



International Journal of Institutional Leadership, Policy and Management
Volume 3, Issue 4, pp. 490-513. 2021

ISSN: 2735-9220

www.ijilpm.com.ng



PSYCHOLOGY OF TERTIARY INSTITUTION LEADERS AND GOAL REALIZATION

Kate Ozichi NWAOGU

Department of Educational Management
Ignatius Ajuru University of Education, Nigeria

Nabietonye Koko TAMUNOKONBIA

Department of Educational Management
Ignatius Ajuru University of Education, Nigeria

ABSTRACT

This work x-rayed the psychology of tertiary institution leaders and goal realization. The concept of psychology, attributes of psychology; emotional stability, open-mindedness, strong communication and interpersonal skills, patience and steadfastness and how they affect leadership was discussed among others. It also examined the concept of tertiary institution leaders and goal realization. The paper concluded that tertiary institution leaders should be honest, fair, ethical in their behaviour and responsible as they shun negative attributes such as dishonesty, self-centeredness, impulsiveness, thoughtless and embrace good leadership qualities. It is recommended among others that tertiary institution leaders should learn to lead by example, display right ethics in words and character, be master of their emotions and instill such in their subordinates, organize psychological training exercise to guide behaviours and enhance performance and implement ethical policies that will ensure, transparency and uphold good work environment in the institution.

Keywords: Psychology, Tertiary Institution Leaders, Goal Realization.

Reference to this paper should be made as follows:

Nwaogu, K. O., & Tamunokonbia, N. K. (2021). Psychology of tertiary institution leaders and goal realization. *International Journal of Institutional Leadership, Policy and Management*, 3(3), 490-513.

Copyright © IJILPM 2021

INTRODUCTION

The establishment and sustenance of any institution or organization depend greatly on psychological attributes of its leaders. The goal of institutions is not only to survive, but also to sustain its existence by improving performance. In order to meet the need of highly competitive

markets, organizations or institutions must continually increase performance (Anees, 2013). This can only be made possible when institution leaders carry out their functions effectively. Effective leadership is the ladder through which individuals are motivated to accomplish goals or make positive change in their lives and work empowerment. Leadership has been seen as one of the most essential elements affecting institutional performance. It has been the focus of behavioral scientist because the leaders' attributes have a significant effect on the behavior, attributes and performance of employees and goal realization.

The tertiary institution is an educational system where high level manpower is trained for social, economic and political growth of nations. The university leadership plays inestimable roles in realizing the institutions goals. In realization of the potency of tertiary education in human capital development, Nigeria government unequivocally spelt out the goal of tertiary Education in her National Policy on Education: Federal Republic of Nigeria (FRN) (2012). They include to:

- Contribute to national development through high level relevant manpower training;
- Develop and inculcate proper values for the survival of the individual and society;
- Develop the intellectual capacity of individuals to understand and appreciate their local and external environment;
- Acquire both physical and intellectual skill which will enable individuals to be self-reliant and useful members of the society;
- Promote and encourage scholarship and community service;
- Forge and cement national unity; and
- Promote national and internal understanding and interaction

In order to realize these commendable goals, academic excellence must be guaranteed by the tertiary institution leadership. Academic excellence requires effective teaching and learning, developmental researches, high impact community services, creativity and innovations, acquisition of self-independent economic skills by university graduates. It also indicates scientific and technological skills acquisition by both staff and students and high moral discipline.

Academic leadership according to Altbach (2001) is a concept of tertiary education typical blend of tasks, goals, employees, governance structures, values technologies and history. This implies that the onerous task of realizing the vision and mission of any tertiary institution lies on the university leadership.

Effective and excellence academic leaders develop and facilitate the realization of the mission and vision of the university system. They develop organizational values and systems required for sustainable success and implement these through actions and behaviours (European Foundation for Quality Management, 2003). This implies that positive attitude of a leader has significant relationship with goal realization. It is in the cognizant of the importance of psychology of leaders for goal realization in tertiary institutions that prompted this work. The keenness to write this paper evolved from the desire to examine how psychological attributes of leaders can lead to goal realization in tertiary institutions.

BACKGROUND

The goal of any tertiary institution is not only to survive, but also to sustain its existence by improved performance. The role of leadership is critically important for an organization to achieve a high level of performance. This is made possible through the activities of effective leadership.

According to Okoroma (2007), leadership is a means of directing and a product of interactions. In his view, every organization needs some leadership to give it direction and be a source of inspiration to others so as to realize its set goals. Leadership process generally includes the acceptance of group goals, the legitimization of authority, agreement on the ways of achieving goals, and setting of limits of authority (Okoroma, 2016). This means that leadership is the force needed to put human and material resources into effective use. This implies that leadership has to do with effective management of human and material resources to realize maximum results.

What makes a good leader is not the power and authority bestowed upon him but what makes good leaders is ability to realize organizational goals through personal attribute coupled with ethical behavior. Dynamic and effective leadership is strength to institutional effectiveness. A leader must be a person of integrity which has to do with constant adherence to the truth regardless of whose interests are affected (Cooper et al. in Ololube, 2018). Institutional leaders must possess this quality. Tertiary institution leaders are expected to display statesmanship –like behavior which is the capacity to give systematic views on issues and, or act in such a manner as can accommodate the greater interests of the institution.

Diplomacy and persuasiveness is the ability to handle matters without precipitating controversies and also carrying various interests along as much as possible. This quality is essential in handling institutional affairs. Institutional leaders must also have analytical skills which will help them in diagnosing the temperature of the institution to rightful actions. The quality of being objective and open minded is a necessity as this enables the leader to accept criticisms which in turn will help him to improve on this duty and obtain better results.

In addition, flexibility and adaptability enables a leader should not be rigid but must followed the tread of innovations. A good leader perceives others feelings and endeavours not to hurt them as he needs their cooperation and support at all times to succeed as no leader succeeds without subordinates. Decisiveness is another quality of good leadership. A leader is expected to take decision on human and materials resources in doing so; he must be ready to take calculated risks. This is because of the expected and unexpected consequences of decisions (Okoroma, 2007).

Democratic attitude is another outstanding attribute of good leadership. This is the ability of the leader to carry followers along and also record good results and render praises when there are outstanding performances. Effective leaders design positive institutional cultures, strengthen motivation, clarify mission and institutional objective, and guide institutions to a more constructive and higher level of accomplishments. According to Amanchukwu (2013), leadership is seen as the initiative and maintenance of structure in expectation and interaction. In her view, leadership plays important role and in development and maintenance of role structure and goals direction essential for effective group accomplishment.

Amah (2016) viewed leadership as the provision of enabling environment and encouraging and influencing persons to strive willingly and zealously toward the realization or attainment of group or organization goals. Leadership is an intricate matter connecting traits

and behavior of individual, subordinates and subordinate groups. Experts on organizations have found that the goals of organizations can only be attained or realized if conditions that will permit the release of the potentials or energies of employees are created.

CONCEPTUALIZATION

Concept of Psychology

Psychology is recognized as the mental characteristics or attitude of a person or group. It is the study of the mind and behavior. It encompasses the biological influences, social pressures, and environmental factors that affect how people think, act and feel. It is a broad and diverse field that comprehends the study of human thought, behaviour, development, personality, emotion motivation and more (Kendra, 2021).

According to the American Psychological Association (APA). It is the study of the mind, how it works, and how it affects behavior (www.medicalnewstoday.com). These definitions imply that psychology is fundamentally concerned with understanding behaviour. This means that psychology is everything about the most important and intimate aspects of our lives. It is about language and perception, memory of things about our dreams, love, hate, it is about morality, our sense of right and wrong. Psychology is the mental characteristics or attitude of a person or group character. It has to do with a person's mindset, mental processes, way of thinking, mental temperament, temper and behaviour. Fernald (2008) opioned that psychology is the science of mind and behaviour. Psychology includes the study of concious and unconscious phenomena, as well as feelings and thought. It is an academic discipline of immese scope. Psychology also seek an understanding of the emergent properties of brain, linking discipline to neuroscience. As a science, psychology aim to understand the behavior of individuals and groups (Hokenbury et al., 2010). Psychology is the scientific study of the mind and how it dictates and influences our behavicur, communication and memory to thought and emotion. It is about understanding what makes people tick and how this understanding can help us address many of the problems and issues in society today (The British Psychology Society, 2021).

Psychology is the natural home for the format study of leadership. Leadership is a form of interpersonal behavior and involves certain individuals influencing and directing behaviours, attitude and thoughts of others (www.skillsyouneed.com). It is the study of human behavior as it relates to the mind and various psychological processes. Attributes of psychology includes:

- Emotional stability;
- Solid sense of personal ethics;
- Strong communication and Interpersonal skills;
- Open-mindedness;
- Patience and steadfastness among others.

Psychology of Tertiary Institution Leaders and Goal Realization

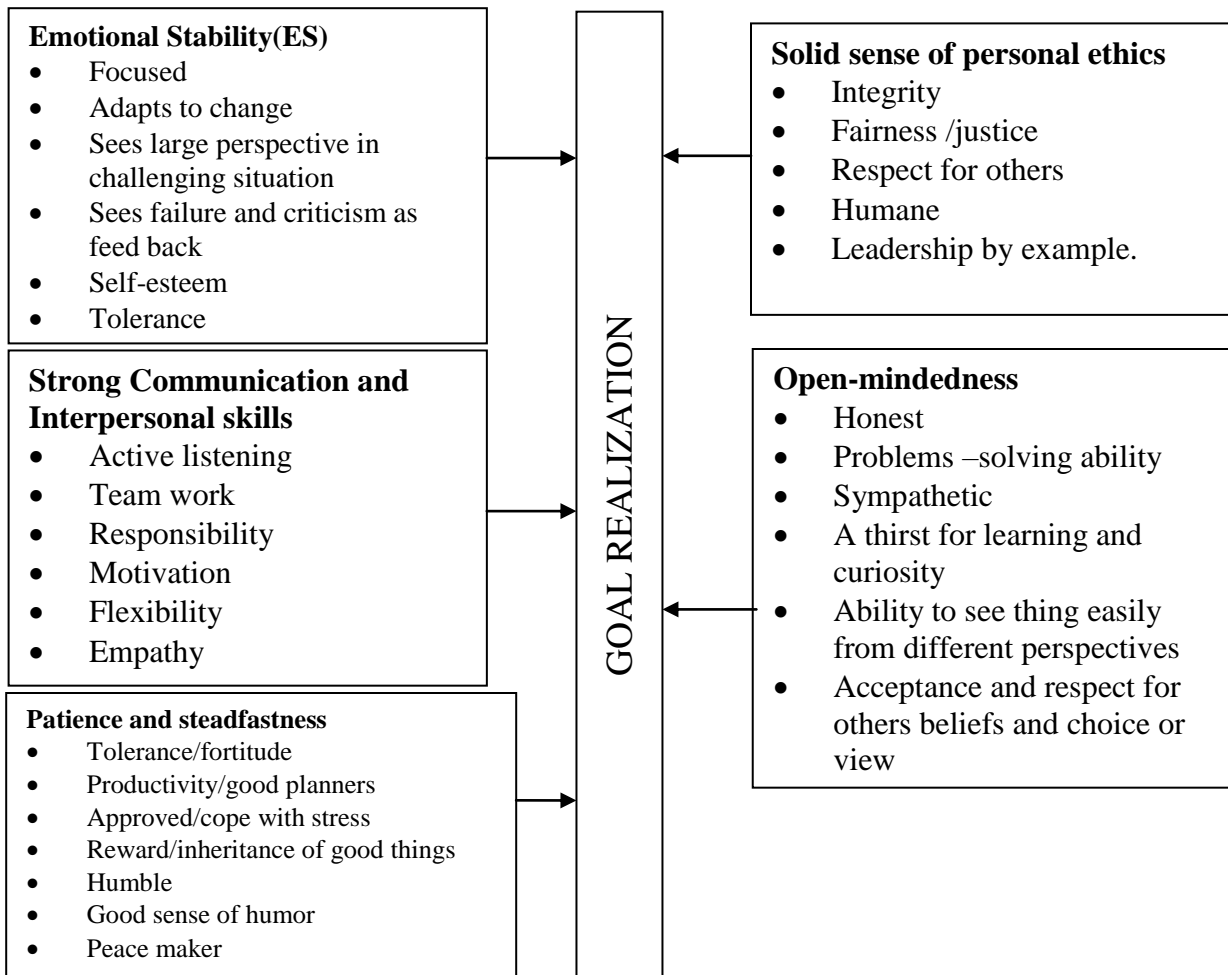


Figure 1: Five assessed attributes of psychology of tertiary institution leaders for goal realization.

Concept of Emotional Stability (ES)

This is the capacity to maintain ones emotional balance under stressful circumstances. Emotional stable persons tolerate minor stresses and strains of day to day living without becoming emotionally upset, anxious, nervous, tense or angry. They are able to maintain composure under minor emotional stress. Emotional stability enables person to develop an integrated and balanced way of perceiving the problems of life. The organizational ability and structured perception helps one to develop reality-oriented thinking, judgment and evaluation ability, one develops feelings (Ray, 2008). Emotional stability is similar to resilience as both terms involve being able to withstand hardship. Emotional stability is vital to a good life because without it, people are prone to emotional breakdowns which can ruin a season of life. Emotional stability is the boxing equivalent of being able to take a punch, stay grounded and not panic (Stephen, 2017).

Another word for emotional stability is resilience which is defined as a dynamic process that individuals exhibit positive behavioural adaptations when they encounter significant adversity or trauma. Resilience is a two-dimensional construct concerning the exposure of

adversity and the positive adjustment outcomes of that adversity . Adversity refers to any risks associated with negative life conditions that are statistically related to adjustment difficulties. Positive adaptation, on the other hand, is considered in a demonstration of manifested behavior on social competence or success at meeting any particular tasks at a specific life stage.

Emotional stability (low neuroticism) is considered to be one of the most stable personality characteristics that determine the way we adapt to the environment (Capi & Roberts, 1990). It is the ability of leaders to stay calm, level headed and self-confident in stressful conditions (McCrae & Costa, 1997) and is therefore likely to influence the realization of organizational goals. Leaders that are emotionally stable tend to experience positive emotions which enhance their information processing ability as well as their creativity and motivation in solving difficult problems (Judge, Erez & Bono, 1998).

According to Barrick and Mount (2009), personality can be defined as an individual's relatively stable and enduring pattern of thoughts, feelings and actions. Emotional stability, in particular, reflects the tendency to be confident, secure and steady (Judge, Erez & Bono, 2001), and ability to adapt to diverse and stressful situations (Nadkarni & Herrmann, 2010). In their study, Herrmann and Nadikarni (2014) found that emotionally stable leaders are more likely to initiate strategic changes and that a leader emotional stability promotes superior performance. They explained this by arguing that leaders who are emotional stable will facilitate strategic change processes by experiencing positive emotions and by evoking positive emotions in others.

According to Peterson et al. (2003), emotional stability can be considered as a strong predictor of an individual's adaptability to unpredictable and changing circumstances. In their study, they found that emotionally stable managers (leaders) remain calm and provide focus in dynamic situations.

In contrast, neuroticism (the opposite of emotional stability) reflects the tendency to be anxious, compulsive, defensive and thin-skinned (Macrae & Costa, 1987). According to Judge et al. (2002), this is related to a poor self-image characterized by low self-efficacy and low self-esteem. Self-efficacy can be defined as one's belief in his or her capability to successfully execute and perform tasks (East & Mitchell, 1992). Moreover, a high level of self-efficacy leads to decreasing levels of stress, anxiety and depression, which are components of emotional stability (Zimmerman, 2002). Gardner and Pierce (1998) found a positive relationship with self-efficacy, overall job performance and organizational commitment. Additionally, self-esteem refers to an individual's overall self-acceptance, self-liking and self-respect (Judge et al., 1998) and this has been related to organizational outcomes; such as acceptance of change (Wanberg & Banas, 2000), successful handling of jobs with ambiguous roles (Jex & Elacqua, 1999), and motivation and organizational commitment (Hui & Lee, 2000).

Emotional Stability and Goal Realization

To summarize, I expect leader's emotional stability to positively affect strategic change, and strategic change to positively affect organizational performance and goal realization. This implies a positive effect of leader's emotional stability on firm performance, mediated by strategic change. Emotional stability affects firm performance leader's emotional stability also lead to a goal realization in general (Judge & Erez, 2007).

Emotional Stability (ES) is a Leadership Trait and Manifest in the Following Ways:

- **Self-esteem:** Emotional stable leaders have a reasonable degree of self-esteem. This leader shows confident vulnerability. These leaders know who they are and who they are not.
- **Create Teams who feel psychologically safe to take calculated risks:** Emotionally stable leaders are comfortable hiring and building teams of people who complement their skills and knowledge.
- **Behave predictably:** Staff know this leader's limited number of hot buttons and know how to redress situations.
- **Calm:** Emotionally stable leaders are the clam within the storm during crises.
- Emotionally stable leaders use anger and disappointment strategically to jog people out of complacency. They understand that occasional and well-timed expressions of strong emotion have a galvanizing effect on performance.
- Emotional stable leaders comfortably address emotions in the work place when everyone is stressed, acknowledging that stress can help normalize the atmosphere. Other attributes of emotional stability (ES) include:
 - Focused;
 - Adapts to change;
 - Sees large perspective in challenging situation;
 - Sees failure and criticism as feedback;
 - Tolerance

Concept of Solid Sense of Personal Ethics

Personal ethics are ethical principles that a person uses when making decisions and behaving in both personal and professional settings. These ethics influence various aspect of a person's life and help individual develop their work ethic, personal and professional goals, and values. Individual use their ethics to determine between right and wrong and influence how someone behaves in challenging situations. Each person code of ethics varies, but many people share common ethics such as honesty and respect (www.glassdoor.com).

Importance of Personal Ethics

A person's personal ethical principles are important for several reasons, including that they:

- **Allow leaders to more effectively lead their team (subordinates):** When a leader regularly follows a predictable and respectable code of ethics, the team is more likely to follow their lead and form confident in the contributions they make to organization as a whole.
- **Instill a sense of trust and support in Leader:** leaders and other professional who regularly behave in the same way no matter the situation are more like to be trusted and sported by colleagues and employees. Individuals who have a sound ethical code are easier to believe in and are more likely to establish credibility among others.

- **Give individuals a solid basis of which to determine the most appropriate action in any given situation:** When a person has solid personal ethics, they are better able to make decision and take action in situations that may otherwise seem challenging.
- **Improve the decision making process:** A professional's ability to make decisions is based on their personal and professional ethics and what they believe to be good or bad. Having strong ethics makes the decision-making process easier and more streamlined.
- **Set a standard of behaviours:** In the workplace or in life, ethics help establish an appropriate standard of behavior for individuals. This behavior is called ethical behaviour and refers to a person's ability to make sound decision based on their ethical nature.
- **Support Motivation:** Individuals with strong ethics are often easily self-motivated and willing to go the extra mile to accomplish a task or goal on time and in the correct manner.

Ethics and effective leadership function as a cause and effect relationship. A good leadership is a result of ethical behavior. According to Waggoner, (2010), good ethics promotes all the characteristics necessary for effective leadership. A trustworthy past and present is realistic with good ethics. According to Waggoner (2010), a leader with an understanding of ethics, a history of ethical decision-making and the ability to develop and execute plans of action shows, stability, empathy, integrity and resolve. All of these traits show in a leader's track record will infuse a greater sense of trust within followers. Good ethics build and continue from prior behavior that enforces the positive characteristics that promote trust. This identify developed with good ethics promotes long-term successes because more trust equals more effective leadership (Waggoner, 2010).

Good leadership "must include strong morals and be effective at the same time because a leader's role is to utilize tension and conflict within people's value, systems and play the role of raising people's consciousness" (Ciulla, 2004, p.13). A good leader, as seen by Ciulla, will maximize output from a follower and achieve the highest results without compromising ethical beliefs.

Institutional leaders have a responsibility to uphold the highest standards of ethical conduct (Li & Madsen, 2011). Upholding the highest standards of ethical conduct involves relating ethical behavior to a leader's ability to make sound decisions (Li & Madsen, 2011). Effective strategic leadership practices could help tertiary institution leaders heighten performance while competing in turbulent and unpredictable environments (Horolds, 2011). A leader's tasks job is to create the desirable future for the organization. Character and ethical behavior are of central importance for leadership. Additionally, institution leaders should participate in determining strategic direction (Harolds, 2011). Ethical behavior is an absolute requirement of tertiary institution leaders (DiGrande et al., 2011). Leaders of institutions have a responsibility to uphold the highest standards of ethical behavior (Li & Madsen, 2011).

Without good ethics, it is extremely hard for a leader to develop integrity, authenticity, an identity or other traits that produce effective leadership. Without these characteristics it is impossible for a leader to develop trust. Without the glue of leadership it is very unlikely a leader will be effective. As you can see, good personal ethics are the backbone of effective leadership. The copious variable that determine effective leadership are affected by good ethics. Without ethics, a leader is likely to fail and with them a leader is more likely to develop effective leadership.

Characteristics of the Ethical Leaders

Being a leader in any organization requires a broad understanding of how to manage people, and the principles of ethics are closely related to strong leadership. Ethical leadership can be the difference between an organization that stays true to its core values and one that breaks apart and fails. By taking the time to embody these ethical leadership characteristics, you will be able to take your business to the next level. According to Keith (2021) the under listed are characteristics of ethical leaders:

- **Moral:** When it comes time to be a leader, knowing the difference between what is right and what is wrong is essential to running your business. Having a character that uses moral reasoning to make decisions ensures that you and those working for you are comfortable doing what needs to be done. Ethics and morals can often seem like the same thing, but morals are the principles that drive and guide you when you need to make tough choices. People who look up to you to make decisions will look to see that you are making moral choices that most people would deem to be ethical.
- **Fair:** Having standards that you want a business to achieve is a great way to make sure you are hitting goals and deadlines. However, you want to make sure that your goals are fair and reasonable for what can realistically be done. Nobody wants to work for someone who treats them unfairly. To be fair to your employees, you want to put yourself in their shoes and think about how you would feel being asked to do something unreasonable or excessively difficult. Treating people with fairness will keep you working ethically and your employees working productively.
- **Honest:** As many people say in the business world, honesty is the best policy. Being honest as a leader means telling the truth to those you work with on what needs to be done and what isn't going so well. A workplace that is built on honesty will keep secrets and unethical behavior at bay. Being honest with yourself as to what you need to take care of and improve upon will also make you a better leader.
- **Open:** Being an open leader can have many meanings and each one is crucial to success. Being open to change and new ideas means that something you never even considered before could be just what your team needs to start seeing great results. On the other hand, being open with workers on what is going well and what is hurting the company will make everyone feel ready to make changes based on ethical needs.
- **Integrity:** Integrity is often a very internal characteristic that separates the good from the great. Living a life of integrity means acting in accordance with ethical behaviors even when nobody is looking. What you do in private and off the record is often how most people will judge your character. Integrity can also be the driving force behind doing what needs to be done even if you don't feel like doing it. Making ethical decisions in life and for the company without praise and recognition shows your true colors.
- **Driven:** A leader without a drive is like a boat with no captain. If you are not internally driven to make the best out of what you have, then you are not moving your workers forward to better things and are essentially a stranded ship. Having the drive to push your company will keep you miles ahead of slacking competition. Your drive for success must come from within or else you will simply be chasing dollar signs and stock prices. Ethical leaders will want to keep pushing the limits of their company without caring about the money or glamour at the end of the journey.

- **Just:** When you enter into a courtroom, you expect decisions to be made with justice and rational decisions. In your workplace, you must be a just leader so that people can have a baseline to judge what is and isn't tolerated. If you fail to set boundaries and give out unjust punishment, it falls on your lack of an ethical foundation that doomed the company from the very start. Establishing rules and sticking to them allows everyone to feel within reasonable boundaries and not feel singled out.
- **Respectful:** Being a respectful leader means many things, but you must be sure to follow all of them to be successful. Giving respect to others can come in many forms and it really just comes down to respecting what others have to say and making them feel that their voices are being heard. Respecting those you don't always agree with may be a challenge but giving your respect to others will see it returned to you tenfold. You want a team that feels listened to and respected rather than just a bunch of followers who feel left out of decision making.
- **Trustworthy:** If you hold someone to a promise, then you are putting your full trust in them and their word for getting a job done. An ethical leader's word is the same as their signature and you must be a trustworthy leader to have loyal followers. If your workers don't trust you then they will do anything to undermine you. Trust comes in many forms and tasks but keeping true to your word and values will see people learning to trust and respect your character in no time.
- **Focused:** Sometimes all people want from their leaders is someone who can just put their head down and work without getting distracted. A focused leader is an effective leader as you know what needs to be done and take the necessary steps to get there. Similar to your drive, focus must come from within. People have a tendency to emulate those who they follow, so your level of focus will end up inspiring others to work with a focus like you. Limiting distractions through communication will help keep you focused, and an efficient workplace is balanced when all members have the focus required to win.
- **Firm:** While you certainly want to be fair and considerate with your workers, you also must hold firm to your values as well as the values of the company. If you sway from the ethics and morals of what you feel to be right, then you open up the possibility for future issues and will only be exploited in the future. Being firm does not mean being cruel, but sometimes you will have to make hard choices when something comes up that goes against your ethical code. Leaders are not often made making easy decisions, but the best leaders arise from making the hard ones.
- **Understanding:** Being a leader will often require you to make hard decisions and being able to understand that everyone is human will have your followers feeling more comfortable. Being understanding of the struggles and limitations of others will allow you to come across as more understanding than a harsh leader. As an added benefit, you being more understanding of others also means that other people take better to your own shortcomings if they arise. Being an understanding leader will help bring all your other positive characteristics together to let others further respect you.
- **Dignity:** Your own dignity that determines how you feel and act will show itself in times of victory and defeat. Even though most of these tips help you in working with others, having a sense of dignity will allow you to feel certain in yourself in times of decision making.

- **Consistent:** Consistency is key when looking to run a business. People expect their leaders to be consistent in their decision making and values. An ethical leader will always strive to be consistent with their actions when making important decisions.
- **Loyal:** Finally, the characteristic of loyalty helps keep you leading ethically in challenging times. Being loyal to your workers and company will give people the hope they need to work hard knowing that you will always have their back.

With so many characteristics of leadership strategy, there are many ways to take a look at leadership actions and find ways to make them more ethical. All it takes is some will power to turn operations into an ethical and efficient system.

Concept of Interpersonal Skills and Strong Communication

Interpersonal skills are traits you rely on when you interact and communicate with others. They cover a variety of scenarios where communication and cooperation are essential. These skills involve the ability to communicate and build relationship with others often called people skills. They tend to incorporate both your innate personality traits and how you have learned to handle certain social situations. Effective interpersonal skills can help you during the job interview process and can have a positive impact on your career advancement. (Jouany&Martic,2020). Interpersonal communication is the process of exchange of information, ideas and feelings between two or more people though verbal or non-verbal methods. It often includes face-to-face exchange of information in a form of voice, facial expressions, body language and gestures. The level of one's interpersonal communication skills is measured through the effectiveness of transferring messages to others.

Strong communication which is one of the attributes of a leader's psychology occurs when the leader can transmit information to employees to influence employee outcome and goals realization (Johanson et al., 2014). Researches have revealed how vital communication is to lead effectively. Communication is the sharing of transmission of information between individuals to influence each other (Tomescu-Dumitrescu, 2016). Good communication is necessary for organizational success (Miletics & Durovic, 2015). Tertiary institution's success has a positive association with good communication between leadership and employee and students (Ahlin et al., 2017). Communication has significant effect on employees performance (Chaddha, 2016). Leaders' effective communication with employees and colleagues requires communicating with clarity on a regular and consistent basis.

The leader-employee relationship is important for leaders and organization success. Leader-employee relationship forms through the communication process. Tripathic and Agarwal (2017) found a significant positive correlation between employee organizational commitment and communication satisfaction. There is positive correlation between leadership organizational commitment (Alanutairim 2016; Saha, 2016). Leader communication is basic for employee motivation (Kumar & Misra, 2012). Strong and effective communication is a way of motivating employee (Uzonna, 2013). Leader communication can influence employee motivation, and employee motivation can affect employee performance which leads to goal realization.

Communication is an essential leadership skill (Grill et al., 2014; Savolainan, Lopez-freno, & Ikonan 2014). However, communication skills are not the only important skills required for effective efficient leadership, Smalley et al. (2016) noted that taking responsibility, learning, being accountable, and adaptation to changes, coupled with strong communication are some of

the essential leadership skills. Additionally self-awareness, conflict management, innovation, vision and communication are necessary skills for an effective leadership (Fernandez, Noble, Jensen, & Seffen, 2015). Scholars stated that setting examples, enabling others to perform, inspiring a shared vision, and seeking self-improvement are also needed leadership skill (Nelson, Schroeder, & Welpman, 2014). These skills in addition to strong communication skills are some of the qualities institutional leaders must employ for organizational success and goal realization.

Characteristics of Interpersonal Skills and Strong Communication

The following are attributes of interpersonal skills and strong communication which help leaders to display their job effectively:

- **Active listening:** Active listening means listening to others with the purpose of gathering information and engaging with the speaker. Active listeners avoid distracting behaviors while in conversation with others. This can mean putting away or closing laptops or mobile devices while listening, and asking and answering questions when prompted.
- **Dependability:** Dependable people can be relied on in any given situation. This can include anything from being punctual to keeping promises. Employers highly value dependable workers and trust them with important tasks and duties.
- **Empathy:** A worker's emotional intelligence is how well they understand the needs and feelings of others. Employers may hire empathetic or compassionate employees to create a positive, high-functioning workplace.
- **Leadership:** Leadership is an important interpersonal skill that involves effective decision making. Effective leaders incorporate many other interpersonal skills, like empathy and patience, to make decisions. Leadership skills can be used by both managers and individual contributors. In any role, employers value people who take ownership to reach common goals.
- **Teamwork:** The ability to work together as a team is extremely valuable in every workplace. Teamwork involves many other interpersonal skills like communication, active listening, flexibility and responsibility. Those who are good team players are often given important tasks in the workplace and may be seen as good candidates for promotions.

Concept of Open-Mindedness

Open-mindedness is receptiveness to new ideas. Open-mindedness relates to the way in which people approach the view and knowledge of others (Mitchell & Nicholas, 2006). In the same vein, Jason (2011) defined an Open-minded person as one who characteristically moves beyond or temporarily sets aside his own doxastic commitments in order to give a fair and impartial hearing to the intellectual opposition.

In the view of Kwong (2015), open-mindedness is the willingness to take novel viewpoint seriously. Open-mindedness springs from an awareness of the inherent fallibility of one's beliefs; hence, open-minded individuals are more inclined to listen to and seriously consider alternative viewpoints. (Wayne, 2010)

According to Disalvo (2011), closed-mindedness or an unwillingness to consider new ideas, can result from brains natural dislike for ambiguity. According to this view, the brain has a “search and destroy” relationship with ambiguity and evidence contradictory to people’s current beliefs tends to make them uncomfortable by introducing such ambiguity. Research confirms that belief-discrepant-closed-minded persons have less tolerance for cognitive inconsistency. Open-mindedness is generally considered an important personality attribute for effective participation in management team and other groups. An open-minded leader gains the trust of the team.

The Benefits of Being Open-Minded

Being more open-minded means enjoying some useful and powerful benefits. Open-mindedness helps you:

- **Gain insight.** Challenging your existing beliefs and considering new ideas can give you fresh insights about the world and also teach you new things about yourself.
- **Have new experiences.** Being open to other ideas can also open you up to new experiences.
- **Achieve personal growth.** Keeping an open mind can help you grow as a person. You learn new things about the world and the people around you.
- **Become mentally strong.** Staying open to new ideas and experiences can help you become a stronger, more vibrant person. Your experiences and knowledge continue to build on one another.
- **Feel more optimistic.** One of the problems with staying closed-minded is that it often leads to a greater sense of negativity. Being open can help inspire a more optimistic attitude toward life and the future.
- **Learn new things.** It’s hard to keep learning when you surround yourself with the same old ideas. Pushing your boundaries and reaching out to people with different perspectives and experiences can help keep your mind fresh.

Factors That Influence Open-Mindedness

There are a number of things that can affect how open- or closed-minded a person is. While some of the factors that go into determining how open-minded you are might be inborn characteristics, others can be cultivated to help develop a more open mindset:

- **Personality:** In the five-factor model of human personality, openness to experience is one of the five broad dimensions that make up human personality. This personality trait shares many of the same qualities with open-mindedness, such as being willing to consider new experiences and ideas and engaging in self-examination.
- **Expertise:** Research suggests that people expect experts to be more dogmatic about their area of expertise. When people feel that they are more knowledgeable or skilled in an area than other people, they are less likely to be open-minded.

“Researchers have found that giving participants false positive or false negative feedback about their performance on a task influenced how closed-minded they were about considering an alternative political opinions and suggestions.”

- **Comfort with Ambiguity:** People have varying levels of comfort when dealing with uncertainty. Too much ambiguity leaves people feeling uncomfortable and even distressed. Dogmatism is sometimes an attempt to keep things simpler and easier to understand. By rejecting alternative ideas that might challenge the status quo, people are able to minimize uncertainty and risk -or at least their perception of risk. Older research does support this idea, suggesting that people who are closed-minded are less able to tolerate cognitive inconsistencies.

Characteristics of Open-Minded People include the following:

- They are curious to hear what others think;
- They are able to have their ideas challenged;
- They don't get angry when they are wrong;
- They have empathy for other people;
- They think about what other people are thinking;
- They are humble about their own knowledge and expertise;
- They want to hear what other people have to say;
- They believe others have a right to share their beliefs and thoughts.

Concept of Patience and Steadfastness *“For ye have need of patience, that, after ye have done the will of God, ye might receive the promise.”* – Hebrew 10:36.

Patience is the good-natured tolerance of delay or incompetence. To be patient is to be steadfast despite opposition, difficulty or adversity. This means that a patience man is a very strong man. The ability to be steadfast in the face of opposition difficulty and adversity is to exercise great restraint and ability to rule your own spirit. A patient person bears pain and trials without complaint. Hogg and Vine (2021), discuss patience in this way “longsuffering is that quality of self-restraint in the face of provocation which does not hastily retaliate or promptly punish. It is the opposite of anger, and is associated with mercy, and is used of God. Patience is the quality that does not surrender to circumstances or succumb under trials, it is the opposite of despondency and is associated with hope. Richards (2021) explains the term in this way: The word patience focuses our attention on restraint; that capacity for self-control despite circumstances that might cause agitation. In personal relationships, patience is forbearance. Patience is one of the most difficult qualities to develop in this fast paced and impatience world. Impatience contributes to feelings of anxiety, anger, dissatisfaction, and failure. It can ruin relationships with friends, Partners, co-workers, and children. Being impatience is not an attractive quality and results in feelings of guilt for out-of-control behavior. Being impatience leads to real trouble and can lead to physical illness. Patience creates confidence, decisiveness, and a thoughtful outlook on life. Patience leads to wisdom and success and the key to patience is acceptance. Impatience creates tremendous stress (Vendersteen & Psych, 2014).

Three Notable things about Patience:

- **Productivity:** Patience is the quality that will cause a leader to be productive. To be productive; you need to be patience for things to grow until the day of harvest. Patience is

very important trait for productivity and prosperity. Because of lack of patience, people jump out of good things, thinking they can get to the top faster. Develop the ability to stay and reap appropriate benefits.

- Patience is the personal characteristics that makes a leader to inherit good things. “Rest in the Lord and wait patiently for him”. These are the words of the psalmist. “Fret not thyself because of him who prospereth in his way for evil doers shall be cut off but those that wait on the Lord, they shall inherit the earth.” Can you wait to inherit what is rightly yours? Then, be patient! Be patient enough to inherit the good promise. That ye be not slothful, but followers of them who through faith and patience inherit the promises.
- **Patience** is the personal trait that will cause a leader to be approved. You will be approved because you were able to wait for your day of promotion. The ability to wait faithfully is always rewarded with promotion. Faithfulness is proved with time. And faithfulness is always rewarded. Leaders are usually people who have stayed in one place or with one things for many years, wait patiently and you will become someone who can be described as a great leader (www.dagheardmillsbooks.org).

Patience or longsuffering characterizes the person who in relation to those who annoy or oppose exercises patience and refuse to yield to outburst of anger (Hendricksen, 1977). Patience is the work the spirit of God when one endures difficulty situations and people without losing one’s equanimity (Schreiner, 2010). Longsuffering means patience and steadfastness; not short-tempered patience involves relationship with other people and is therefore important not only in human relations but leadership as well. Patience emerges as one of the most desired spiritual value at work on Krieger and Seng’s list of values (Gibbons, 2009b). In the organizational environment, patience is one of the important attribute of a leader. Leading people and organization. The humility, patience and steadfast of its leaders will lead an organization to greatness as this organization will be positioned to serve (Renfrow, 2007). In discussing servant leadership Ndoria (2004) opined that it is based upon charity and this kind of leadership is patient in hoping and thinking the best of the subordinates. Even when there is an error, the leaders will correct them in live and patience. Patience then is relational in being tolerant of those who challenge, while hoping and believing the best for subordinates and correcting mistakes with patience. In fact, patience goes beyond tolerance to believing the best and inspiring others to rise to the new level of living. It is a desire spiritual value bust a needed organizational value as well in bringing the organization to greatness. Patience is longsuffering in relationships, hoping and speaking the best to subordinates, and encouraging the heart similar to one of Kouzes and Posner’s (1995) aspect of leadership. Institutional leaders need this attribute called patience and steadfastness for institution progress and goal realization. Attribute of patience and steadfastness manifest in the following ways:

- Tolerance/fortitude ;
- Productivity/good planners;
- Approved/cope with stress;
- Reward/inheritance of good things;
- Humble;
- Good sense of humor;
- Peace maker

“True leaders recognize that patience enables them to take stock of the situations, to understand what is required, and wait while they build the capacity to take appropriate and effective action. By demonstrating patience, leaders reinforce the important of focusing on long-term outcomes.”

TERTIARY INSTITUTION LEADERS

Tertiary institution is the third-level of educational system where high level manpower is trained and developed to face the challenges of the society. It is any, public or private institution, school or centre of higher education other than a university. The World Bank defined tertiary institution as including universities, as well as trade schools and colleges. Tertiary institutions in Nigeria include university, polytechnic college of education and monotechnics. Tertiary institutions are surmised to bestow specialized knowledge essential for development, functionary and managing of the complex apparatus of the modern society and the claims to provide guide for life and action by informing man about the requisites of human reality (Uche, 2020).

Tertiary institution leaders are the persons behedged with the responsibility of running the affairs of the institution for goal realization. They ensure the effective leadership, coordination and management of the activities of the institutions. The tertiary institution leaders comprise of the chancellor, the pro-chancellor and chairman of the council, the vice-chancellor, the registrar, bursar, the provost, Deans of faculties, heads of departments/units and course advisor. According to Uche (2020), the functions of the principal officers and management team in tertiary institutions are as follows:

The Vice Chancellor is the chief executive and chief academic officer of the university. He/she is also the chief accounting officer, the chairman of senate and in relation to the university, takes precedence before all other members of the university except the chancellor and the pro-chancellor and any other person who for the time is acting as chairman. He/she also serves as the chairman of a congregation and an Ex-officio member of council. He provides leadership for the university and directs its affairs towards the actualization of its vision, mission and objectives.

The vice chancellor is assisted in his/her functions by Deputy vice chancellor(s), where applicable and by other principal officers:

- Deputy vice chancellor (Academic);
- Deputy vice chancellor (Administration).

The Registrar is the chief administrative officer of the university and he/she is responsible to the vice chancellor for the day-to-day administrative work of the university except as regards matters for which the bursar is responsible. He/she also serves as the chief scribe to the university and as the secretary to council, senate, congregation and convocation. By implication, the registrar has deputies from administrative assistants to deputy registrars. Depending on the university, the department within the office of the registrar may include:

- Academic affairs;
- Examinations and records;
- Establishment and training unit;
- Filling positions;

- Appointments;
- Promotions;
- Non-teaching staff;
- Discipline;
- Welfare;
- Staff records

The Bursar is the chief financial officer of the university and is responsible for the day-to-day administration and control of the financial affairs of the university.

The University Librarian is responsible to the vice chancellor for the administration of the university library and the coordination of the library services in the university.

These officers assist the vice chancellor in supervising specific areas of the administration as indicated above and serve as members of various committees for the good order and operations of the university.

The Provost: Any university that has a college within usually makes provision for the provost, the College Board, the academic board, the academic staff assembly within the college.

The Deans of Faculties are provided by law as being in charge of the faculties. Where there is no professor, the office is held in rotation by the basis of seniority, or as determined by senate. Provisions and made in the Act on how each of the foregoing officers shall be appointed.

The Heads of Department/Units are in charge of the branches of the faculties. The means for every department within a faculty, there is a HOD who oversees the affairs of a department and report directly to the Deans of faculty.

Course Advisor is in charge of a particular level/year within a department. He/she is responsible to the Heads of Department in matters related to the students.

University Management Team (UMT)

The university Management Team (UMT) is made up of the Principal Officers and any other person or persons the VC may want to be part of the team. However, in principle, the management team comprises the principal officers, provost, deans and HODs and directors. These are:

- Vice chancellor and President (Chair);
- Deputy vice Chancellor Academic;
- Deputy vice Chancellor Administration;
- Registrar;
- Deans and Provosts of Faculties and Colleges respectively;
- Head of Departments;
- Dean of Graduate School;
- Dean of Student Affairs;
- Bursar;

- University Librarian;
- Director of Works;
- Director of Health Services;
- Chief Information Officer;
- Director of Academic Planning;
- Directors of Centres and Units

Positive Psychological Attributes of Leaders for Goals Realization

Positive personality attributes which leaders should possess which are to complement others already discussed in the article include:

- Being honest and taking responsibilities for your actions are admirable qualities.
- Adaptability and compatibility are great traits that can help leaders get along the others.
- Drive and determination will help you keep going no matter what.
- Compassion and understanding mean you relate well to others.
- Patience is a virtue and also a good personality trait.
- Courage will help you do what's right to tough situations.
- Loyalty is a good quality to possess, making others trust you.

Negative Psychological Attributes that Leaders should Avoid

The following negative attributes should be avoided by leaders if they must realize institutional goals:

- A propensity for lying, in order to avoid responsibility for their actions, is a deplorable quality.
- Being rigid and selfish, unyielding to the needs of others are not ending qualities.
- Being full of laziness and excuses is sure to drive others away, too.
- Unable to empathize with others will also alienate leaders from others
- Being quick to wrath will turn people away.
- Disloyalty, quick to talk ill of others behind them or worse stab them in the back for personal benefit also fall high on the scale.

The negative attributes and personality traits should be avoided by tertiary institution leaders if the goals of tertiary institutions must be realized. Tertiary institutions are where people (students) are trained in learning and in character, if this is true, it is therefore important that the leaders in the education system should be role models. They should shun, negative psychological attributes; dishonesty, self-centeredness, arrogance, thoughtlessness, unruliness, pompousness, impulsiveness, unfriendliness, malicious, sarcasm, conceitedness, rudeness, quadsomeness, boorish, finicky, slovenly, sullen, picky. These do not make a good leadership and a better society.

According to Okoroma (2007), to be a good leader, a person must have honesty of purpose. He should ensure he is willing and prepared to render fruitful service to the people. He should also not hide under the cover of offering selfless service whereas his interest is to acquire

wealth through his position. Leadership problems in many societies are as a result of lack of honesty and obvious treason of the constituency and taxpayers (Okoroma, 2007).

Since honesty supports; a restraint from lying, cheating or stealing as well as a situation of truthfulness, trustworthiness, uprightness or sincerity, fairness, and straightforwardness; it means that a person who lacks honesty will provide a poor leadership and cannot provide result-oriented leadership. Thus the absence of fairness, integrity, as openness emotional stability, good ethics, patience and steadfastness qualities render the leadership efforts of an individual less effective.

Burman and Evans (2008) Published a 'Charter' for Leaders:

- Leading by example in accordance with the company's core values.
- Building the trust and confidence of the people with which they work.
- Continually seeking improvement in their methods and effectiveness.
- Keeping people informed.
- Being accountable for their actions and holding others accountable for theirs.
- Involving people, seeking their views, listening actively to what they have to say and representing these views honestly.
- Being clear on what is expected, and providing feedback on progress.
- Showing tolerance of people's differences and dealing with their issues fairly.
- Acknowledging and recognizing people for their contributions and performance.
- Weighing alternatives, considering both short and long-term effects and then being resolute in the decisions they make.

“Leadership is matter of intelligence, trustworthiness, humaneness, courage, and discipline. Reliance on intelligence alone results in rebelliousness, exercise of humaneness alone results in weakness. Fixation on trust results in folly. Dependence on the strength of courage results in violence. Excessive discipline and sternness in command result in cruelty. When one has all five virtues together, each appropriate to its function, then one can be a leader.” (Jailin, in commentary on Sun Tzu, Art of War).

GOAL REALIZATION

An organizational goal is the end-point toward which activities are aimed. It is the target of end that managers want to reach. Goals provide direction and serve as a reference point. Goals are the raisin deter of an organization. In other words, goals are the reason for the existence of an organization. If an organization fails to achieve its goal, it can be said that it has failed in its objectives. Thus, goals are critical to organizational success and effectiveness.

The realization of tertiary institutions goal is the primary responsibility of the school leadership. The general acceptability of education as the most desired instrument for political, social and economic and technological advancement and development globally is not an issue for debate. Although there are different levels of education, the tertiary level is the highest level. This is where the highest certificate are awarded. Moreso, it is at this level that all the teachers of all the other levels are nurtured and trained for success and effectiveness. More importantly, in Nigeria particularly, the National Policy on Education (NPE) states the goal of tertiary education to include:

- To develop and inculcate proper values for the survival of the individual and society.
- To promote national and international understanding and interactions, and
- To forge and Cement National Unity (Federal Republic of Nigeria, 2004).

This implies that the management of tertiary educational institutions in Nigeria is a sine quo non for the realization of not only the tertiary educational goals but also for the success of all the other levels of education. In other words, the aforesaid suggests that without the effective and efficient leadership of the Nigerian tertiary education institutions, there will be disarray, anarchy and deem in the country (Nleenyinikor et al., 2014).

It is therefore important that the leaders of tertiary institution should adopt the right strategies towards achieving goals by imbibing the right ethical behaviours. Every effective leader plays significant role aimed at creating enabling environment for teamwork, conceptual technological skills and actualizing sustainable growth of the institution in particular and the nation at large.

CONCLUSION

While successful leaders may exhibit these leadership psychological attributes and qualities to varying degrees, all good leaders leverage at least some or more of these characteristics. Together, they make up the backbone of leadership across leader levels, institutions and nations. Without these attributes, leadership is impossible.

Institutions leaders can strengthen leadership skills and foster deeper levels of engagement at work through leadership by example as leaders model the traits and qualities they wish to see staff and students display. Furthermore, an understanding of the psychological profile of individuals in an organization is an important task of the leader. Such appreciate of the employees will enable him be properly guided in assigning responsibilities to them.

Finally, leadership is not so much about technique and methods as it is about opening the heart. It is inspiration of oneself and that of others. Great leadership is about human experience, not processes. It is not a formula or a program, it is human activity that comes from the heart and considers the heart of others. Leadership is an attitude not a routine. Tertiary institution leaders should be ethical in words and character if the goals for which the institutions are established are to be realized.

Recommendations

Based on the finding, the following are recommended:

- Leadership of tertiary institutions should learn to lead by example. They should model the traits and qualities they wish to see staff members and students display.
- Tertiary institution leaders should learn to display good ethics in words and character keep to their words, knowing that good ethics is the only way to sustain Institution's success in learning and character.
- Leaders of tertiary institutions should create an effective communication network to maintain high level of communication and interpersonal skills among staff and students for goal realization.

- Tertiary institution leaders should be master of their emotions and feelings and also recognize that most of their subordinates are product of emotions and feelings. The recognition of this by leaders will enable them understand their subordinates better and assist them to contribute to the realization of the goals of the institution.
- The government and institution leaders should formulate ethical policies that will ensure transparency and uphold good work environment in tertiary institutions.
- There should be a psychological training exercise for tertiary institution leaders and subordinates to guide their behaviours and enhance their performance for goal realization.

REFERENCES

- Abbott, T. K. (2021). *Expository Dictionary*. <https://truediscipleship.com/character-traits-of-the-spiritual-life-patience-3>.
- Almitairi, D. O. (2016). The mediating effects of organizational commitment on the relationship between transformational leadership style and job performance. *International journal of Business and Management*, 11, 231-241. Doi:10.5539/ijbm.v11n1P2A312.
- Amah, E. (2016). *Human resources management*. Terms & T. Press.
- Amanchukwu, R. N. (2013). *Educational Management and Planning, Educational Resources*. Harley Publication.
- Aness, U.K. (2013). *Impact of Leadership on Organizational Performance*. A case Study of D&R Cambric Communication, business economics and Tourism.
- American Psychology Association (2020). About APA. <https://www.apa.org:433/about/index>.
- Barrick, M. R., & Mount, M. K. (2009). *Select on Conscientiousness and Emotional Stability*. *Handbook of Principles of Organizational Behavior: Indispensable Knowledge of Evidence-base Management*, second, 19-39.
- Bechr, J. (2011). The Structure of Open-mindedness. *Canadian Journal of Philosophy*, 41(2), 191-213. Dio:10.1353/cip.2011.0010. S2CID 55516406.
- Burman, R. & Evans, A.J. (2008). Target Zero: A culture of safety, defence aviation safety Centre Journal 2008, 22-27. <http://www.mod.uk/NR/rdonlyres/849892B2-D6S2-4DFD-B5BD-9A4f288A9B18/0/DASC JOURNAL2008>.
- Caspi, A., & Roberts, B.W. (1990). *Personality continuity and change across the life course*. In L. A. Pervin (Ed.), *Handbook of personality: Theory and research* (Vol.2) (pp. 300-326). Guilford Press.
- Chaddha, V. (2016). The effect of communication and participation on job satisfaction with specific reference to banking sector employees. *Splint International Journal of Professionals*, 3(6), 57-61.
- Ciulla, J. (2004), *Ethics, the heart of Leadership*. Praeger.
- Cubbons, S. (2009b). Patience: the fourth in a series of nine leadership devotional based upon the fruits of the Spirit. *Inner Resources for Leaders*, 2(1), 1-8.
- Disalvo, D. (2011). *What makes your Brain Happy and why you should do the opposite*. Prometheus Books. ISBN 978-1616144838.
- European Foundation for Quality Management (2003). Models EFAMDE excellence, European foundation for quality management.
- Fernald, L. D. (2008). *Psychology: six perspectives*. Sage Publications.

- Fernandez, C. S .P., Noble, C. C., Jenson E., & Steffen, D. (2015). Moving the needle: A retrospective pre-and post-analysis in improving perceive abilities across 20 leadership skills. *Maternal and child health journal*, 19, 343 – 352.
- FRN (2012). *National Policy on Education*. NERDC Press.
- FRN (2014). *National Policy on Education*. NERDC Press.
- Grill, C. Ahborg, G. Jr., & Wikstrom, E. (2014). Health care managers learning by listening to subordinates' dialogue training. *Journal of health organization and Management*, 28, 437-54. Doi:10.1108/JMOM-10-2013-0010.
- Hendriason, W. (1977). *Exposition of Galatians Grand Rapids, Mi: Baekr Book House*.
- Hockenbury & Hockenbury (2020). *Psychology*. Worth Publishers, 2020.
- Hogg & Vine, (2021). *Expository Dictionary*. <https://truedisciplineschip.com/character-traits-of-the-spiritual-life-patience-3>.
- Johansson, C., Miller, V. D., & Hamrin, S. (2014). *Conceptualizing communicative leadership: A framework for analyzing and developing leaders' communication competence*. *Corporate communications*, 19, 147-165. Doi:10.1108/CCIJ-02-2013-0007.
- Jouany V., & Martic K. (2020). *Interpersonal Communication: definition, importance and must-have skills*. Retrieved from <https://blog.smarp.com/interpersoanl-communication-definition-importance-and-must-have-skills>.
- Judge, T. A., Erez, A., & Bono, J.E. (1998). *The power of being positive: the relationship between positive self-concept and job performance*. *Human Performance*, 11(2/3), 167–187.
- Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evolutions traits-self-esteem, generalized self-efficacy, locus of control and emotional stability with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86(1), 80.
- Judge, T. A., & Bono, J. E., & Gerhardt, M. W. (2002). Personality and leadership: a qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765 – 780.
- Keith, M. (2021). *15 Characteristics of the Ethical Leadership style*. <https://furtureofworking.com/15-key-characateristics-of-the-ethical-leadership-style>.
- Kendra, C. (2021). *The Benefits of being Open-minded*. <https://www.verywellmind.com/be-more-open-minded-4690673>.
- Kouzes, A., & Posner, B. Z. (1995). *The Leadership challenge: how to get extraordinary things done in organizations*. Jossay–Bass.
- Kumar, P., & Misra, B. (2012). *Motivation and behavior modification with reference to health care services: Are we underperforming?* *Anusandhanika*, 4(2). 51-0. Retrieved from <http://www.anusandhanika.co.in>
- Kwong J. (2015). Open-mindedness as a critical virtue. *Topio*, 35(2), 403-411. dio:10,1007/SI11245-015-9317-4. S2CID 10757787.
- McCrae, R. R., & Costa, P. T. J. (1997). Conceptions and correlations of openness to experience. In R. Hogan, J. A. Johnson, & S. R. Briggs (eds.). *Handbook of personality psychology* Academic Press.
- McCrae, R. R., & Costa, P. T. J. (1997). Validation of the five-factor Model pf Personality across Instruments and observers. *Journal of Personality and Social Psychology*, 52(1), 81.
- Meenyinikor, J. N. D., Tim-Johnson, T. C., & Chux-Nyeche, G. C. (2014). Managing Nigerian Tertiary Educational Institutions: A Panacea for National Security. *International Journal of Educational Learning and Development*, 2(1), 17-33.

- Miletic, S., & Durovic, P. (2015). *Improving enterprise interests through the process of business communication*, *Ekonomika*, 61(1), 43-53. Doi:10. 5937/ekonomikal 1501043M.
- Nadikarni, S., & Herrmann, P. O. L. (2010). EEO Personality, strategic flexibility and firm performance: The case of the Indian business process outsourcing industry. *Academic of Management Journal*, 53(5), 1050–1073.
- Ndoria, J. (2004). *Servant leadership: Is it academic jargon or a lifestyle*. Paper presented at the servant leadership roundtable.
- Nelson, E. Schroeder, M. & Welpman, L. (2014). Does career maturity impact leadership behavior? *Journal of leadership, accountability and ethics*, 1182-96. Retrieved from <http://www.na-businesspress.com>.
- Okoroma, N. S. (2007). *Perspectives of Educational Management, Planning and Policy Analysis*. Paulimatea Printers.
- Ololube, N. P. (2018). *Does core qualities of principled leaders regulate educational leadership and management?* In N. P. Ololube (Ed.), *Encyclopedia of Institutional Leadership, Policy and management*. Pearl Publishers.
- Pentflow, T. (2007). *Effective leadership within a multinational environment*. *Leadership Advance Online* 10, 1-8.
- Peterson, R. S., Smith, D.R., Martorana, P. V., & Owens, P.D. (2003). The impact of chief executive officer personality on top management team dynamics: One mechanism by which leadership affects organizational performance. *Journal of Applied Psychology*, 88, 795-808.
- Ray, P. (2008). *Before you say “I Do”, A study of emotional intelligence of higher secondary school teachers of Madhya*. Predesh. P.52/53.
- Riggs, W. (2010). *Open-mindedness*. *Metaphilosophy*. 41(1-2):172-188. Dio:10.1111/j.1467-9973. 2009: 01625.x
- Mitchell, R. & Nicholas, S. (2006). Knowledge Creation in Groups: The value Cognitive Diversity, Transactive Memory and Open-mindedness norms. *Electronic Journal of Knowledge Management*.
- Schreiner, T. (2010). *Exegetical commentary on the New Testament: Galatians*, Grand Rapidst, MI: Zondervan.
- Six (6) ways psychology can help you become a better leader. (2021, May 15). <https://www.skillsyouneed.com/rhubarb/become-better-leader>.
- Stephen, G. (2017). *3 Keys to emotional stability: How to stay grounded in times of stress*. <https://medicum.com/the-mision/3-keys-to-emotional-stability-2758d7109387>.
- Tomescu-Dumitrescu, C. (2016). *Effective Communication*. *Analele Universitatii “constantin Bruncuse” din targu jui. Serie litere si stiinte sociale*, 3(3), 39-51.
- The Art of War: Complete texts and commentaries (2003) 44, translated by Thomas Cleary.
- The British Psychological Society (2021). <https://www.bps.org.uk/public/what-is-psychology>.
- Tripathi, K., & Agrewal, M. (2017). Communication Satisfaction of managers and their organizational commitment in automobile sector. *International journal of Educational Management Studies*, 7, 326-331.
- Uzonna, U. R. (2013). Impact of motivation on employee’s performance: A case study of credit West Bank Cyprus. *Journal of Economics and International Finance*, 5, 199-211. Doi 10.5897/JELF12.086.
- Uche, C. M. (2020). *Concept of Higher Education: Models, Practices and Contemporary Issues*. Emhai Publishers.

- Vendersteen, S., & Psych, R. (2014). *Consulting Psychologists*. Retrieved from <https://glenora.net/thequality-of-patience>.
- Waggoner, J. (2010). *Ethics and Leadership: How personal ethics produce effective Leaders*. CMC Senior Thesis, paper 26.