive work environment by fostering enthusiasm and perseverance, even during challenging times.

Empathy, the fourth component of EI, is essential for leaders in understanding and addressing the needs and concerns of their employees. Empathetic leaders can put themselves in others' shoes, offering emotional support and guidance when necessary. Leaders can respond appropriately by recognizing the emotions of others, and ensuring that team members feel valued and understood. Research by Goleman (1998) revealed that empathy is linked to better team performance, as it encourages collaboration, trust, and morale. Social skills, the final component of EI, involve the ability to manage relationships and build networks. Effective communication, conflict resolution, and collaboration are key social skills that emotionally intelligent leaders employ to engage their teams and resolve disputes. Leaders with strong social skills can foster a cooperative work environment, where employees are more likely to share ideas, offer feedback, and work toward common objectives.

Leaders with high emotional intelligence are often more effective in managing teams and achieving organizational goals. Studies have shown that EI contributes significantly to leadership effectiveness, particularly in terms of decision-making, conflict management, and team dynamics. For example, emotionally intelligent leaders are better able to resolve conflicts within teams by understanding the emotions of all parties involved and facilitating productive dialogue. This skill leads to better problem-solving and promotes a more harmonious work environment (Bar-On, 1997).

Furthermore, emotionally intelligent leaders tend to have better job performance and higher job satisfaction among their employees. According to a study by Cherniss (2000), leaders who display high emotional intelligence create more supportive environments, which results in increased employee engagement and performance. This research underscores the importance of EI in driving both individual and organizational success.



Emotional intelligence is a critical competency for effective leadership. By fostering self-awareness, self-regulation, motivation, empathy, and social skills, emotionally intelligent leaders can enhance their ability to manage teams, resolve conflicts, and create positive work environments. As organizations continue to prioritize interpersonal skills and emotional competence, leaders with high emotional intelligence will be better positioned to drive success and navigate the challenges of the modern workplace.

### **Self-Awareness Emotional Intelligence**

Self-awareness is the ability to introspect and understand one's emotional state. It involves recognizing emotional reactions, understanding their causes, and considering their impact on others. Daniel Goleman, a pioneer in emotional intelligence research, defines self-awareness as the capacity to monitor one's emotions and reactions in real time and accurately assess one's strengths, weaknesses, and emotional triggers (Goleman, 1995). Self-awareness encompasses several elements, such as emotional self-awareness, accurate self-assessment, and self-confidence.

Emotional self-awareness refers to the ability to identify and label emotions as they occur. It enables individuals to respond thoughtfully rather than react impulsively. Accurate self-assessment, on the other hand, involves being aware of one's abilities and limitations. It allows people to understand their competencies and recognize areas for improvement. Finally, self-confidence is a belief in one's abilities, which is fostered through self-awareness and a realistic understanding of one's emotional and intellectual strengths (Goleman, 1995).

Self-awareness is often regarded as the first step in developing emotional intelligence. Without understanding one's own emotions, it is difficult to manage or regulate them effectively. Moreover, a lack of self-awareness can lead to poor decision-making, impulsive behavior, and ineffective leadership (Ololube, 2024a), and by increasing self-awareness, leaders can recognize their emotional patterns and avoid making decisions based solely on temporary emotional states, such as anger or frustration. This enhanced self-awareness allows for more thoughtful, deliberate decision-making, particularly in high-pressure situations.

Goleman (1995) emphasized that self-awareness is crucial for leaders because it influences the way they handle stress, relate to others, and make important decisions. Leaders who are self-aware are better able to manage their emotions, particularly in times of conflict or crisis. They can assess the emotional climate of their teams and respond with empathy and understanding, which strengthens relationships and promotes a positive work environment. Leadership is inherently tied to emotional intelligence, and self-awareness plays a significant role in effective leadership. According to Ololube (2024a), a leader who is self-aware is more likely to be empathetic, make informed decisions, and communicate effectively. Self-aware leaders are conscious of how their behavior and emotions impact their teams, which allows them to adjust their approach accordingly to maintain a positive and productive atmosphere.

Research has shown that self-aware leaders tend to have higher levels of emotional regulation and interpersonal effectiveness, making them more successful in motivating and managing their teams. According to a study by Boyatzis (2006), self-aware leaders are more likely to foster trust, collaboration, and morale within their organizations. These leaders understand their emotional triggers and are less likely to react impulsively, which reduces the likelihood of conflict and ensures a calmer, more effective work environment. Additionally, self-awareness in leaders allows them to acknowledge their weaknesses and seek feedback from

others. Leaders who are aware of their limitations are more likely to collaborate with others, delegating tasks to individuals with complementary skills. This not only enhances team performance but also demonstrates humility and fosters a culture of mutual respect and learning.

Self-awareness offers several benefits that extend beyond leadership. On a personal level, self-aware individuals are better equipped to manage their emotions, reduce stress, and improve overall well-being. Understanding one's emotional triggers allows individuals to implement coping strategies before they become overwhelmed by negative emotions. For instance, someone who is aware that they become anxious before public speaking can prepare mentally and emotionally by practicing relaxation techniques or visualization exercises (Ololube, 2024b).

Moreover, self-awareness leads to improved communication and conflict resolution skills. Individuals who are aware of their emotions can express themselves more clearly and assertively, without being overly aggressive or passive. They are also more likely to listen actively to others, which improves interpersonal relationships and fosters cooperation. Studies show that self-aware individuals are better at resolving conflicts because they are less likely to take things personally and are more open to considering others' perspectives (Goleman, 1995). In the professional domain, self-awareness can contribute to greater career success. Leaders can make better career choices, set realistic goals, and pursue professional development opportunities that align with their interests and capabilities by accurately assessing their strengths and weaknesses (Cheta-Maclean & Ololube, 2024). Self-aware individuals are also more likely to build strong professional networks because they can relate to others authentically and build trust.

While some individuals may naturally possess higher levels of self-awareness, it is a skill that can be developed with practice and commitment. One of the most effective ways to develop self-awareness is through mindfulness practices, such as meditation and journaling. Mindfulness encourages individuals to observe their thoughts and emotions without judgment, helping them recognize patterns and triggers. Feedback from others is also an important tool for developing self-awareness, as it provides an external perspective on one's behavior and emotional reactions. Another way to enhance self-awareness is through self-reflection. To Ololube (2024a), regularly evaluating one's emotional responses to various situations, individuals can identify areas for improvement and take proactive steps to manage their emotions more effectively. Leadership development programs and emotional intelligence training can also help individuals enhance their self-awareness by providing tools and techniques for introspection and emotional regulation.

Self-awareness is a foundational component of emotional intelligence that plays a critical role in personal and professional success (Ololube, 2024a,b). It enables individuals to understand their emotions, recognize their strengths and weaknesses, and respond effectively to challenges. In leadership, self-awareness contributes to more effective decision-making, better interpersonal relationships, and a positive work environment. Through practices such as mindfulness, feedback, and self-reflection, individuals can cultivate self-awareness and, in turn, improve their emotional intelligence. Ultimately, self-awareness is not only a key driver of leadership effectiveness but also a crucial element of personal growth and well-being.

## **Self-Management Emotional Intelligence**

Self-management is one of the five core components of emotional intelligence, as defined by Daniel Goleman, a key figure in the development of the EI framework. Self-management, in particular, is the ability to control or redirect disruptive emotions and impulses, allowing

individuals to remain calm and focused even under pressure (Goleman, 1998). It involves skills such as emotional regulation, stress management, and adaptability, which enable individuals to handle challenging situations without losing composure.

According to Goleman (1998), self-management not only involves controlling negative emotions like anger and frustration but also entails cultivating positive emotions such as optimism and resilience. It helps individuals to stay focused on their goals, avoid impulsive behaviors, and make thoughtful decisions. As such, self-management plays a crucial role in shaping personal and professional success. Ololube (2024a) emphasized that self-management has a profound impact on mental health, productivity, and interpersonal relationships. A lack of emotional regulation can lead to negative outcomes, including burnout, anxiety, and interpersonal conflicts. Conversely, leaders with strong self-management skills are more likely to experience higher levels of job satisfaction, mental well-being, and career success.

Research has shown that emotional intelligence, particularly self-management, is a critical factor in leadership. Leaders who are adept at self-regulation are better able to navigate stressful situations, maintain a clear perspective, and motivate their teams (Kellett et al., 2006). Moreover, emotionally intelligent leaders foster positive work environments by encouraging collaboration, innovation, and problem-solving. They also handle conflicts effectively, promoting healthier relationships among team members.

In education, self-management has been linked to improved academic performance. Studies suggest that students with high emotional intelligence are better equipped to manage stress, stay motivated, and develop strong interpersonal skills (Mayer et al., 2004). As a result, EI programs are increasingly being integrated into school curricula to help students develop essential life skills. Given the importance of self-management in both personal and professional life, it is crucial to understand how self-management can be cultivated and improved. The several strategies that leaders can employ to enhance their self-management skills are that mindfulness meditation has been shown to improve emotional regulation and reduce stress. Mindfulness techniques help individuals stay present in the moment, allowing them to respond to situations with greater clarity and composure (Zeidan et al., 2010). Regular mindfulness practice can enhance self-awareness and lead to better emotional control.

Learning effective stress management techniques, such as deep breathing, exercise, and time management are crucial for maintaining emotional balance. Research indicates that individuals who are skilled at managing stress are more resilient and able to cope with adversity (Folkman & Moskowitz, 2000). Developing emotional awareness is another key aspect of self-management. Recognizing and labeling emotions is essential for regulating them. Emotional literacy, or the ability to understand and express emotions, is fundamental for self-regulation (Salovey & Mayer, 1990). Setting clear goals and regularly reflecting on one's progress is an effective way to enhance self-management. This process helps individuals stay focused and aligned with their long-term objectives, even in the face of setbacks. Reflective practices, such as journaling, can also facilitate emotional processing and promote self-regulation (Ololube, 2024a).

Engaging in regular feedback loops with mentors, colleagues, or supervisors can provide valuable insights into one's emotional responses and areas for improvement. Additionally, seeking social support from friends and family helps individuals manage stress and maintain emotional balance. Evidences (Ololube, 2024a,b) remains that self-management is a key component of emotional intelligence that plays a crucial role in personal and professional success. It involves regulating emotions, managing stress, and maintaining a positive outlook, all

of which contribute to improved mental health, productivity, and interpersonal relationships. Through strategies such as mindfulness, stress management, emotional awareness, goal setting, and seeking support, individuals can cultivate self-management skills and enhance their emotional intelligence. As emotional intelligence continues to be recognized as a critical factor in leadership, workplace dynamics, and academic success, fostering self-management abilities will remain essential for thriving in a complex and fast-paced world.

### **Self-Regulation Emotional Intelligence**

Self-regulation involves more than simply controlling emotions; it also encompasses the ability to be adaptable, remain composed, and make thoughtful decisions despite emotional impulses. Goleman (1998) defined self-regulation as the ability to manage disruptive emotions and impulses, and the ability to focus attention in a way that fosters emotional well-being. This aspect of emotional intelligence helps individuals think before acting, reduce emotional outbursts, and avoid actions that may have negative consequences in personal or professional settings.

Self-regulation is also closely linked to self-control, which is the ability to suppress impulsive behaviors and urges that might be harmful or counterproductive. For instance, someone with high self-regulation would be able to maintain composure in stressful situations, resist the urge to lash out in anger, or persist in a difficult task despite frustration. It also involves the ability to delay gratification, another key aspect of self-regulation (Baumeister et al., 2007).

Self-regulation plays a significant role in both personal well-being and professional performance. In terms of personal health, emotional dysregulation has been associated with increased stress, anxiety, and other mental health issues. In contrast, individuals who can regulate their emotions tend to experience greater life satisfaction, reduced anxiety, and improved physical health outcomes (Gross, 2002).

In the professional realm, self-regulation is linked to better decision-making, leadership abilities, and interpersonal relationships. Research indicates that leaders with high self-regulation are more capable of managing their emotions and those of their teams, leading to more productive and harmonious work environments (George, 2000). Furthermore, self-regulation helps in conflict management, as individuals who can control their emotions are more likely to approach difficult situations with calm and clarity, rather than reacting impulsively.

In university settings, self-regulation is associated with improved academic outcomes. Students who can regulate their emotions tend to have better focus, higher levels of motivation, and are less prone to procrastination (Duckworth et al., 2011). Additionally, emotional regulation is crucial for managing stress during exams and challenging academic tasks. Because of the significant role that self-regulation plays in emotional intelligence, it is essential we understand how it can be developed and improved. One of such strategies is mindfulness, which involves focusing on the present moment in a non-judgmental way. Studies have shown that mindfulness meditation can improve emotional regulation by increasing awareness of one's emotional states and providing individuals with the tools to manage these emotions effectively (Zeidan et al., 2010). Regular mindfulness practice helps individuals become more aware of their emotional triggers and allows them to respond thoughtfully rather than react impulsively.

Secondly, cognitive reappraisal is a strategy that involves changing the way one thinks about a potentially emotional situation to reduce its emotional impact. For example, reframing a stressful presentation as an opportunity to showcase one's skills can help reduce anxiety and

increase confidence (Gross & John, 2003). This strategy is widely used to enhance self-regulation, as it helps individuals modify their emotional responses to challenging situations.

Thirdly, is through emotion labeling, which involves identifying and naming one's emotions. This practice has been shown to reduce the intensity of negative emotions and increase emotional awareness. When individuals can label their emotions accurately, they are more likely to regulate those emotions effectively (Lieberman et al., 2007). This method provides leaders with insight into their emotional states and allows them to manage their reactions more constructively.

The forth, is self-awareness, which Ololube (2024a) saw to be the foundation of self-regulation. When leaders are aware of their emotional responses, they are better able to control and modify those responses. Regular self-reflection through journaling, therapy, or mindfulness helps individuals increase their emotional self-awareness and enables them to manage their emotions more effectively.

Lastly, is what is known as stress, which one of the most significant triggers for emotional deregulation! Learning how to manage stress effectively is crucial for improving self-regulation. Techniques such as deep breathing, exercise, and time management can help reduce stress and improve emotional control (Folkman & Moskowitz, 2000). Reducing stress in leaders through regular physical activity or relaxation techniques can help them stay calm and focused in high-pressure situations.

Therefore, self-regulation is a critical component of emotional intelligence that influences a leader's ability to manage emotions, impulses, and behaviors effectively. As emotional intelligence continues to gain recognition in various fields, including university management, improving self-regulation will remain essential for personal and professional success.

## **Effectiveness Administration of Public Universities in Nigeria**

The effectiveness of administration in public universities in Nigeria is a crucial factor in the overall success of higher education in the country. Nigerian universities face numerous challenges related to management, which often hinder their ability to provide quality education, foster research, and contribute to national development. Key issues include inadequate funding, poor infrastructure, lack of proper governance structures, and frequent strikes.

One of the significant challenges affecting the administration of Nigerian public universities is inadequate funding. According to Ololube (2024a), Nigerian universities often struggle with financial constraints, which impact their ability to maintain facilities, pay staff, and invest in academic resources. This issue is compounded by the reliance on government budgets, which are often insufficient and delayed, affecting the timely execution of university activities and the implementation of policies.

Additionally, the quality of leadership within Nigerian universities plays a pivotal role in their effectiveness. Poor leadership, marked by a lack of transparency, accountability, and strategic planning, has been identified as a major obstacle to the effective administration of public universities (Ololube, 2024b). This often results in poor decision-making and inefficient management practices, which can have a direct impact on student outcomes and the overall academic environment.

Furthermore, frequent strikes by university staff, driven by disputes over pay, working conditions, and funding, significantly disrupt academic schedules. These strikes often result in prolonged academic delays, leading to a reduction in the overall quality of education provided

(Ololube, 2024a). While the administration of public universities in Nigeria has the potential to be effective, it is hindered by challenges such as inadequate funding, poor leadership, and labor unrest, and addressing these issues will require increased government investment, improved governance, and better conflict management mechanisms.

## **METHODS**

### **Research Design**

This study adopted a descriptive design. This research design was adopted because it describes, measures and establish the opinion held by respondents on the Independent variable of (Emotional Intelligence) and the dependent variables (effectiveness in Administration) and presenting results without manipulation

### **Population of the Study**

The population of the study comprised three thousand seven hundred and two (3,702) leader's in three Public Universities in Rivers State.

### **Sample and Sampling Techniques**

The Sample size of this study was a four hundred (400) respondents principal officers from three Public Universities in Rivers State using the stratified sampling technique. The sample size was determined using the Creshek and Morgan formula, this formula was used to ensure that a manageable sample was obtained from the population. A proportionate stratified random sampling technique from the population to select the principal officers, Thus one hundred and eighty (180) respondents were drawn from University of Port Harcourt, one hundred and twenty (120) were drawn from Rivers State University and seventy (70) respondents from Ignatius Ajuru University of Education, Port Harcourt.

### **Instrumentation of Data Collection**

The instrument for data collection was a self-designed questionnaire. The questionnaire was titled: Influence of University Leader's Emotional Intelligence on Effective Administration of Public Universities in Rivers State (IOULEIOFEA). The instrument had two sections- A and B. Part A was designed to illicit information of demographic data of the lecturer's such as age, gender, work experience, professional qualification. B was designed to elicit information from the respondent on the research questions of the study. A total of eighteen items, which were divided into six clusters, with each cluster addressing self-awareness, self-management, and self-regulation variables of the study. The questionnaire instrument which was self-developed was structured on modified 4 point Likert rating scale of Very High Extent VHE=4, High Extent HE=3, Low Extent LE=2, Very Low Extent VLE=1. Having a calculation of  $4+3+2+1= 10/4$  to arrive at 2.5 criterion mean for research question 1-6 respectively.

## **Validation of the Instrument**

For the instrument to serve its intended purpose it must be validated. To ensure face and content validity, copies of the instrument were given to the researcher's supervisor and two experts in the areas of educational management within the faculty of Education, Ignatius Ajuru University of Education. The suggestions and corrections of these experts were used to improve on the quality of the instrument to ensure it was able to measure what it was designed to measure. They reviewed the items on the instruments in terms of relevance, clarity and appropriateness as related to the study.

## **Reliability of the Instrument**

The reliability of the instrument was ascertained using the mean and standard deviation. 20 of the instruments were given to the principal officers who were the main study of the population, after two weeks interval, another set of instrument were administered to determine the consistency of the instrument. Reliability was determined by using the Cronbach Alpha method to determine the consistent reliability, which yielded a reliability co-efficient of .760.

## **Method of Data Collection**

The researcher and two research assistants personally administered the copies of the questionnaire to the respondents. It took the researcher two weeks to effectively distribute and retrieve the questionnaire from the selected schools and the respondents. The completed copies of the instrument were retrieved on the spot from the respondents on each day of the visit or deferred to a suitable date. The researcher and the assistants guided the respondents on how to fill the instrument. Every available item that was ticked had an equivalent of Very high extent (VHE), high extent (HE), low extent (LE) and very low extent (VLE).

## **Method of Data Analysis**

The data gathered from the respondents to the structured questionnaire was classified into tables. Means and standard deviation scores were used to answer the three research questions. A test of significance was applied to determine the acceptance if the mean score was equal or greater than 2.50, then the item is retained as agreed but or rejected as disagreed if the mean score was less than 2.50. The hypothesis was tested using the independent t-test at .05 level of significance.

## **RESULTS**

### **Answer to Research Questions**

**Research Question One:** To what extent does self-awareness as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State?

Table 1: Mean and Standard Deviation on the self-awareness as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State

S/N	Items	Mean	SD.	Decision
1.	Self-confidence as part of leader's emotional intelligence improves effective administration	3.07	0.83	High Extent
2.	Mindfulness as part of leader's emotional intelligence improves effective administration	2.90	0.95	High Extent
3.	Temper regulation as part of leader's emotional intelligence improves effective administration	2.68	0.98	High Extent
4.	Empathy as part of leader's emotional intelligence improves effective administration	2.84	0.95	High Extent
5.	Requesting feedback as part of leader's emotional intelligence improves effective administration	2.91	1.08	High Extent
6.	Progress tracking and re-assessment as part of leader's emotional intelligence improves effective administration	2.71	0.98	High Extent
<b>N=400</b>	<b>Grand Mean &amp; SD.</b>	<b>2.85</b>	<b>0.96</b>	<b>High Extent</b>

Results in table 1 show the summary of mean and standard deviation on the self-awareness as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State. Item 1 had a mean set of 3.07 and standard deviation of 0.83. This implies that the respondents agree to a high extent that self-confidence as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 2 had a mean set of 2.90 and standard deviation of 0.95. This implies that the respondents agree to a high extent that Mindfulness as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 3 had a mean set of 2.68 and standard deviation of 0.98 This implies that the respondents agree to a high extent that Temper regulation as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 4 had a mean set of 2.84 and standard deviation of 0.95 This implies that the respondents agree that Empathy as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. item 5 had a mean set of 2.91 and standard deviation of 1.08 This implies that the respondents agree that Requesting feedback as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 6 had a mean set of 2.71 and standard deviation of 0.98 This implies that the respondents agree that requesting feedback as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. The cluster mean of 2.85 and standard deviation of 0.96 implies that the respondents agree to a high extent that Self-confidence as part of leader's emotional intelligence, Mindfulness as part of leader's emotional intelligence, Temper regulation as part of leader's emotional intelligence, Empathy as part of leader's emotional intelligence, Requesting feedback as part of leader's emotional intelligence and Progress tracking and re-assessment as part of leader's emotional intelligence improves effective administration of public universities in Rivers State.

**Research Question Two:** To what extent does self-management as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State?



Table 2: Mean and Standard Deviation on the self-management as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State

S/N	Items	Mean	SD.	Decision
7.	Strategic planning as part of leader's emotional intelligence improves effective administration	2.91	0.64	High Extent
8.	Priority setting as part of leader's emotional intelligence improves effective administration	2.68	0.57	High Extent
9.	Self-care as part of leader's emotional intelligence improves effective administration	2.84	0.95	High Extent
10.	Self-motivation as part of leader's emotional intelligence improve effective administration	2.87	0.89	High Extent
11.	Decision making skills as part of leader's emotional of leader's emotional intelligence improves effective administration	2.98	0.82	High Extent
12.	Pro-activeness as part of leader's emotional intelligence improves effective administration	2.91	0.80	High Extent
<b>N=400</b>	<b>Grand Mean &amp; SD.</b>	<b>2.86</b>	<b>0.77</b>	<b>High Extent</b>

Results in table 2 show the summary of mean and standard deviation on the self-management as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State. Item 7 had a mean set of 2.91 and standard deviation of 0.64 This implies that the respondents agree to a high extent that Strategic planning as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 8 had a mean set of 2.68 and standard deviation of 0.57. This implies that the respondents agree to a high extent that Priority setting as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 9 had a mean set of 2.84 and standard deviation of 0.95. This implies that the respondents agree to a high extent that Self-care as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 10 had a mean set of 2.87 and standard deviation of 0.89. This implies that the respondents agree that Self-motivation as part of leader's emotional intelligence improve effective administration of public universities in Rivers State. Item 11 had a mean set of 2.98 and standard deviation of 0.82, this implies that the respondents agree that Decision making skills as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 12 had a mean set of 2.91 and standard deviation of 0.80 This implies that the respondents agree to a high extent that pro-activeness as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. The cluster mean of 2.86 and standard deviation of 0.77 implies that the respondents agree to a high extent that Strategic planning as part of leader's emotional intelligence, Priority setting as part of leader's emotional intelligence, Self-care as part of leader's emotional intelligence, self-motivation as part of leader's emotional intelligence, Decision making skills as part of leader's emotional intelligence and Pro-activeness as part of leader's emotional intelligence improves effective administration of public universities in Rivers State.

**Research Question Three:** To what extent does self-regulation as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State?

Table 3: Mean and Standard Deviation on the self-regulation as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State

S/N	Items	Mean	SD.	Decision
13.	Taking initiative as part of leader's emotional intelligence improves effective administration	2.68	1.044	High Extent
14	Risk taking as part of leader's emotional intelligence improves effective administration	2.67	0.88	High Extent
15	Integrity as part of leader's emotional intelligence improves effective administration	2.56	1.014	High Extent
16.	Personal accountability as part of leader's emotional intelligence improves effective administration	2.61	1.072	High Extent
17.	Flexibility as part of leader's emotional intelligence improves effective administration	2.87	1.00	High Extent
18.	Attention control as part of leader's emotional intelligence improves effective administration	2.67	1.02	High Extent
<b>N=400</b>	<b>Grand Mean &amp; SD.</b>	<b>2.67</b>	<b>1.00</b>	<b>High Extent</b>

Results in table 3 show the summary of mean and standard deviation on the self-regulation as part of the leader's emotional intelligence influence effective administration of public universities in Rivers State. Item 13 had a mean set of 2.68 and standard deviation of 1.044 This implies that the respondents agree to a high extent that Taking initiative as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 14 had a mean set of 2.67 and standard deviation of 0.88. This implies that the respondents agree to a high extent that Risk taking as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 15 had a mean set of 2.56 and standard deviation of 1.014 This implies that the respondents agree to a high extent that Integrity as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 16 had a mean set of 2.61 and standard deviation of 1.072 This implies that the respondents agree that Personal accountability as part of leader's emotional intelligence improves effective administration public universities in Rivers State. Item 17 had a mean set of 2. 87 and standard deviation of 1.00 This implies that the respondents agree Flexibility as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. Item 18 had a mean set of 2.67 and standard deviation of 1.02 This implies that the respondents agree to a high extent that Attention control as part of leader's emotional intelligence improves effective administration of public universities in Rivers State. The cluster mean of 2.67 and standard deviation of 1.00 implies that the respondents agree to a high extent that Taking initiative as part of leader's emotional intelligence, risk taking as part of leader's emotional intelligence, integrity as part of leader's emotional intelligence, personal accountability as part of leader's emotional intelligence, flexibility as part of leader's emotional intelligence, and attention control as part of leader's emotional intelligence improves effective administration of public universities in Rivers State.

### Test of Hypotheses

**H0<sub>1</sub>** There is no significant difference in the mean rating of male and female leader's on the extent leader's self-awareness influence effective administration of public universities in Rivers State.

Table 4: Independent samples t-test of the significant difference in the mean ratings of male and female leader's on the extent Leader's Self Awareness influence effective administration of public universities in Rivers State.

Gender	N	Mean	SD	df	t	P	Decision
Males	298	17.19	3.19	398	.666	.023	<b>Ho<sub>1</sub> Rejected</b>
Females	102	16.19	3.49				

From the result presented in Table 4, it is revealed that male leaders had a mean value of 17.19 (STD = 3.19), while the female leaders had a mean value of 16.19 (SD = 3.49). This result shows that the male leaders strongly believe that the leader's self-awareness influence effective administration of public universities in Rivers State. Further testing using independent sample t-test revealed that a t-value of .666 was obtained with a corresponding p-value of .023, which was greater than the chosen alpha value of .05. This result therefore indicates that there is significant difference in the mean ratings of male and female leaders on the leader's self-awareness influence effective administration of public universities in Rivers State. Therefore, hypothesis on was rejected.

**H0<sub>2</sub>** There is no significant difference in the mean rating of male and female leader's on the extent Leader's self-management improve effective administration of public universities in Rivers State.

Table 5: Independent samples t-test of the significant difference in the mean ratings of male and female leader's on the extent leader's self-management improve effective Administration of Public Universities in Rivers State

Gender	N	Mean	SD	Df	t	P	Decision
Males	298	17.30	3.53	398	1.031	.241	<b>Ho<sub>2</sub> Accepted</b>
Females	102	16.89	3.53				

From the result presented in Table 5, it is revealed that male leaders had a mean value of 17.30 (STD = 3.53), while the female leaders had a mean value of 16.89 (SD = 3.53). This result shows that the male leaders strongly believe that the leader's self-management improve effective administration of public universities in Rivers State. Further testing using independent sample t-test revealed that a t-value of 1.031 was obtained with a corresponding p-value of .241 which was greater than the chosen alpha value of 0.05. This result therefore indicates that there is no significant difference in the mean ratings of male and female leaders on the leader's self-management influence effective administration of public universities in Rivers State.

**H0<sub>3</sub>** There is no significant difference in the mean rating of male and female leader's on the extent leader's self-regulation influence effective administration of public universities in Rivers State..

Table 6: Independent samples t-test of the significant difference in the mean ratings of male and female leader's on the extent leader's self-regulation influence effective administration of public universities in Rivers State.

Gender	N	Mean	SD	Df	T	p	Decision
Males	298	16.44	4.79	398	2.823	.039	<b>Ho<sub>3</sub> Accepted</b>
Females	102	15.00	3.32				

From the result presented in Table 6, it is revealed that male leaders had a mean value of 16.44 (STD = 4.79), while the female leaders had a mean value of 15.00 (SD = 3.32). This result shows that the male leaders strongly believe that the leader's self-management improves effective Administration of Public Universities in Rivers State. Further testing using independent sample t-test revealed that a t-value of 2.823 was obtained with a corresponding p-value of .039 which was less than the chosen alpha value of .05. This result therefore indicates that there is significant difference in the mean ratings of male and female leaders on the leader's self-managements improve effective administration of public universities in Rivers State.

## DISCUSS OF FINDINGS

### Self-Awareness as Part of the Leader's Emotional Intelligence

The findings in this regards showed that Self-awareness as part of the leader's emotional intelligence improve effective administration of public universities in Rivers State. This findings is tandem with that of Goleman (1998) who that argues self-awareness is critical to understanding others and exhibiting empathy. The competencies in the self-awareness domain enable individuals to be recognized their own feelings and thoughts, as well as personal strengths and weaknesses. The first component of emotional intelligence is emotional self-awareness, knowing what one feels and why. According to Goleman (2002), emotional self-awareness is the ability to recognize one's emotions and their effects on self and others. Accurate Self-awareness is key to realize one's own strengths and weaknesses. Individuals who score high in accurate self-assessment are aware of their abilities and limitations, seek out feedback and learn from their mistakes, and know where they need to improve and when to work with others who have complementary strengths. Self-Confidence is a belief in one's own capability to accomplish a task and select an effective approach to a task or problem (Goleman, 1998). This definition includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions. Goleman furthered stressed that Self-awareness is a critical trait for effective administration as it allows leaders to understand their strengths, weaknesses, and biases. Wu et al. (2016) supported this with the opinion that self-awareness is an important factor that contributes to an organization's creativity.

### Self-Management as Part of the Leader's Emotional Intelligence

The findings in this regards showed that Self-management as part of the leader's emotional intelligence improve effective administration of public universities in Rivers State. This findings is tandem with that of Goleman (1998) who opined that Self-management involves handling one's emotions such that they assist rather than interfere with tasks. The first competence in this domain is self-control. Self-control is the ability to restrain one's uncontrollable emotions and impulses. Self-management is the ability to control your emotions so that you can respond appropriately to situations. Social awareness is the ability to read other people's emotions and understand how they might be feeling. Relationship management is the ability to use your emotional intelligence skills to build strong relationships with others. Emotional Intelligence can

be very helpful in managing relationships because it allows you to better understand yourself and others. It also gives you the tools you need to manage conflict effectively and build positive relationships.

The second competence, trust worthiness and conscientiousness involve maintaining one's integrity and taking responsibility for personal performance. The next competence is innovation and adaptability. This competency requires individuals to be open to unconventional, creative and new ideas and approaches. Achievement orientation refers to the drive to improve or to meet a standard of excellence. Individuals with this competence are results oriented, with a high drive to meet their objectives and standards (Goleman, 1998). Lastly in this domain, initiative and optimism, individuals who display this competence are proactive and persistent in the pursuit of their goals. Those with initiative act before being forced by external events (Goleman, 1998). Emotional Self-management, refers to the ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity (Goleman et al., 2002). Self-management covers the emotional intelligence competencies of motivation, optimism, and emotional control.

Goleman (1998) identified emotional self-impulsive feelings and emotions under control and restrain from negative actions when provoked, when faced with opposition or hostility from others. Transparency, also referred to as integrity, is having one's actions consistent with what one says. It includes communicating intentions, ideas, and feelings openly and directly, and welcoming openness and honesty, even in difficult situations. Adaptability is the ability to be flexible and work effectively within a variety of changing situations and with various individuals or groups. Superior managers have been shown to exhibit this competence. Achievement Orientation Achievement is not just accomplishing things. Rather, it is accomplishing things through one's own efforts, against a clear, challenging standard of excellence. This competency is most effectively engaged in situations that provide immediate, concrete feedback from a credible source. Initiative is the ability to identify a problem, obstacle, or opportunity and take action in light of that to address current or future problems or opportunities.

### **Self-regulation as part of the leader's emotional intelligence**

The findings in this regards showed that Self-regulation as part of the leader's emotional intelligence improve effective administration of public universities in Rivers State. This finding is in tandem with that of Cherniss and Goleman (2001) who opined that Self-regulation plays a crucial role in effective administration. When individuals possess the ability to manage their own behavior, emotions, and impulses, it leads to better decision-making, improved interpersonal relationships, and increased productivity within an administrative setting.

Decision-making in Self-regulation enables administrators to make informed, rational decisions by considering multiple perspectives and weighing consequences before taking action. This helps in maintaining a balanced approach to problem-solving. Emotional Intelligence leaders who are Administrators with strong self-regulation can effectively manage their emotions, remain composed in stressful situations, and handle conflicts tactfully. This skill fosters a positive work environment and enhances team dynamics. Time Management in Self-regulated administrators tend to be more organized and efficient in managing their time and tasks. This skill ensures that priorities are met and resources are utilized effectively. Adaptability In constantly evolving administrative roles, the ability to adapt to change is vital. Self-regulated

individuals are more flexible, open-minded, and willing to embrace new ideas or strategies, contributing to an agile and innovative environment.

## CONCLUSION

It was concluded from the findings of the study that Leader's play a major role in the success of an organization. Universities leaders such as vice chancellor, registrar, bursar, academic secretary, deans, head of department, directors etc. all these contributed to the success of the universities. It is ideal that these leaders possessed good emotion for followers.

## Recommendations

The following recommendations were made on account of the findings of the study:

- Government should organize capacity building leadership training and workshop for universities leader's in other to enhance service delivery, enhance competencies and work place relationship for the effective and efficient attainment of set objectives and goals.
- Universities leadership should be appointed to people with good human relations rather than those with no empathy for followers and poor work place relationship.
- Universities leader's should be people oriented leader's rather than strictly task oriented leader's.
- Periodic self-assessment test can be conducted on University leader's by to help them improve, practice self-awareness and emotional intelligence.
- Leader's in the universities should demonstrates good leadership behavior and traits in the administration of schools.

## REFERENCES

- Adiele, E. E. (2020). *Educational leadership and policy, theory and practice*. Pearl Publishers.
- Bar-On, R. (1997). *The emotional quotient inventory: Technical manual*. Multi Health Systems.
- Bar-On, R. (2000). *The handbook of emotional intelligence*. Jossey-Bass.
- Bar-On, R. (2006). The bar-on model of emotional-social intelligence (ESI). *Psicothema*, 18(10), 1-12.
- Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The Strength Model of Self-Control. *Current Directions in Psychological Science*, 16(6), 351-355.
- Beena, J. (2016). Impact of emotional intelligence on academic achievement and leadership. *BMH Medical Journal*, 3(4), 94-99.
- Boyatzis, R. E. (2006). *An overview of emotional intelligence and its relevance to leadership*. In V. Murphy & P. L. Riggio (Eds.), *The emotional intelligence of leaders* (pp. 3-28). Lawrence Erlbaum Associates.
- Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Harvard University Press.
- Cherniss C., & Goleman, D., (2001). *The emotional intelligence workplace: An EI based theory of performance*. Consortium for Research on Emotional Intelligence in Organizations.

- Cherniss, C. (2000). *Emotional intelligence and organizational effectiveness*. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace* (pp. 1-18). Jossey-Bass.
- Cheta-Maclean, S., & Ololube, N. P. (2024). What role does the strength of character of institutions play in the planning and leadership of public universities in Rivers State, Nigeria? *African Journal of Management and Business Research*, 17(1), 502-536.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. (2011). Grit: Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101.
- Dulewicz, V., & Higgs, M. (2003). Leadership at the top: The need for emotional intelligence in organizations. *The International Journal of Organizational Analysis*, 11(3), 193-210.
- Folkman, S., & Moskowitz, J. T. (2000). Positive Affect and the Health of Nonelderly Adults. *Current Directions in Psychological Science*, 9(3), 104-108.
- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027-1055.
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 76, 93-104.
- Goleman, D. (2002). An EI-based theory of performance[in:] Goleman, D., Cherniss, C., eds, *The emotionally intelligent workplace*. John Wiley & Sons.
- Goleman, D., Boyatzis, R., McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Harvard Business School Press.
- Gross, J. J. (2002). Emotion Regulation: Affective, Cognitive, and Social Consequences. *Psychophysiology*, 39(3), 281-291.
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348-362.
- Kellett, J. B., Humphrey, R. H., & Sleeth, R. G. (2006). Empathy and its role in emotional intelligence. *Journal of Managerial Psychology*, 21(6), 547-563.
- Lieberman, M. D., Eisenberger, N. I., & Williams, K. D. (2007). An empathic pain system in the human brain. *Journal of Neuroscience*, 27(15), 4379-4385.
- Lluna, B. L. M., Manuel, M. V., César, M. S., & Jose, L. C. S. (2021). Emotional intelligence measures: A systematic review. *Healthcare Journal*, 9(12), 160-176.
- Luther, G. (2004). Science, values and public administration. *Papers on the Science of Administration*, 198-204.
- Mahwah, B. M. (1985), *Leadership and Performance beyond Expectation*. Free Press.
- Marc, A. B., & Glenn, G. (2013). *Measuring emotional intelligence: Paradigmatic diversity and common ground*. *Journal of Emotional Intelligence in Everyday Life*, 12, 27-50.
- Mayer, J. D., Salovey, P., & Caruso, D. (2000). *Competing models of emotional intelligence*, in R.J. Sternberg (ed), *Handbook of human intelligence*. Cambridge University Press.
- Melita L. P., Ceasar D., Gerald R. F., Anthony, P. A., & Ronald, M. B. (2003) Emotional intelligence, leadership effectiveness, and team outcomes. *The International Journal of Organizational Analysis*, 11(1), 21-40.
- Ölcer, F. (2015). An empirical study on the relationship among transformational leadership dimension, job satisfaction and organizational commitment of bank employees. *Clear International Journal of Research in Commerce & Management*, 6(3), 80-89.

- Ololube, N. P. (2018). Does core qualities of principled leaders regulate educational leadership and management (ELM)? *Encyclopedia of Institutional Leadership, Policy and Management*, 1(1), 28-51.
- Ololube, N. P. (2024a). *Institutional leadership: Laying the foundation for success*. Pearl Publishers.
- Ololube, N. P. (2024b). Justifying the Inclusion of Organizational Theory and Behavior (OTB) in PhD Programs in Educational Leadership and Policy (ELP). *Journal of Global Economics, Management and Business Research*, 16(2), 45-62. DOI: <https://doi.org/10.56557/jgembr/2024/v16i28959>.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 9-16.
- Stump, G. S., Husman, J., & Corby, M. (2014). Engineering students' intelligence beliefs and learning. *Journal of Engineering Education*, 103(3), 369-387. <http://dx.doi.org/10.1002/jee.20051>.
- Tomlinson, C. A., (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD Press.
- Vitello-Cicciu, J. M. (2003). Innovative leadership through emotional intelligence. *Nursing Management*, 34(10), 28-33.
- Williams, J. H., Huggins, C. F., Zupan, B., Willis, M., Van Rheen, T. E., Sato, W. & Lowe, L. (2020). A sensorimotor control framework for understanding emotional communication and regulation. *Neuroscience & Biobehavioral Reviews*, 112, 503-518.
- Wu, J.-L., & Gao, W. (2016). Evaluating the empirical linkage of self-awareness as a component of a leader's emotional intelligence with an organization's creativity. *International Journal of Business Research*, 16(4), 22-33. <http://doi:10.5539/ijbr.v16n4p22>
- Zeidan, F., Johnson, S. K., Diamond, B. J., & David, Z. (2010). Mindfulness Meditation Improves Cognition: Evidence of Brief Mental Training. *Consciousness and cognition*, 19(2), 597-605.