



LEADERSHIP QUALITIES AND HUMAN RESOURCE MANAGEMENT IN UNIVERSITIES IN RIVERS STATE, NIGERIA

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ABSTRACT

This study investigated leadership qualities and the role they play in the management of human resource in universities in Rivers State. Five research questions and five (5) hypotheses guided the study. An all-embracing 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 "Leadership Qualities and Human Resource Management in Universities (LQHRMU)". 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 character, discipline, accountability, communication, and honesty to diversity as indicators for human resource management. The study recommended, among others, that leaders in universities and other sectors should work hard to further improve and strengthen their character as a leadership quality to better influence human resource management, and institutional leaders must take discipline as a very essential leadership quality that will assist them in influencing their human resource management base.

Keywords: Leadership, Qualities, Human Resource, Management, Universities, Rivers State, Nigeria.

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INTRODUCTION

Leadership qualities are a pointer to effective university administration. The whole idea behind any school administration is to maximally achieve the educational objectives, and this demands a lot from the leader or institutional leader. Effectiveness, in this case, is the ability of the leader to realise the already stated objectives by applying the needed leadership qualities efficiently. Richard in Nwakwuo (2020) viewed leadership effectiveness as the level of an organisation's effectiveness in terms of realising its objectives as expected. It takes leadership qualities for a leader to be effective in order to actualise the intended outcomes in higher institutions such as universities; a leader is usually recognised by the way they influence their subordinates positively in relation to the job. Suffice it to say that leaders with notable leadership qualities are bound to equally move the employees under their charge to greater heights in terms of organisational success. Nwakwuo (2020) attested to this by saying that for a leader to be effective, it reflects a combination of other factors such as individual characteristics, mechanisms used to create alignment and enthusiasm, etc. It is totally important to note that leadership qualities are core to effectiveness and the overall success of any organisation.

Theories of leadership have added value to the concept of leadership. Irrespective of these various leadership models, every leader goes on with the type of leadership qualities that they are conversant with and the ones that they wish to apply to make leadership worthwhile. The leadership qualities that leaders in universities demonstrate will successfully determine the extent to which the talents and abilities of the employees will be realised vis-à-vis commitment to the realisation of the stated educational goals as enshrined in the national policy on education and the goals of the institution. Failure of a university leader to apply the accepted leadership qualities to the affairs of a higher institution such as a university will presumptively incapacitate the human resource and affect effective and efficient productivity in the day-to-day running of the institution.

Leadership qualities and human resource management in universities stand as the nucleus of the success of any university. Within this context, it becomes paramount that a leader should lead by example and not by mere words, because it is through leading by example that a leader stands the chance of recording huge success in terms of making the human resource under their care in an institution commit to duty and work with or without being supervised. Kostanyan in Ololube (2018, p. 10) attested to this view when he said that "effective leaders practise what they preach, especially during times of difficulty." Effective leadership creates room for the application of leadership qualities, and this will enable the institution not to be part of some administrative lapses such as fraud, embezzlement of funds, sexual harassment, falsification of documents, aiding and abetting of unethical acts, favouritism, cheating, a low rate of staff development, aiding in examination malpractice by staff, etc.

Irrefutably, these qualities of leadership that a leader displays affect the behaviour of the human resource managed in an organisation. The ability of leaders of universities to appropriate maximal leadership qualities will enable employees to be productive in contributing their quarter to actualise the stated educational goals and invariably step up the institution to world-class standards. Universities fall into the category of an organisation and they are not left out in terms of what leadership qualities can contribute to making the employees efficient and effective in the workplace. Leadership qualities as an administrative tool help in the realisation of stated educational goals in the nation's educational policy.

The success of any organisation, of which universities are not an exception, cannot be dismissed in terms of students' success or that of the institution generally. In agreement with this fact, Ololube (2018a) opined that the leadership qualities of leaders are very important as they bring about a significantly notable difference to both schools and students' outcomes. In the administration of some higher education institutions in Nigeria, the issue of aligning leadership qualities in such a manner that they will lead to a positive outcome is conspicuously lacking. This is evident in the products being turned out each year and the attitude of some of the employees, the behaviour of some of the staff in the discharge of their duties, their manner of approach in relation to individuals, etc.

For the aims and objectives of education to be achieved effectively and reasonably, there is a need to employ a better avenue to match leadership qualities with human resource management. This will lead to the need to use methods and approaches of leadership qualities to improve human resource management in universities to ensure better results from the individuals that make up the work force. It is only when leaders in universities are able to make good use of these leadership qualities, such as character, discipline, accountability, communication, honesty, financial acumen, collaboration, change management, strategic planning, and commitment to diversity, etcetera, that they will be able to turn universities of learning around for the better and move to world-class standards. One's attitude or behaviour is an important factor that influences others either positively or negatively, especially when such a person is occupying a leadership position in an institution of higher learning. Some of the ugly trends in the universities in Nigeria nowadays are fraud, embezzlement of funds, and sexual harassment, falsification of documents, aiding and abetting of unethical acts, favouritism, cheating, aiding of examination mal-practice by staff, etcetera, as enumerated above, can be traced to a lack of quality application of the aforementioned leadership qualities.

Statement of the Problem

It is regarded that the leadership trends in our tertiary institutions, with reference to universities, is yet to measure up to expectations in terms of educational expectations nationally and globally, possibly due to their deficiency in the needed leadership qualities vis-a-vis human resource management. There are some underlying problems such as fraud, embezzlement of funds, sexual harassment, falsification of documents, aiding and abetting unethical acts, favouritism, cheating, a low rate of staff development, aiding examination malpractice by staff, etcetera. The negligence of the leadership qualities is possibly what gave rise to the administrative lapse; it is this administrative lapse that gave rise to the problem that necessitated this research work. The researcher is out to investigate leadership qualities and their role in human resource management in universities. It is obvious that these problems enumerated so far contribute in some way to some of the long-standing leadership problems (as mentioned above) facing the university sector nationwide and especially in Rivers State, Nigeria. This research aims to address these problems through leadership qualities such as character, discipline, accountability, communication, honesty, financial acumen, collaboration, change management, strategic planning, and commitment to diversity and to proffer solutions to them.

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:

- Determine the extent to which character as a leadership quality influences human resource management in universities in Rivers State.
- Determine the extent to which discipline as a leadership quality influences human resource management in universities in Rivers State.
- Identify the extent to which accountability as a leadership quality influences human resource management in universities in Rivers State.
- Examine the extent to which communication as a leadership quality influences human resource management in universities in Rivers State.
- Determine the extent to which honesty 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 do character as a leadership quality influence human resource management in universities in Rivers state?
- To what extent do discipline as a leadership quality influence human resource management in universities in Rivers state?
- To what extent do accountability as a leadership quality influence human resource management in universities in Rivers state?
- To what extent do communication as a leadership quality influence human resource management in universities in Rivers state?
- To what extent do honesty 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 character as a leadership quality and human resource management in universities in Rivers State.
- There is no significant relationship between discipline as a leadership quality and human resource management in universities in Rivers State.
- There is no significant relationship between accountability as a leadership quality and human resource management in universities in Rivers State.
- There is no significant relationship between adequate communication as a leadership quality and human resource management in universities in Rivers State.
- There is no significant relationship between lack of honesty as a leadership quality and human resource management in universities in Rivers State.

REVIEW OF RELATED LITERATURE

The Behavioural Theory of Leadership (1950)

This theory was developed by Dr. Rensis Likert in 1950; it is a leadership model that considers the observable actions and reactions of leaders and followers in a given situation. The theory also called the style theory, focuses on how leaders behave and claims that others can copy their traits. According to Peter (2004), the trait approach was mainly of interest to scholars in the 20th century, although research questioned the universality of the claims of this theory in the mid-20th century. In line with this, Stogdill (1948) had earlier reviewed this theory in 1948 and came up with the suggestion that there are no traits that differentiate leaders from others in different situations.

In order to apply the traits theory, Peter (2004, p. 24) writes, "The trait approach provides valuable information about leadership. It can be applied by individuals at all levels and in all types of organisations. Using trait information, managers can develop a deeper understanding of who they are and how they will affect others in the organisation."

Recently, three main leadership theories known to have stimulated academic debates are the traits approach, the leader's behaviour approach, and the contingency approach. Attempts have been made by scholars to build on the assumptions of these theories by looking at the role of leaders and the view the leaders have of others (Greenleaf, 1970). It is believed that if leadership qualities are applied (as this research aims to discuss), it will create room for growth and development in the organisation, which will in turn reflect in the actualisation of the organisational goals and aspirations. These leadership qualities of every university leader serve as lubricants for any friction that might occur to retard the tempo of progress and development in an attempt to carry workers with the aim of realising the educational goals as stated.

According to Wang et al. (2011), since the 1950's, studies on leadership have focused mainly on the individual's personality and character traits. As stated by the "Great Man Theory," which formed the basis for the trait approach, a leader is someone equipped with remarkable and prodigious character as an accessory to affect change in a team. Studies across the globe were launched in the 1980's as a means of achieving changes in the field of education through leadership (Abu-Hussain et al., 2014). These reforms, according to him, focused on the change in the organisational structure of schools and the manner in which they were managed. The demand for accountability for an examination of a school's functioning and quality and an increase in the efficiency of its functioning are attached as part of the need for resounding success in educational leadership. Leadership qualities as enumerated above in this research work, among other things, will relentlessly grant authority to an educational leader. On the other hand, this should promote effective administration characterised by standards and transparency in order to solve a huge quantity of various daily problems in the organisation. As a result, the ability of educational leaders to lead the school in the complex modern reality is called into question.

There is a need to evaluate leadership at the university level as an educational leader who should lead the educational system successfully in coping with the many challenges it faces. The goal of this research work is to review related research literature on the leadership qualities of university leaders and human resource management. The behavioural theory of leadership highlights the authenticity of considering a leader to be just the way he acts or performs, so the subject being addressed here is the inclusive demeanour of leaders. Consequently, there are a myriad of manners and demeanours shown by leaders all around the globe and historically.

However, it is noteworthy that for some leaders, their word is law, and at the same time, there are some leaders that prefer to allow the people to participate in the decision-making process. In whichever way, it all depends on the situation at hand and the manner of approach that will be applied by the leader, and there is no short-cut or magic formula even here.

Who is a Leader?

The great man theory of leadership in the 19th century is in support of the saying that leaders are born and not developed (made). Some of the natural traits possessed by leaders in this category include intelligence, courage, confidence, intuition, charm, etc. The trait leadership theory is partly in support of the fact that leaders are born because 'the theory states that certain natural qualities tend to create good leaders'. Although it does not necessarily mean that possessing some qualities implies strong leadership skills. The concept of leader has been used several times in an attempt to explain the term leadership by several people, and several definitions as well as explanations have also been given.

A leader is the person who has the responsibility of making others rediscover the essence of improving themselves in order to be able to confront current life situations, overcome future difficulties, and emerge successful in goal attainment. According to Frances et al. (1996, p.73), "leaders can be known when we see them, they are those individuals who in their inimitable ways, inspire confidence, undermine despair, fight fear, initiate positive and productive actions, light the candles, define the goals and paint brighter tomorrows." It therefore means that a leader is not just a person who occupies a managerial position or a governmental position, rather, a leader is one who occupies such positions as mentioned above with the aim of helping the people to rediscover themselves. They improve to solve their problems, both present and future ones, irrespective of the challenges or difficulty involved. They also achieve both their individual and collective goals.

In this case, it means that a leader is expected to be bold, a goal getter, futuristic in thinking and handling of issues, optimistic in acting, progressive in dealing with situations and conditions as they unfold themselves each time, hopeful in thoughts, and above all, an agent of positive change in the course of time. A leader derives joy, so to speak, from burning themselves for the good of the people they are leading. They therefore derive joy from seeing them progress. On the other hand, a leader does not rejoice in the downfall of the people they are leading, nor are they comfortable with having undue advantage of them. Leaders burn themselves in an attempt to think constructively about what should be put in place to see that the people they are leading improve in order to give their best so that they will be better individuals tomorrow.

In line with this, Jossey-Bass (2007, p.17) writes, "In any established group, individuals fill different roles, and one of the roles is that of leader. Leaders cannot be thought of apart from the historic context in which they arise, the setting in which they function (e.g., elective political office), and the system over which they preside (e.g., a particular city or state). They are integral parts of the system and subject to the forces that affect it. They perform (or cause to be performed) certain tasks or functions that are essential if the group is to accomplish its purposes. This reveals the fact that a leader is one who carries out some functions in any established group, and they are an important part of a system. Therefore, leaders are the key players in any group, system, or organisation. But on the other hand, a leader may not have a formal designated position, but they have the capacity to influence others and bring about desired change. Jossey-Bass (2007, pp. 20-21) agreed with this view and wrote, "Indeed, the leader may have no

organisation at all, Florence Nightingale, after leaving the Crimea, exercised extraordinary leadership in health care for decades with no organisation under her command. Gandhi was a leader before he had an organization."

Qualities

The word "quality" as a noun explains the standard of something as measured or considered against other things of a similar kind. It is considered to be the degree or standard of excellence of something. Quality is also described as a distinguishing attribute or characteristic acquired and maintained by someone or something. According to 'Yourdictionary' in Google search, the word quality is defined as the features or characteristics of a person or thing. A quality is also an aspect, feature, attribute, or property trait of an object or something in philosophy. In modern or current philosophy; the paradigm of qualities, particularly how to differentiate specific categories or classes of qualities from every person, continues to be argumentative.

Character and Human Resource Management

The respect that leadership must have requires that one's ethics be without question. A leader not only stays above the line between right and wrong, he stays well clear of the 'gray areas.

G. Alan Bernard according to John.

According to Ololube (2017, 2021), leadership with good character brings a spirit of excellence to any business. These leaders expect more than the status quo from themselves and the people they lead. A good character attribute of a leader is that he encourages team members to learn more and do more. With excellence comes responsibility, and this is very evident in leaders with good character. It can never be overemphasised that the character attributes or features exhibited by a leader speak volumes about whether they are good or bad, for or against such a leader. They equally make or mar the leader's leadership.

With the above reasons, character therefore has to be viewed from both ends for the sake of this study. In line with this issue of the character of a leader, the late civil rights leader Martin Luther King Jr. reassured his followers not to judge others by their appearance but by the makeup of their character. This implies that a person's character, whether good or bad, has a role to play in terms of inspiring one to greatness or discouraging them on their way to greatness. It is paramount that someone occupying the position of leader should be a person with proven character. Good character is a quality of leadership, it is someone who takes responsibility for their actions at all times.

A leader must be a role model for his followers through his or her character. They should inspire people (followers) to positive action, not the other way round. Genuine and trustworthy leaders lead from a strong, personal, moral value that can have a positive impact on the organisation. However, one should comprehend as well as appreciate how character affects an organisation and, at the same time, how it may interest top catalysts (Patrick, 2021).

Character, optimistically, is a matter of trust; leaders must be trusted, reliable, trustworthy, and dependable at all times to make the astute and sharpest decisions and do the right thing, especially in challenging circumstances. Trust is earned by showing proficiency coupled with strong character. When a leader's character is questionable or proven untrustworthy, his or her capability to lead will decline (Patrick, 2021).

Good character in leadership commands respect; apart from being trusted, these leaders will be respected by both their teams and even the maximum. An individual associated with good character is gracious, certainly not derogatory. Such a person is comfortable with others and also recognises and welcomes contrary opinions. Basically, the respect of such a leader as described here will definitely increase due to their readiness to give an open ear to people and admit their viewpoints. Individuals with poor character are not respected due to the fact that they exhibit the inability to make good choices or make verdicts that will be in agreement with the organisation. These groups of individuals lack the capacity to successfully aid themselves in achieving intended goals.

There is no doubt that leadership with good or exceptional character brings about a determination for excellence in the organisation. These leaders expect more than the status quo from themselves and their followers. With good character attributes, they motivate members of the organisation to resolve to do more with what they have learned. This kind of leaders usually take responsibility for their actions, even when they make mistakes. Good character makes people have a strong sense of accountability and anticipate the same attitude from their organisational members.

Genuine care is synonymous with good leadership; people with good character as leaders genuinely care about the people they work with. While a respectful distance must be maintained in working relationships, genuine concern for others is important for organizations. Units are often smaller than groups in large organisations, creating a greater need for stronger inner-organisational ties. A good character attribute may be evident if a leader exhibits tenderness, concern, kindness, generosity, and charity (Patrick, 2021).

According to John (1999, p. 3), “How a leader deals with the circumstances of life tells you many things about his character”. In agreement with the positive impact of character as one of the qualities of a leader, he asserted that crises may not have a role to play in the formation of character but rather expose it. Adversity as well as trouble suffered by a leader appears as a crisis, which will surely make an individual choose between one or two paths, and on this note, character or compromise become eminent. But the choice of character at the face of these, makes a leader and also presents them as stronger persons, even when such decisions attract some contradictory consequences. The need to develop one's character as a leader is therefore at the centre of leadership, and as such, it becomes an essential and integral part of the qualities of leadership.

Discipline and Human Resource Management

I think self-discipline is something, it's like a muscle. The more you exercise it, the stronger it gets. - Daniel Goldstein

The first and best victory is to conquer self. –Plato Philosopher

The importance of discipline for a leader in an organisation and in public institutions such as schools cannot be overemphasised in this case. Leaders who are enthusiastic about discipline are not easily distracted. Leaders with self-discipline as a quality can maintain concentration irrespective of any other priorities or demands for their attention. Self-discipline displayed at work gives room for leaders to pay the needed attention concerning the present task at a time (Ololube, 2017). Self-discipline can be viewed like a muscle; it can grow and improve our strength and practise if given due consideration.

Generally, it is required of leaders to juggle responsibilities; some of these responsibilities include managing employees, delegating work to others as the need arises, engaging in problem solving or conflict resolution in the organisation from time to time, as well as carrying out their own tasks and goals. In the face of competing priorities, it can be problematic for a leader to find an unbroken block of time to direct their attention on any extra duty (Ololube, 2018b). Self-discipline is also viewed as the ability to resist impulses, maintain focus, and supervise projects from start to finish. It is characterised by a leader's persistence and willpower in dedicating their concentration to a task up until the time it is satisfactorily finished. Leaders who are enthusiastic about self-discipline are not distracted easily. Leaders who exhibit accountability can maintain concentration despite other priorities or demands (Ololube, 2021).

Self-discipline in the workplace helps leaders pay full attention to the immediate task, as the case may be. Ololube (2017, 2018a) has revealed that leaders with a powerful sense of self-control and persistence are likely to be more diligent and engaged in their duties. Setting aside dedicated time to work on specific tasks reveals two things. Firstly, it indicates the kinds of tasks or projects that are of preference to their leaders. Secondly, it signals that their leaders are ready and able to be committed to their functions. Discipline is an effective tool for leaders who want to accomplish more work each day. But it can also be a motivating vehicle or employee if they follow the principles set by their leader.

Action or inaction is a form of discipline that is controlled to be in line with a specific network of administration. Discipline is also commonly used to control and regulate human and animal behaviour within the society or environment to which they belong. Discipline can be seen as a set of dividends that are looked out for by any administrative entity, such as oneself, groups, classes, fields, industries, or society at large. John (1999) also opined that the real key to success is self-discipline, and nobody achieves or sustains success without it. Irrespective of how gifted a leader may be, his gifts most likely cannot reach their highest potential without the application of self-discipline. Discipline keeps a leader in position and helps him reach the peak, which is thus a key to lasting leadership.

Accountability and Human Resource Management

Leaders are willing to answer for the outcomes of their choices, their behaviours, and their actions in all circumstances in which they are involved when they take personal accountability. Accountable leaders do not seem to lay blame on others when things go muddled. Melo et al. (2020) opined that accountability is a requirement for social and pivotal for the cornerstone of good leadership. The literature supports that accountability is needed for the effective and efficient functioning of organisations (Hall et al., 2017). Accountability is not separate from the individual occupying a position, neither of responsibility nor of context (Sinclair, 1995) in Melo et al. (2020). Generally speaking, accountability requires a leader to be answerable to someone else for the undertaking of certain functions or duties with appropriate authority as well as resources (Wallins & Gregory, 2009).

Accountability has been defined as rationales for accomplishment as well as behaviours toward shareholders to which organisations are considered to be accountable or answerable (Boiral, 2016). However, some social systems integrate accountability systems (Hall et al., 2017). The accountability point of view is likely to further impact administration as well as governance (Roussy & Rodrigues, 2018). Specifically, official accountability procedures can be

used as a simple pretence of disposition, though additionally as a process of social surveillance or management (Hall et al., 2017).

Leadership has been described as an ever-evolving, increasing, and capitalising subject by a lot of researchers (Painter-Morland & Deslandes, 2017; Chen et al., 2016). Leadership is presently one of the major elements of contrast and suitability in the combative components of organisations (Petrick & Quinn, 2001). Since the 1910s, a lot of scholars have become curious about leadership as a panacea to problems of agency failure (Wallins & Gregory, 2009).

According to McCall (2002), group leaders should be accountable to their shareholders due to the fact that actions taken or judgments made affect everyone in the organisation. In line with this, Sinclair (1995) asserted that as such leaders are in a tangled web of accountability and are called to account by a growing set of organisations, they need an honest and principled attitude.

Hall et al. (2017) argued that operating in environments with meagre resources coupled with concurrent machinations is likely to affect how members reciprocate in accordance with the rules of accountability. Aziz et al. (2015) supported this and asserted that metropolitan sections globally are controlled by anxiety to support the source and utilisation of governmental resources as well as improve performance in service delivery. Sinclair (1995) opined that management frameworks for administrative reform have framed the search for ways to make administrators more accountable.

Generally, leadership can be understood to be an answer to issues of accountability, which are an important concern in the field of governmental administration. Specifically, in the recent development of governmental management, accountability relationships are far more multifaceted and multidimensional, contrasting at the same time and being double-edged (Wallins & Gregory, 2009).

Accountability is also a duty, as is enthusiasm or an inclination to take charge, which is part of the job and role of a leader. It is not all that simple to dictate accountability, but the challenge is the need to personalise it, make it genuine, and make it known. In whichever way accountability is viewed, be it individually, as a team, or at the organisational level, the judgement here is that accountability cannot happen per se. It should be motivated in the entire education institution via a procedure that is auditable and evident without exception (Ololube, 2018a). Accountability, according to Ololube (2006, 2009), influences the operational as well as value advancement of schools, along with securing learners against unqualified and ineffective human resource.

The American Nursing Association's Code of Ethics defines professional accountability as being responsible to oneself and others for one's own behavior. Not only do we hold high clinical practise and ethical standards for ourselves, but we must also be willing to accept professional responsibility when or if deviations occur, as well as take responsibility for their actions.

Communication and Human Resource Management

Ololube et al. (2019) asserted that communication is a human resource management function that propels faculty job satisfaction in tertiary institutions in Nigeria. They further noted that communication marks the administration's capacity to communicate with and manage its employees, as well as the attainment of the aims, objectives, goals, and strategies of the organisation for them. In a study, Bayat (2011) affirmed the researcher's assertion that contact is

one of the most important elements of successful management. Propensity to solve problems measures the administration's ability to correct some people.

In the same manner as executives in other industries, leaders in universities must be effective and efficient communicators. University leaders must be relaxed when engaging in a wide range of gatherings be they public or private. During the course of a single day, for instance, a leader could have meetings with faculty members, employees in support roles, donors, other senior leaders at the college, government officials, current students, prospective students from the community, or the press. The following are five possible steps to effective and efficient communication in an organisation:

- Start with what's most important;
- Set expectations up front about what you need;
- Actively listen and take body language into account.
- Provide constructive and specific feedback, and
- Address concerns immediately and, if possible, in person.

"Educators take something simple and make it complicated. Communication takes something complicated and makes it simple" (John, 1999, p. 23). He asserts that communication is a quality that can be replaced with none because your followers may get confused and stop following you if you cannot explicitly let them know precisely what you want and where you are leading them through communication. It cannot be overemphasised that communication as a leadership quality is highly needed because upon it rests the success of a leader, be it in the family, at work, in personal relationships, or in the community.

Honesty and Human Resource Management

To Ololube (2017, 2021), honesty is a moral character, that means to be truthful to others and oneself. It entails saying the truth, fair conduct, and not deceiving others. An honest individual prefers to speak the truth and avoid lying in most life situations. The habit of forthrightness and genuineness makes honesty difficult to practice. Nevertheless, it means to be arrogant or direct to others, which can hurt others' emotions. Honesty is diplomacy, which involves being truthful while being tolerant with regard to the feelings of others. It is not an overstatement to mention that there are many advantages and privileges accrued from inculcating truthfulness in life that stress the momentousness and significance of honesty in the life of an individual. People show their credibility in the public through their honest dealings with others in most life situations, and that accounts for why most people trust an honest person over and above a dishonest person (Brain, 2017):

- The absence of fault after being honest makes it a worthy experience.
- An individual must not devise a fake story and remember it for later use due to the fact that honesty does not require fabricating or forging the truth.
- It may seem inconvenient to lie when you are being truthful, but honesty is profitable and expedient for us in the fullness of time.
- Any relationships or friendships established on the basis of honesty will be lasting. Nonetheless, dishonesty may bring subsequent suffering to relationships.

It is an ancient and famous phrase that "honesty as a matter is the best policy," and that is a wise way to epitomise the value as well as benefit of honesty. Furthermore, the essentiality of honesty has no limit in terms of a specific situation or occupation. Honesty is fundamental to live by and integrate into each single discipline or sphere. However, the presence of dishonesty gives room for chaos, confusion, and disorganisation generally. Such is obvious from the current and modern records trending all around the whole wide world. News of wars, protests, strikes, and other political events in different parts of the globe is due to the dishonesty largely exhibited by the leaders who have disappointed citizens and forced them to take extreme measures by engaging in mass-level demonstrations.

According to the Merriam-Webster dictionary, honesty, honour, integrity, and probity mean uprightness of character or action. Honesty communicates a rebuff to lying, stealing, or deceiving in any way; honesty illustrates a functional or apprehensive concern for the principles of a person's profession, occupation, or post. On the other hand, the quality of being honest and having moral principles (integrity) signifies trustworthiness, responsibility, conscientiousness, and scrupulousness up to a point where someone becomes unable to live a lifestyle that is fallacious to confidence, accountability, or guarantee. Probity also insinuates truth as well as tested and attested honesty or integrity.

It is very important to note here that honesty does not occur naturally. For this reason, organisations must anticipate and adopt strategies to encourage employees to be honest and reward them correspondingly. A survey that was carried out by Fierce, Inc., shows that 70% were of the view that a lack of honesty affected their organisation's ability to perform perfectly as well as impeccably. Thus, it implies that if organisations begin to appreciate the importance as well as the usefulness and place of honesty, employees will embrace it, and problems, no matter how small, can be identified and resolved before they get out of hand. However, many organisations are besieged by false professionalism. There are issues more beneficial for an organisation to exercise their strengths on rather than being naturally courteous, politically accurate, or sympathetic to others' feelings (Brain, 2017). The survey also unveiled yet another issue about how their organisation appreciated and valued politeness over honesty, as indicated by up to 37% of the respondents.

As crucial as honesty is in the administration of an organisation and as a leadership quality to be used in an organisation, it is therefore necessary that leaders build up a work environment that will portray respect, responsibility for both success and failure, and useful debates; honesty should be nurtured to the point of becoming a culture in the organisation. For honesty to be a culture in an organisation, it takes discipline, and discipline demands commitment. Without accountability, commitment cannot follow.

This is for instance, instead of a remark about a staff member who absented themselves from duty in this way: "The management of this organisation is a bit worried about your inconsistency at work, so try as much as possible to be at work always," it will be more administrative, in line with honesty as an administrative quality, to make a remark such as, "From our attendance records in this organisation, it is very obvious that you have absented yourself from duty for the past two months for five days against the three days approved by the management of this organisation." On this note, the two additional days you took without permission shall be deducted from your salary, and if you continue to absent yourself from duty, we will have no option but to relieve you of your work. However, if you have any health challenge or any personal issue that may have made you not be at your duty post, you should let the administration of this organisation be aware of such by writing so that we will know how to

be of help to you. It will be worthwhile to ensure that the parties are carried along at the end; it will be evident that leadership qualities are intertwined, which implies that none is independent of the other.

Forward-thinking businesses are becoming aware of this and creating systems to enable open communication with staff members. These businesses benefit from enhanced employee satisfaction by having more productivity, better staff retention, and increased bottom-line performance as a consequence. It is possible to be honest in a way that widens vistas, improves bonds between people, and advances discourse in significant ways. Edwin Friedman, a family therapist, says it best: in every setting, the individual who can most truthfully express reality without blaming will emerge as the leader, whether appointed or not.

METHODOLOGY

Research Design

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.

Population of the Study

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).

Sample and Sampling Techniques

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.

Instrument for Data Collection

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 "Leadership Qualities and Human Resource Management in Universities (LQHRMU)." The instrument was styled to have the following 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 twenty-five (25) 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: $4+3+2+1 = 10$, $10 \div 4 = 2.5$.

Validity of the Instrument

The instrument for data collection (a questionnaire) was face-validated by experts in the Department of Educational Management, Ignatius Ajuru University of Education. The instrument, 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 as contained in the instrument; they also validated the capacity of the questions in line with the research questions and hypotheses. The experts examined the following: language structure, ambiguity in relation to the questions, and suitability of the rating scale in an attempt to ensure its validity. Their report said that the instrument was valid for data collection for the research.

Reliability of the Study

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.

Method of Data Collection

The researcher and a research assistant helped in the administration of the questionnaire; however, the research assistant was given some fundamental directions in order to assist the respondents in the course of answering the questions as indicated in the questionnaire.

For coverage, based on the number of respondents both the researcher and the research assistant used more than a day to issue out the instrument to respondents. Secondly, there was no assurance that all the respondents will be seen the same day and it warranted that days will be used for the distribution of the questionnaires. But each day the questionnaires so distributed were gotten back the same day.

Method of Data Analysis

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 the 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 do character as a leadership quality influence human resource management in universities in Rivers state?

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

s/n	Items	Mean	SD	Remark
1	Character of leaders in universities ensures effective management of human resource in an attempt to realize the expected educational goals.	2.8000	1.31985	High Extent
2	The integrity of institutional leaders ensures effective management of human resource in an effort to realise the expected educational goals.	2.6000	1.26519	High Extent
3	The character of institutional leaders genuinely cares about the people they work to ensure effective management of human resource and the realization of expected educational goals.	2.7053	1.34183	High Extent
4	Probity in the character of a person determines the effective management of human resource in universities for optimum goal attainment.	2.6895	1.22082	High Extent
5	Institutional leaders' uprightness results in effective management of human resource and the realisation of the expected educational goals.	2.8000	1.22883	High Extent
Grand Mean		2.7189	1.2753	High Extent

Information in Table 1 explained the first research question, which states, "To what extent does character as a leadership quality influence human resource management in universities in Rivers State?" This research question examined the extent to which character as a leadership quality influences human resource management. The result from the analysis revealed that the respondents agree to a high extent that character as a leadership quality influences human resource management, as reflected in the grand mean of 2.7189 and a standard deviation of 1.2753. This shows, among others, that the character of leaders in universities ensures effective management of human resource in an attempt to realise the expected educational goals, and the integrity of institutional leaders ensures effective management of human resource in an effort to realise the expected educational goals, as well as the character of institutional leaders, who genuinely care about the people with whom they work to ensure effective management of human resource and the realisation of expected educational goals.

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

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

s/n	Items	Mean	SD	Remark
6	Discipline in higher education leadership has resulted in effective management of human resource for expected educational goals attainment.	2.7368	1.21251	High Extent
7	Leaders with self-discipline as a quality can maintain and sustain effective human resource management in universities.	2.7579	1.31277	High Extent
8	Self-discipline displayed at work gives room for leaders to pay the needed attention to effective human resource management in universities.	2.5105	1.37671	High Extent
9	Leaders with powerful sense of self-control and persistence are likely to be more diligent and engaged in their duty for effective human resource management in universities.	2.8105	1.34121	High Extent
10	Disciplined leaders develop and follow their priorities for effective human resource management in universities.	2.9000	1.30114	High Extent
Grand Mean		2.7431	1.3088	High Extent

Evidence in Table 2 described the second research question, which states, "To what extent does discipline as a leadership quality influence human resource management in universities in Rivers State?" This research question examined the extent to which discipline, as a leadership quality, influences human resource management. The result from the analysis revealed that the respondents agree to a high extent that discipline as a leadership quality influences human resource management, as reflected in the grand mean of 2.7431 and a standard deviation of 1.3088. This displays, among others, that discipline in university leadership has resulted in effective management of human resource for expected educational goal attainment, and leaders with self-discipline as a quality can maintain and sustain effective human resource management in higher education. As much as self-discipline displayed at work gives room for leaders to pay the needed attention to effective human resource management in universities.

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

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

s/n	Items	Mean	SD	Remark
11	Accountability in university leadership has resulted to achieving the expected result through effective human resource managerial.	3.1789	1.18851	High Extent
12	Official accountability procedures can be used as simple disposition for effective human resource management in universities.	2.9316	1.27455	High Extent
13	Accountability demands mentioning, that will lead to effective human resource management in universities.	2.7579	1.33665	High Extent
14	Productive and transparent leadership on honest and principled attitude influences effective human resource management in universities.	2.5684	1.31226	High Extent
15	Accountability influences the operational as well as value advancement of schools along securing learners against unqualified and ineffectual human resource management.	2.8579	1.24325	High Extent
Grand Mean		2.8589	1.27104	High Extent

Confirmation in Table 3 described the third research question which states ‘To what extent does accountability as a leadership quality influence human resources management in universities in Rivers state?’ This research question examined the extent to which accountability as a leadership quality influence human resource management. The result from the analysis revealed that the respondents agree to a high extent that accountability as a leadership quality influence human resource management as reflected in the grand mean of 2.8589 and a standard deviation of 1.27104. This displays amongst others that accountability in university leadership has resulted to achieving the expected result through effective human resource managerial and official accountability procedures can be used as simple disposition for effective human resource management in higher education. As well as accountability demands mentioning, that will lead to effective human resource management in universities.

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

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

s/n	Items	Mean	SD	Remark
16	Communication by university leaders affects leadership and human resource management positively in terms of realisation of the expected educational goals.	2.5842	1.29922	High Extent
17	Communication marks the administration's capacity to communicate and manage its employees to promote effective human resource management.	2.6070	1.38532	High Extent
18	Communication aids the attainment of the aims, objectives, goals and strategies of organisation to promote effective human resource management.	2.7509	1.39836	High Extent
19	Communication in universities must be relaxed and engaging with a wide range of gatherings to promote effective human resource management.	2.6947	1.44913	High Extent
20	Starting communication with what is most important, setting expectations up front about what is needed and actively listen to the body language of employees promotes effective human resource management.	2.7421	1.31578	High Extent
Grand Mean		2.6757	1.36956	High Extent

Data in Table 4 described the fourth research question, which states, "To what extent does communication as a leadership quality influence human resource management in universities in Rivers State?" This research question examined the extent to which communication as a leadership quality influences human resource management. The result from the analysis revealed that the respondents agree to a high extent that communication as a leadership quality influences human resource management, as reflected in the grand mean of 2.6757 and a standard deviation of 1.36956. This shows, among others, that communication by higher education leaders affects leadership and human resource management positively in terms of the realisation of the expected educational goals and that communication marks the administration's capacity to communicate with and manage its employees to promote effective human resource management. In addition, communication aids the attainment of the aims, objectives, goals, and strategies of an

organisation to promote effective human resource management, and communication in universities must be relaxed and engaging with a wide range of gatherings to promote effective human resource management.

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

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

s/n	Items	Mean	SD	Remark
21	Honesty leads to consistency in university leadership and human resource management as regard achievement of the expected educational goals.	3.0263	1.17726	High Extent
22	The absence of fault after being honest makes it a worthy experience and it promotes effective human resource management.	3.3368	.99677	High Extent
23	It may seem inconvenience to lie is truthful, but honesty is profitable and expedient for us in the fullness of time for effective human resource management.	3.5421	.58615	High Extent
24	Any relationships established on the bases of honesty will be lasting and it promotes effective human resource management	3.5632	.58425	High Extent
25	Honesty is fundamental to live by and integrate in each single employee discipline or sphere and it promotes effective human resource management.	3.4368	.83658	High Extent
Grand Mean		3.3810	.83620	High Extent

Figures in Table 5 pronounced the fifth research question, which states, "To what extent does honesty as a leadership quality influence human resource management in universities in Rivers State?" This research question examined the extent to which honesty as a leadership quality influences human resource management. The result from the analysis revealed that the respondents agree to a high extent that honesty is a leadership quality that influences human resource management, as reflected in the grand mean of 3.3810 and a standard deviation of .83620. This displays, among others, that honesty leads to consistency in university leadership and human resource management as regards achievement of the expected educational goals, and the absence of fault after being honest makes it a worthy experience and promotes effective human resource management. As much as it may seem inconvenient to lie, honesty is profitable and expedient for us in the fullness of time for effective human resource management.

Test of Hypotheses

This study's hypotheses were framed in line with the questionnaire and they provided responses to the specific items in the questionnaire, thus, the purpose of this study and its hypotheses directed the data analysis.

HO₁: There is no significant relationship between character as a leadership quality and human resource management in universities in Rivers State.

Table 6: Regression analysis for character 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	.590 ^a	.348	.347	1.06678		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	344.805	1	344.805	302.987	.000 ^b
	Residual	646.395	568	1.138		
	Total	991.200	569			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.200	.102		11.745	.000
	Character as a leadership quality / Human resource management	.615	.035	.590	17.407	.000

The model summary of the regression analysis carried out (see Table 6) showed significant relationships between variables of character as a leadership quality and human resource management in universities in Rivers State. This is reflected in the R of .590^a, R-square of .348 and an Adjusted R-Square of .347 of all the five items entered during the analysis. These figures account the relationship between character 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 344.805 and that of the residual is 646.395, with a degree of freedom of 1. The mean square for the regression is displayed as 344.805 and a residual of 1.138, with an F-value of 302.987 and a p-value of .000^b. This implies that character as a leadership quality has a significant relationship with human resource management in universities in Rivers State.

The assessed constant Coefficient analysis is significant at $p < .000$ and a calculated t-value of 11.745, and that of the character as a leadership quality and human resource management in universities in Rivers State is significant at $p < .000$ and a calculated t-value of 11.407, which shows that there is significant relationship between character as a leadership quality and human resource management. Thus, hypothesis 1 was rejected.

HO₂: There is no significant relationship between discipline as a leadership quality and human resource management in universities in Rivers State.

Table 7: Regression analysis for discipline 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	.427 ^a	.182	.181	1.21453		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.

		Squares	Square			
1	Regression	186.631	1	186.631	126.521	.000 ^b
	Residual	837.853	568	1.475		
	Total	1024.484	569			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.444	.123		11.721	.000
	Discipline as a leadership quality / Human resource management	.469	.042	.427	11.248	.000

Data in the model summary of the regression analysis carried out (Table 7) showed significant relationships between variables of discipline as a leadership quality and human resource management. This is reflected in the R of .427^a, R-square of .182 and an Adjusted R-Square of .181 of all the five items entered during the analysis. These figures account the relationship between discipline 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 186.631 and that of the residual is 837.853, with a degree of freedom of 1. The mean square for the regression is displayed as 186.631 and a residual of 1.475, with an F-value of 126.521 and a p-value of .000^b. This implies that discipline as a leadership quality has a significant relationship with human resource management in universities in Rivers State.

The assessed constant Coefficient analysis is significant at $p < .000$ and a calculated t-value of 11.721, and that of the discipline as a leadership quality and human resource management in universities in Rivers State is significant at $p < .000$ and a calculated t-value of 11.248, which shows that there is significant relationship between discipline as a leadership quality and human resource management. Thus, hypothesis 2 was rejected.

HO₃: There is no significant relationship between accountability as a leadership quality and human resource management in universities in Rivers State.

Table 8: Regression analysis for accountability 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	.867 ^a	.752	.751	.61295		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	645.796	1	645.796	1718.858	.000 ^b
	Residual	213.404	568	.376		
	Total	859.200	569			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.395	.063		6.232	.000
	Accountability as a leadership quality / Human resource management	.879	.021	.867	41.459	.000

The statistics in the model summary of the regression analysis carried out (Table 8) showed significant relationships between variables of accountability as a leadership quality and human resource management. This is reflected in the R of .867^a, R-square of .752 and an Adjusted R-Square of .751 of all the five items entered during the analysis. These numerals account the relationship between accountability 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 645.796 and that of the residual is 213.404, with a degree of freedom of 1. The mean square for the regression is displayed as 645.796 and a residual of .376, with an F-value of 1718.858 and a p-value of .000^b. This implies that accountability 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 6.232, and that of the accountability as a leadership quality and human resource management in universities in Rivers State is significant at $p < .000$ and a calculated t-value of 41.459, which demonstrates that there is significant relationship between accountability as a leadership quality and human resource management. Thus, hypothesis 3 was rejected.

HO₄: There is no significant relationship between adequate communication as a leadership quality and human resource management in universities in Rivers State.

Table 9: Regression analysis for adequate communication 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	.690 ^a	.476	.475	.95116		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	466.715	1	466.715	515.874	.000 ^b
	Residual	513.874	568	.905		
	Total	980.589	569			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.106	.083		13.343	.000
	Communication as a leadership quality / Human resource management	.658	.029	.690	22.713	.000

The statistics in the model summary of the regression analysis carried out (Table 9) showed significant relationships between variables of adequate communication as a leadership quality and human resource management. This is reflected in the R of .690^a, R-square of .476 and an Adjusted R-Square of .475 of all the five items entered during the analysis. These numerals account the relationship between adequate communication 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 466.715 and that of the residual is 513.874, with a degree of freedom of

1. The mean square for the regression is displayed as 466.715 and a residual of .905, with an F-value of 1718.858 and a p-value of .000^b. This implies that adequate communication 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 13.343, and that of the adequate communication as a leadership quality and human resource management in universities in Rivers State is significant at $p < .000$ and a calculated t-value of 22.713, which validates that there is significant relationship between adequate communication as a leadership quality and human resource management. Thus, hypothesis 4 was rejected.

HO₅: There is no significant relationship between lack of honesty as a leadership quality and human resource management in universities in Rivers State.

Table 10: Regression analysis for honesty 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	.388 ^a	.150	.149	1.23726		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	154.032	1	154.032	100.621	.000 ^b
	Residual	869.505	568	1.531		
	Total	1023.537	569			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.651	.127		13.031	.000
	Honesty as a leadership quality / Human resource management	.400	.040	.388	10.031	.000

Data from the statistics in the model summary of the regression analysis carried out (Table 10) showed significant relationships between variables of honesty as a leadership quality and human resource management. This is reflected in the R of .388^a, R-square of .150 and an Adjusted R-Square of .149 of all the items entered during the analysis. These figures account the relationship between honesty 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 154.032 and that of the residual is 869.505, with a degree of freedom of 1. The mean square for the regression is displayed as 154.032 and a residual of 1.531, with an F-value of 100.621 and a p-value of .000^b. This implies that honesty 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 13.031, and that of the honesty as a leadership quality and human resources management in universities in Rivers State is significant at $p < .000$ and a calculated t-value of 10.031, which validates that there is significant relationship between honesty as a leadership quality and human resource management. Thus, hypothesis 5 was rejected.

DISCUSSION

Character as a Leadership Quality and Human Resource Management

In the course of this study and its analysis, it was found that there is a significant relationship between character as a leadership quality and human resource management. This finding is in line with that of Ololube (cf., 2017, 2021), who found that leaders with good character bring a spirit of excellence to any institution. A good character attribute of a leader encourages team members to learn more and do more. With excellence comes responsibility, and this is very evident in leaders with good character.

In the same vein, Patrick (2021) stated that good leaders must be role models for their followers through their character; they inspire their followers to positive actions, not the other way around. Genuine and reliable leaders lead from a strong, personal, moral value that can have a thoughtful consequence on employees. However, it is comprehensible and clear how character affects institutions, and at the same time, it may interest top catalysts in human resource management in educational institutions.

Positively, character is a matter of trust; leaders must be trusted, reliable, trustworthy, and dependable at all times to make good decisions and do the right thing, especially in challenging circumstances. Trust is realised by showing proficiency coupled with strong character. When a leader's character is questionable or proven to be untrustworthy, their ability to lead will decline. Thus, retaining leaders who have poor or bad character and cannot be trusted will lower confidence (cf. Patrick, 2021).

According to John (1999), how a leader deals with the circumstances of life in their institutions tells many things about their character. In agreement with the positive impact of character as one of the qualities of leadership, John asserted that crisis may not have a role to play in the formation of character but rather exposes it. But the choice of character in the face of these challenges makes leaders stronger persons, even when such decisions attract some contradictory consequences in human resource management.

Discipline as a Leadership Quality and Human Resource Management

This further found, after a series of analyses, that there is a significant relationship between discipline as a leadership quality and human resource management. To advance this argument, the study is in line with the studies of Ololube (2017, 2018a,b, and 2021), who found that the importance of discipline for leaders in organisations and public institutions such as schools cannot be overemphasised. Leaders who are enthusiastic about discipline are not easily abstracted. Leaders with self-discipline as a quality can maintain concentration irrespective of any other priorities or demands for their attention.

Self-discipline displayed at work gives room for leaders to pay the needed attention to the present task at hand. Self-discipline can be viewed like a muscle; it can grow and improve our strength and practise if given due consideration. Generally, it is required of leaders to juggle responsibilities; some of these responsibilities include managing employees, delegating work to others as the need arises, engaging in problem solving or conflict resolution in the organisation from time to time, as well as carrying out their own tasks and goals. In the face of competing priorities, it can be problematic for a leader to find an unbroken block of time to direct their attention on any extra duty.

Ololube (2018) further explained that self-discipline is also viewed as the ability to resist impulses, maintain focus, and supervise projects from start to finish. It is characterised by a leader's persistence and willpower in dedicating their concentration to a task up to the time it is satisfactorily finished. Leaders who are enthusiastic about self-discipline are not distracted easily. Such leaders can maintain concentration despite other priorities or demands for their attention (Ololube, 2021). Self-discipline at the workplace helps leaders pay full attention to the immediate task, as the case may be. Research (Ololube, 2017, 2018a) has revealed that leaders with a powerful sense of self-control and also persistence are likely to be more diligent and engaged in their duties.

Action or inaction is a form of discipline that is controlled to be in line with a specific network of administration. Discipline is also commonly used to control and regulate human and animal behaviour in the society or environment to which they belong. Discipline can be seen as a set of dividends that are looked out for by any managerial entity, such as oneself, groups, classes, fields, industries, institutions, or society at large. In the same vein, John (1999) also opined that the real key to success is self-discipline, and nobody achieves as well as sustains it without self-discipline. Irrespective of how gifted leaders may be, they most likely cannot reach their full potential without the application of self-discipline.

Accountability as a Leadership Quality and Human Resource Management

This study found a significant relationship between accountability as a leadership quality and human resource management, which is in line with Yousueng and Sounman's (2019) observation that leaders might be willing to answer for the outcomes of their choices, their behaviours, and their actions in all circumstances in which they are involved when they take personal accountability. Thus, leaders that are accountable do not seem to lay blame on others when things go topsy-turvy. In line with Melo et al.'s (cf., 2020) study, they opined that accountability is a requirement for social order (Hall et al., 2017) and pivotal for the cornerstone of good leadership. The literature supports the idea that accountability is needed for the effective and efficient functioning of organizations. Accountability is not separate from the individual occupying a position, neither in terms of responsibility nor the context.

Wallins and Gregory (2009) generally noted that accountability requires leaders to be answerable to superior authority in certain functions or duties. Corporate accountability has been defined as the rationale for accomplishment as well as behaviours toward shareholders to which organisations are considered to be accountable and answerable (Boiral, 2016). The accountability point of view is very likely to further impact management as well as the governance of institutions (Roussy & Rodrigues, 2018).

Accountability is also a duty, as is enthusiasm or an inclination to take charge, which is part of the job and role of a leader. It is not all that simple to dictate accountability, but the challenge is the need to personalise it, make it genuine, and make it known. In whichever way accountability is viewed, be it individually, as a team, or at the organisational level, the judgement here is that accountability cannot happen per se. It should be motivated in the entire education institution via a procedure that is auditable and evident without exception (cf., Ololube, 2018b). Accountability, according to Ololube (2006, 2009), influences the operational as well as value advancement of institutions, along with securing learners against unqualified and incompetent human resource.

Communication as a Leadership Quality and Human Resource Management

The findings of this study show that a significant relationship exists between adequate communication as a leadership quality and human resource management. This finding is in line with Ololube et al.'s (2019) study, in which they asserted that communication is a human resource management function that propels faculty job satisfaction in tertiary institutions in Nigeria. They further noted that communication marks the administration's capacity to communicate with and manage its employees, as well as the attainment of the aims, objectives, goals, and strategies of the organisation for them.

In a separate study, Bayat (2011) affirmed the researcher's assertion that contact is one of the most important elements of successful management. Propensity to solve problems measures the administration's ability to correct some people. In the same manner as executives in other industries, leaders in higher education must be effective and efficient communicators. Higher education leaders must be relaxed when engaging in a wide range of gatherings be they public or private. During the course of a single day, for instance, a leader could have meetings with faculty members, employees in support roles, donors, other senior leaders at the college, government officials, current students, prospective students from the community, or the press.

To John (cf., 1999), communication is a quality that can be replaced with none because your followers may get confused about following you if you cannot explicitly let them know precisely what you want and where you are leading them through communication. Therefore, it cannot be overemphasised that communication as a leadership quality is highly needed because upon it rests the success of a leader, be it in the family, at work, in personal relationships, or in the community.

Honesty as a Leadership Quality and Human Resource Management

This study found a significant relationship between honesty as a leadership quality and human resource management. This is in line with Ololube's (2017, 2021) study, where he observed that honesty is a moral character, which means to be truthful to others and to oneself. It entails telling the truth, having fair conduct, and not deceiving others. An honest individual prefers to speak the truth and avoid lying in most life situations. Honesty is diplomacy, which involves being truthful while being tolerant as regards the feelings of others. It is not an overstatement to mention that there are many advantages and privileges accrued from inculcating truthfulness in life that stress the momentousness and significance of honesty in the life of an individual. This improves human resource management in higher education because leaders show their credibility in the public through their honest behaviours, which account for why most employees trust them over and above dishonest leaders.

According to the Merriam-Webster dictionary, honesty, honour, integrity, and probity mean uprightness of character or action. Honesty communicates a rebuff to lying, stealing, or deceiving in any way; honesty illustrates a functional or apprehensive concern for the principles of a person's profession, occupation, or post. On the other hand, the quality of being honest and having moral principles (integrity) signifies trustworthiness, responsibility, conscientiousness, and scrupulousness up to a point where someone becomes unable to live a lifestyle that is fallacious to confidence, accountability, or guarantee. Probity also insinuates truth as well as tested and attested honesty or integrity.

It is very important to note here that honesty does not occur naturally. For this reason, institutions must anticipatorily accept and encourage employees to be honest and reward them accordingly. Thus, if institutions begin to appreciate the importance as well as the usefulness and place of honesty, employees will embrace it, and problems no matter how small can be identified and resolved before they get out of hand (Brain, 2017).

CONCLUSION

This study investigated institutional leadership qualities as they relate to effective human resource management in universities. Leadership qualities are central to institutional leadership, and when institutional leaders catch a vision of probable examples of these qualities, they begin to change their values and their conduct, which will influence their values and subsequently manage their human resource in universities. This study supports the need to embrace institutional leadership qualities like character, discipline, accountability, communication, honesty, as indicators for human resource management because of their importance as ideals 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 character, discipline, accountability, communication, honesty, are adopted by subordinates. Leaders establish policies, rules, and regulations that govern their institutions; they determine the direction, security, and prosperity of their institutions. They set standards in relation to institutional ethics and the intended outcomes, as much as they effect required changes in the management capabilities of their human resource.

Leaders must have good standing in character, honesty, and strong ethical principles. They must be effective, competent, and accountable for their actions, and above all, they must hold sacrosanct the issues of fairness and equal opportunity for all the employees. Thus, character, discipline, accountability, communication, honesty, are central to the pursuit of effective human resource management (HRM) in institutions.

Recommendations

Following the findings of this study, the researcher recommends that:

- Leaders in universities and other sectors should work hard to further improve and strengthen their character as a leadership quality to better influence human resource management.
- Institutional leaders must view discipline as a very essential leadership quality that will help them influence their human resource management base.
- Accountability should be emphasised at all times as a leadership quality that will assist in the management of human resource.
- Adequate communication is essential as a leadership quality if effective human resource management in universities is to be achieved.
- Leaders' honesty is central as a leadership quality for effective human resource management in universities.

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