

## **INSTITUTIONAL LEADERSHIP AND PROFESSIONAL PRACTICES IN THE MANAGEMENT OF TERTIARY INSTITUTIONS IN RIVERS STATE**

**Walson, Ominini Brother Asako and Enwereuzo, Perpetual Ngozi**  
**Department of Educational Management, Faculty of Education**  
**Ignatius Ajuru University of Education, Rumuolumeni, Port-Harcourt. Nigeria**

Email: [walsonomis@yahoo.com](mailto:walsonomis@yahoo.com), [maryfaustinamichael@gmail.com](mailto:maryfaustinamichael@gmail.com)

### **ABSTRACT**

*This paper investigated professional practices and institutional leadership in the management of tertiary institutions in Rivers State. Three research questions and three hypotheses were formulated to guide the study. This study adopted a correlational survey design. The population of the study was 1,438 while the sample size was 362, which makes up 27% of the population, was randomly from the three universities. Two instruments were used for data collection in this study namely: Institutional Leadership Questionnaire (ILQ) and Professional Practices in Tertiary Institutions (PPTIQ). These instruments were validated by experts in Educational Management of the University. This study adopted the Cronbach Alpha using SPSS version 23. They yielded coefficient index of 0.89 and 0.68 respectively which implies that the instrument was highly reliable. Mean and standard deviation was employed to analyze the research questions while the hypotheses were tested using multiple regression and the associated t-test. It was then concluded based on the finding and the following recommendations were made; professional practices should be encouraged in tertiary institutions in Rivers State, that leadership of tertiary institutions in Rivers State should continue to reemphasize the need for professional practices as majority of the respondents indicated that it exists significantly and others.*

**Keywords: Profession, Professional, Professional Practices, Leadership, Institutional Leadership, Management, Tertiary Institutions.**

### **INTRODUCTION**

Leadership as we know it is a controversial concept and it is also viewed to be an intimidating subject. Leadership and management are all embracing in every organization. Both deals with the utilization of human and material resources using the functions of management. The role of leadership is a challenging one because it causes the persons occupying any position of leadership emotion, excitement, and enthusiasm to function in this capacity. Leadership is of course a subject that can never be dismissed due to its relevance, and applicability to everyday life. The importance of this subject leadership has made people through the ages to explore and find out better and more convenient ways to go about this life business in order to add value to human life and existence. Humans in fact cannot do without leadership; all the different roles we play in our various homes are no other thing but leadership roles in one capacity or the other, the same thing in our work places, groups, communities and society at large. Show me a place without leadership roles and I will show you a place consumed in absolute confusion. Leadership cannot be over emphasized in a paper such as this; leadership is dated as back as creation. In creation God discharged His role as the Leader of the entire universe and delegated authority to man (Genesis 1 & 2). "Leadership is the drive that every leader has, that is the foresight to know what to do and taking the lead" (Russell in Ikechukwu, 2019).

The key in leadership is to prime good feeling in the followers; this will only be possible when a leader creates resonance (Daniel et al., 2002). Leadership cannot actually succeed without the leader making the act of leadership worthwhile. When the people you lead as a leader in leadership do not have the good feeling of your leadership it becomes absolutely hard to get the best from them, with this it becomes hard to achieve the set goals of the organization. This is true, because

leadership is all about achievement of a certain goal anytime anywhere. Scholars over time have worked on the need to have a working leadership in organizations; institutions of learning fall under the classification of an organization therefore it is important that leadership in institutions should be in line with the expectations of leadership.

Leadership at any level is tasking as emphasized above, but that notwithstanding, it is the duty of a leader in any institution to make every frank effort to see to it that they followed the standard and professional practices to realize the educational goals of the school. Education has been singled out among other things as the weapon that can be used to develop a nation, with this in mind leaders in institutions should know that it is not all about them but it is all about the future of the learners and the society at large. Therefore, it is needful for leadership at this level to look forward to realizing the goals of the national policy on education in the institutions. It will be a night mare for leadership in the higher institutions to be seen as a way of making personal again. According to Daniel et al. (2002), "no creature can fly with just one wing. Gifted leadership occurs where heart and head-feeling and thought-meet. These are the two wings that allow a leader to soar". In line with the context of this paper it implies that no leadership can succeed meaningfully without the followers contributing meaningfully too. In other words, leadership is not meant to be one sided, that is to say that only the leader cannot do it alone without the lead. But this can only be possible when the leadership recognizes the lead and put them to work through their commitment as a leader in the institution by adhering strictly to the policy. Showcasing the attitude of a collaborator with the followers will be a step towards the right direction in institutional leadership. Having the mind of a servant will also help in the realization of the institutional goals as well as educational goals.

Institutional Leaders do far more than simply manage or administer their systems and campuses. Chancellors, presidents, provosts, rectors, vice presidents, and department chairs lead by helping to set the vision for reform and by facilitating the structural changes necessary to implement at scale. Institutional Leadership in the educational sector has been faced with so many challenges. The Chancellors, presidents, provosts, rectors, vice presidents, and department chairs are the instructional leaders and as such they have major role to maintain the professional practices in the tertiary institutions. To ignore these professional practices is to end up in a very serious mistake that will keep an institution in the dark as long as the deviation from these professional practices lasts. What institutional leaders are trained and called to do is to make sure that the nation succeeds in using education as an instrument to achieve the educational goals. Education as we know is the medium for the transmission of culture and competences; it is also a mechanism through which the country produces the needed knowledge and skills development and survival (Kazeem & Ige in Unobunjo, 2019).

### **Statement of the Problem**

Institutions today must be able to prepare students to raise the capacity for knowledge and innovation and nurture first class mentality. On this note it becomes very important that tertiary institutions should play their role in making sure that they live up to expectations by exhibiting professional practices which will enable them to stand the test of time. It is not over statement to say that some institutions of higher learning in the country using those located in Rivers State as a reference point are performing below expectation in terms of the way they are been governed by the leaders of such institutions. It is therefore this very issue as regards the fact that some of these institutions are been administered outside the professional practices of accountability, confidentiality, honesty, integrity, law-abiding, loyalty, objectivity, fiduciary, transparency that make them to be in the bad shape administratively. This paper was out to investigate the role of these professional practices mentioned above and to see if in any way they have a link to the institutional leadership.

### **Aims and Objectives of the Study**

The general aim of this study is to investigate professional practices and institutional leadership in public tertiary institutions in Rivers State, while the specific objectives are to;

1. Determine the influence of professional accountability practices on institutional leadership in the management of public tertiary institutions in Rivers State.
2. Investigate the influence of professional confidentiality practices on institutional leadership in the management of public tertiary institutions in Rivers State.
3. Examine the influence of professional loyalty practices on institutional leadership in the management of public tertiary institutions in Rivers State.

### **Research Questions**

The following research questions guided the study:

1. To what extent does professional accountability practice influence institutional leadership in the management of public tertiary institutions in Rivers State?
2. To what extent does professional confidentiality practice influence institutional leadership in the management of public tertiary institutions in Rivers State?
3. To what extent does professional loyalty practice influence institutional leadership in the management of public tertiary institutions in Rivers State?

### **Hypotheses**

In an attempt to guide this study further three hypotheses were raised:

1. There is no significant relationship between professional accountability practices and institutional leadership in the management of tertiary institutions in Rivers State.
2. There is no significant relationship between professional confidentiality practices and institutional leadership in the management of tertiary institutions in Rivers State.
3. There is no significant relationship between professional loyalty practices and institutional leadership in the management of tertiary institutions in Rivers State.

### **Theoretical Framework**

This study anchored on Paul Hersey and Ken Blanchard Situational Leadership Theory

#### **Situational Leadership Theory**

Situational Leadership Theory, or the Situational Leadership Model, is a model created by Paul Hersey and Ken Blanchard, developed while working on Management of Organizational Behavior (Hersey & Blanchard, 1969). The theory was first introduced in 1969 as "life cycle theory of leadership. The Situational Leadership Model has two fundamental concepts: leadership style and the individual or group's performance readiness level, also referred to as maturity level or development level. The fundamental principle of the situational leadership model is that there is no single "best" style of leadership. Effective leadership is task-relevant, and the most successful leaders are those who adapt their leadership style to the performance readiness (ability and willingness) of the individual or group they are attempting to lead or influence. Effective leadership varies, not only with the person or group that is being influenced, but it also depends on the task, job, or function that needs to be accomplished (Hersey & Blanchard, 1977).

Relevance of this theory to this study is that a good leader develops "the competence and commitment of their people so they're self-motivated rather than dependent on others for direction and guidance. According to Heifetz (1994) he added that a leader's high, realistic expectation causes high performance of followers; a leader's low expectations lead to low performance of followers.

### **Conceptual Clarification**

**Concept of Profession**

The word profession can be defined as an occupation for which one has undergone specialized learning, training and skills in order to follow as a career (Odumosu in Unobunjo, 2019). There are several examples of profession which includes the following: medicine, teaching, law, refers to specific teaching courses that are part of a sequence of courses designed to prepare teacher education candidates to teach. It includes Classroom approaches, pedagogical techniques and management of resources, contents and learners during the curriculum delivery process. Professional practice is defined as practice that reflects the commitment to caring relationships with patients and families and strong ethical values; utilization of specialized knowledge, critical inquiry, and evidence-informed decision making; continuous development of self and others; accountability and responsibility for insightful competent practice; demonstration of a spirit of collaboration and flexibility to optimize service (Alberta Health Services, 2016).

**Who is a Professional?**

An individual who received training or skilled to specialize in a particular job or occupation is a professional (Odumosu, 1999; in Unobunjo, 2019). In other words, a professional is one who engages in a specific activity as their main paid occupation and not as pastime. It can equally be someone fully certified by a professional body having completed the required course of studies. Professional as a term refers to anybody who earns a living by performing an activity that needs some level of education, skill or training. Profession typically requires standard of education, knowledge or competency which must be shown usually in the manner of exam or better still through credential and also by adhering to codes of conduct and ethical standards. A professional is a member of a profession or any person who earns their living from a specified professional activity. The term also describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform their specific role within that profession. In addition, most professionals are subject to strict codes of conduct, enshrining rigorous ethical and moral obligations (Postema, 1980). Professional standards of practice and ethics for a particular field are typically agreed upon and maintained through widely recognized professional associations,

**Professional Practice**

The term 'professional practice' refers to the conduct and work of someone from a particular profession. Professions are occupations that require a prolonged period of education and training. They are often overseen by professional bodies that may accredit educational establishments and qualified professionals. Professional practice in teaching involves teacher using their professional knowledge, skills and understanding of learners, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their learners. Professional practice refers to specific teaching courses that are part of a sequence of courses designed to prepare teacher education candidates to teach. It includes Classroom approaches, pedagogical techniques and management of resources, contents and learners during the curriculum delivery process. Professional practice is defined as practice that reflects the commitment to caring relationships with patients and families and strong ethical values; utilization of specialized knowledge, critical inquiry, and evidence-informed decision making; continuous development of self and others; accountability and responsibility for insightful competent practice; demonstration of a spirit of collaboration and flexibility to optimize service (Alberta Health Services, 2016).

**Leadership**

The word leadership is commonly used by everybody and even people who do not have good understanding of what it means and what it is all about. According to Oxford Advanced Learner's Dictionary, leadership is defined as the state or position of being a leader or the qualities/skills a

good leader should have. Several writers on leadership have equally given several definitions on leadership in the various context they used it. The popular belief that quality leadership is a major factor in schools and students' performance remains true to this day (Ololube, 2018a). Unfortunately, some of the schools we have in Nigeria do not have good leaders; the only have people who assumed the position of a leader without discharging the expected duties of a leader which must be good. It is very important that an in-depth meaning of leadership should be given here for the purpose of this study. Leadership is known as an effort that directs organizational activities to achieve a common goal. Since leadership also refers to the process of interpersonal interaction and guidance in order to achieve organizational goals, it could be defined as an "influence" process through interpersonal communication. Leadership with its complexity in terms of human activity is difficult to define or to be described accurately. This is because there is no single agreed definition of the concept of leadership (Leithwood et al., 1999; Yukl, 2002).

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. A process whereby an individual influences a group of individuals to achieve a common goal is leadership (Northouse, 2007). Bolman and Deal (1991) viewed leadership to be a change-orientation process of visioning, networking, and necessarily building relationships. It is now very glaring that leaders in leadership think longer-term, look outside as well as inside, and they are all out to influence constituents beyond their immediate formal jurisdiction (Bolman & Deal, 1991). According to Gardner (2007) leadership is seen as a process of persuasion instance where by someone or leadership team induces a group to work so as to realize objectives held by the leader or better shared by both the leader and the lead. Organizations are made up of individuals that occupy different roles and one of such roles is that of a leader in leadership. The daily usage of the word leadership clouds our thinking and as such makes it hard to have a clear thinking about this and this calls for demystification. Leadership as complex as it is requiring major expenditures of effort and energy more than we can care to make or rather imagine.

Basically, the idea of putting leadership on the right position as it is expected to be becomes rather important to talk about and the necessity of leadership in an organization. It should be understood that the word leadership brings so many thoughts to one's mind when it is used and the frequent usage has caused more harm than good in reality. In line with this, Douglas (2002) wrote that leadership is an intimidating concept and it is even more challenging role. He went on to assert that there are more than twenty-six thousand printed books (as at the time he wrote, how much more presently) laying claim to this very subject, leadership. He went further to explain that with these statistics given above about number of books written on the subject one will still see that description and instruction is not just enough to have successful leaders and invariably good leadership. In this vein no organization can actually boast of a worthwhile leadership without having leaders who are mindful of the need for professional practices in leadership which is supposedly the bed rock of leadership; excellent leadership is rare.

### **Institutional Leadership**

The concept of Institutional Leadership opens up some essential aspects of organizational leadership capability that could be defined as the collective ability of leadership to detect and cope with changes in the external environment by maintaining the primary goals of the organization. Institutional leadership deals with establishing as well as protecting institutional values and character. It is argued that the orientation of institutional leadership is bent more towards self-maintenance and less towards a future or change orientation (Washington et al., in Askeland, 2020). According to Selznick (2008), institutional leadership involves infusing the organization with values, and it distinguishes a leader from an administrator. Institutional leadership concerns establishing and protecting institutional values and character. It is oriented towards self-maintenance retrospective. While some contributions seek to identify the central aspects of institutional leadership, others show how leaders contribute to either institutional creation

(Struminska-Kutra, 2018), maintenance through adaption (Askeland, 2014) or change (Kraatz & Moore, 2002).

Selznick went on to assert that leaderships primary roles are: values, institutional integrity and how the organization will distinguish itself. He argued that leadership is not the same thing as holding an office or high prestige or authority or decision-making in an organization. He continued and said that transition from administrative management to institutional leader makes one a statesman; in this vein he enumerated some functions expected of an institutional leader as follows:

- The definition of the institutional mission and role;
- The institutional embodiment of purpose;
- The defense of institutional integrity; and
- Ordering of internal conflict (Botlhale, 2019).

In every organization and institution there is need for someone to establish a leadership, leadership of this sort has to do more with art than science as a matter of fact; the issue of institutional leadership has to do with the willingness of a leader to work in situations that are difficult and challenging, then strategically collaborate with other workers to effect the necessary change. Institutional leadership though a universal phenomenon is likely observed in virtually in all cultures and history and at the same time taking diverse forms in relation to times and place (Brown in Austin, 2019). Leadership in educational institutions is geared towards guiding and directing individuals in an appropriate manner in order to implement the needed tasks and functions, provide solutions to different types of problems as well as challenges; make effective decisions and create amiable environmental conditions, which would facilitate the achievement of the goals of the institution at large.

### **Concept of management**

Management is the process of getting things done through the use of human and material resources. Olga (2011) described management as a process of co-ordinated activities involving planning, organizing, directing the activities of an organization to determine and accomplish stated objectives with the use of human beings and other material resources. The United Nations Educational Scientific and Cultural Organization (UNESCO cited in Ogunu (2000) described management as a social process designed to ensure co-operation, participation, intervention and involvement of others in the effective achievement of predetermined objectives of an organization. In the view of Peretomode (1996), management is a process involving a sequence of co-ordinated events like planning, organizing, coordinating, controlling, directing or leading in order to use available human and material resources to achieve desirable outcomes in the fastest and most efficient way. From these definitions, it is deduced that management is a social process by which organizational goals are achieved through planning, organizing, leadership and coordinated efforts of human resources. Thus, management in this context is about the planning, organizing, coordinating and stimulating available human and material resources towards the achievement of school objectives in public tertiary in Rivers State. While managing human and material resources in organizations, professional standards/practices are adhered to achieve quality goals.

### **Professional Standards/Practices**

Professional standards are a set of practices, ethics, and behaviours that members of a particular professional group must adhere to. These sets of standards are frequently agreed to by a governing body that represents the interests of the group. Some of them include:

**Accountability:** The American Nursing Association's Code of Ethics defines professional accountability as being "answerable to oneself and others for one's own actions." Not only do we hold high clinical practice and ethical standards for ourselves, but we must also be willing to accept professional responsibility when or if deviations as well as taking responsibility for their actions.

**Confidentiality:** Confidentiality means protecting personal information. Doing this may also affect the public's confidence in all teaching professionals. It builds on the expectations of teaching professionals outlined in our standards of conduct, performance and ethics. It also involves keeping all sensitive information private and away from those who should not have access to them.

**Fiduciary duty:** A fiduciary duty is the legal responsibility to act solely in the best interest of another party and also placing the needs of clients before their own.

**Honesty:** Honesty is a facet of moral character that connotes positive and virtuous attributes such as integrity, truthfulness, straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. Honesty also involves being trustworthy, loyal, fair, and sincere. Therefore, professional practice also includes always being truthful.

**Integrity:** Professional integrity thus defines the professional who consistently and willingly practices within the guidelines of the mission of a chosen profession under the obligation of a Code of Ethics and also having strong moral principles.

**Law-abiding:** This implies following all governing laws in the jurisdictions while performing their professional activities.

**Loyalty:** Remain responsible and ownership for transforming principles into practice and recognizes to be committed to their profession.

**Objectivity:** Objectivity implies imposing an obligation on all professional not to compromise their professional or business judgment because of bias, conflict of interest or undue influence of others not swayed or influenced by biases.

**Transparency:** Transparency is an attribute of corporate culture that is revealed through the behaviours of an organization's leaders, employees, and stakeholders. It is how values are embodied and demonstrated on a day-to-day basis. It shows in the degree of openness of meetings, events, and interactions within the organization and also revealing all relevant information and not concealing anything.

### **Professional Accountability Practices and Institutional Leadership**

The obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner. Thus, if a leader takes accountability for something (for example, a big project), it means they are taking full ownership of it. Accountability in institutional leadership helps to eliminate or reduce the time and effort professional spend on distracting activities and other unproductive behaviour. When an institutional make their leaders accountable for their actions, the professional is more effective in carrying out their obligations and adding value to their work. When done right, accountability can increase institutional goal and team members' skills and confidence. Accountability in the tertiary institutional means that all professionals are responsible for their actions, behaviours, performance and decisions, and this also leads to an increase in commitment to work and employee morale, which leads to higher performance.

### **Professional Confidentiality Practices and Institutional Leadership**

The principle of confidentiality is about privacy and respecting someone's wishes. It means that professionals should not share personal details about someone with others, unless that person has said they can or it's absolutely necessary. Maintaining confidentiality among institutional leadership implies guarding against attribution and retribution builds trust and puts people at ease to be creative, think outside the box, and get focused. Breaking confidentiality weakens trust and promotes fear and bad feelings. Failure to protect and secure confidential information may not only lead to the loss of business or clients, but it also unlocks the danger of confidential information being misused to commit illegal activity such as fraud. A key element of confidentiality is that it helps build trust and one of the most important elements of confidentiality is that it helps to build and develop trust. It potentially allows for the free flow of information between the client and

worker and acknowledges that a client's personal life and all the issues and problems that they have belong to them.

### **Professional Loyalty Practices and Institutional Leadership**

Tertiary institutional desire employees who are loyal; when employers and employees are loyal to one another, employee satisfaction, productivity, and institutional goals are achieved. In a more institutional setting, loyalty stands for commitment and dedication to another allowing respect and trust to flourish. Loyalty is important in both business and our personal lives. Loyalty is valuable because it allows us to take the risk of predicting the actions and behaviour of people we trust. Loyalty is important in school because it lets people around the institution to know that they are wanted in the academic environment and make them feel safe. If professionals treat people around them with loyalty, respect, and truth, they are way more likely to treat them the same way and think twice before they act disloyally toward them. Therefore, loyalty bears about understanding and respect for one another that in turn leads to achieving tertiary institutional desired goals.

### **METHODOLOGY**

This study adopted a correlational survey design. The population for the study consisted of directors, HODS, bursars, professors, senate members, heads of units, teaching and non-teaching staff of the three public universities in Rivers State; University of Port Harcourt (UNIPORT), Rivers State University of Science and Technology (RSU), and Ignatius Ajuru University of Education (IAUE). A total of 434 members staff were drawn from UNIPORT, 601 from RSU and 403 from IAUE. The total population therefore was 1,438 while the sample size is 362, which makes up 27% of the population, was randomly drawn with UNIPORT (150), RSU (114) and IAUE (98) respectively. Two instruments were used for data collection in this study namely: Institutional Leadership Questionnaire (ILQ) and Professional Practices in Tertiary Institutions (PPTIQ). These instruments were validated by experts in Educational Management of the University. This study adopted the Cronbach Alpha using SPSS version 23. They yielded co-efficient index of 0.89 and 0.68 respectively which implies that the instrument was highly reliable.. Three hundred and eighty-two copies of the questionnaire (382), of the instrument was administered to respondents directly, by the researcher and two research assistants who will be adequately trained by the researcher. Out of the 362 questionnaires distributed, 350(97%) were duly completed and returned. The analysis was therefore based on the 350 returned questionnaires. Mean and standard deviation was employed to analyze the research questions while the hypotheses were tested using multiple regression and associated t-test.

### **RESULTS**

**Research Question 1:** To what extent does professional accountability practice influence institutional leadership in the management of tertiary institutions in Rivers State?

**Table 1:** Mean ratings of respondents on professional accountability practices influence on institutional leadership in the management of tertiary institutions in Rivers State

| S/N | Items   | N   | Mean | SD    | Decision |
|-----|---|-----|------|-------|----------|
| 1   | Professional accountability practice is more of an informal and sociopolitical process that influences leader behaviour and constituents. | 350 | 2.42 | 1.052 | LE       |
| 2   | Professional accountability practice prevails the perceptions of typical organizational practices   | 350 | 2.72 | 1.301 | HE       |
| 3   | Professional accountability practice enhances team member's skills and confidence   | 350 | 2.43 | 1.234 | LE       |



|                     |   |     |      |       |    |
|---------------------|---|-----|------|-------|----|
| 4                   | Professional accountability practice also eliminates the time and effort you spend on distracting activities and other unproductive behaviour | 350 | 2.61 | 1.060 | LE |
| <b>CLUSTER MEAN</b> |   | 350 | 2.55 | 1.162 | HE |

Table 1 showed the mean ratings of respondents on professional accountability practices influence on institutional leadership in the management of tertiary institutions in Rivers State. Item 1 had a mean score of 2.42 and SD of 1.052, and item 2 mean score of 2.72 and SD 1.301, shows that the respondents disagreed that professional accountability practice has no much influence on leader behavior and constituents as well as does not enhance professional skills and confidence of institutional leadership in tertiary institutions. While item 3 mean score of 2.43 and SD 1.234 and item 4 mean score of 2.61 and SD 1.060 proved that the respondents agreed that professional accountability practice prevails the perceptions of typical organizational practices and also eliminates the time and effort you spend on distracting activities and other unproductive behaviour institutional leadership in tertiary institutions. The cluster mean and standard deviation of 2.55 and 1.162 showed that to a high extent professional accountability practices influenced institutional leadership in tertiary institutions in Rivers State.

**Research Question 2:** To what extent does a professional confidentiality practice influence institutional leadership in the management of tertiary institutions in Rivers State?

**Table 2:** Mean ratings of respondents on professional confidentiality practices influence on institutional leadership in the management of tertiary institutions in Rivers State.

| S/N                 | ITEMS   | N   | Mea<br>n | SD    | Decision |
|---------------------|---|-----|----------|-------|----------|
| 5.                  | Professional confidentiality practices bring about respecting another person's information tertiary institutions.       | 350 | 2.60     | 3.154 | HE       |
| 6.                  | Professional confidentiality practices guide against attribution and retribution builds trust.                          | 350 | 3.17     | 2.381 | HE       |
| 7.                  | Breaking confidentiality weakens trust and promotes fear and bad feelings among professionals in tertiary institutions. | 350 | 2.75     | 2.238 | HE       |
| 8.                  | Professional confidentiality practices are a core skill for fair judgments.   | 350 | 2.80     | 3.238 | HE       |
| <b>CLUSTER MEAN</b> |   | 350 | 2.83     | 2.752 | HE       |

Table 2 mean ratings of respondents on the influence of professional confidentiality practices on institutional leadership in the management of tertiary institutions in Rivers State. It showed that item 5, 6, 7, & 8 had high and standard deviation of 2.60 (3.154); 3.17 (2.381); 2.75 (2.238); and 2.80 (3.238 respectively. It implies that professional confidentiality practices bring about respecting another person's information tertiary institutions, professional confidentiality practices guide against attribution and retribution builds trust, breaking confidentiality weakens trust and promotes fear and bad feelings among professionals in tertiary institutions, professional confidentiality practices are a core skill for fair judgments. The cluster mean and standard deviation of 2.83 and 2.752 respectively showed that professional confidentiality practices influenced institutional leadership to a high extent in the management of tertiary institutions in Rivers State.

**Research Question 3:** To What extent does professional loyalty practice influence institutional leadership in tertiary institutions in Rivers State?

**Table 3:** Mean ratings of respondents on the influence of professional loyalty practices influence on institutional leadership in the management of tertiary institutions in Rivers State.

| S/N Items   | N   | Mean | SD    | Decision |
|---|-----|------|-------|----------|
| 9. Tertiary institutions desire professionals who are loyal to the institution  | 350 | 2.92 | 2.135 | HE       |
| 10. Professional loyalty practices increase productivity in the Workplace (Tertiary institutions)                             | 350 | 2.91 | 3.194 | HE       |
| 11. Professional loyalty practices let professional members remember their priorities in life and workplace                   | 350 | 2.73 | 2.484 | HE       |
| 12. Professional loyalty practice is a valuable trait for institutions leadership that helps them and others see their vision | 350 | 2.62 | 3.229 | HE       |
| <b>CLUSTER MEAN</b>   | 350 | 2.79 | 2.760 |          |

HE

Table 3 shows the mean ratings of respondents on the influence of professional loyalty practices on institutional leadership in the management of tertiary institutions in Rivers State. Items 9-12 had high mean score scores above the criterion mean of 2.50. Item 9 had a mean score and standard deviation of 2.92 and 2.135 respectively. This implies that tertiary institutions desire professionals who are loyal to the institution. Item 10 had a mean score and standard deviation of 2.91 and 3.194 respectively. This implies that professional loyalty practices increase productivity in the Workplace (Tertiary institutions). Item 11 had a mean score and standard deviation of 2.73 and 2.484 respectively. This implies that professional loyalty practices let professional members remember their priorities in life and workplace. Item 12 had a mean score and standard deviation of 2.62 and 3.229 respectively. This implies that Professional loyalty practice is a valuable trait for institutions leadership that helps them and others see their vision. The cluster mean and standard deviation of 2.79 and 2.760 respectively showed that professional loyalty practices influenced institutional leadership to a high extent in the management of tertiary institutions in Rivers State.

### Test of Hypotheses

**Hypothesis 1:** There is no significant relationship between professional accountability practices and institutional leadership in the management of tertiary institutions in Rivers State.

**Table 5:** Analysis of Variance of Regression on professional accountability practices and institutional leadership in the management of tertiary institutions in Rivers State

| Model      | Sum of Squares | df  | Mean Square | F       | Sig.              |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 6939.859       | 1   | 6939.859    | 237.897 | .000 <sup>b</sup> |
| Residual   | 10968.545      | 376 | 29.172      |         |                   |
| Total      | 17908.405      | 377 |             |         |                   |

a. Dependent variable: institutional leadership

b. Predictor: (Constant): professional accountability practices

**Table 5** showed that F-value of 237.897 is significant at .000. This indicated that professional accountability was significantly related to **Table 5:** Analysis of Variance of Regression on professional accountability practices and institutional leadership in tertiary institutions in Rivers State. Therefore, the null hypothesis of no significant linear relationship between professional accountability and institutional leadership in the management of tertiary institutions in Rivers State was rejected.

**Table 6:** Model Summary for professional accountability practices and institutional leadership in tertiary institutions in Rivers State.

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
|       | .623 <sup>a</sup> | .388     | .386              | 5.40108                    |

The coefficient of determination ( $R^2$ ) is 0.388. This indicates that 38.8% of the variance in and institutional leadership in tertiary institutions in Rivers State is caused by variations in the predictor variable. Therefore, 38.8% of the variance in and institutional leadership in tertiary institutions in Rivers State. is predicted by professional accountability practices.

**Table 7:** t-Values on professional accountability practices and institutional leadership in the management of tertiary institutions in Rivers State.

| Model                    | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|--------------------------|-----------------------------|------------|---------------------------|--------|------|
|                          | B                           | Std. Error | Beta                      |        |      |
| (Constant)               | 34.635                      | 1.658      |                           | 20.888 | .000 |
| Professional development | 1.735                       | .112       | .623                      | 15.424 | .000 |

(\*\* Sig. at  $P < 0.05$ ), dependent variable: institutional leadership in tertiary institutions in Rivers State

To determine if the predictor variable was significantly related to or predicted institutional leadership in tertiary institutions in Rivers State, the t-value was presented in table 7. The t-value for professional accountability practices was (20.888,  $P < 0.000$ ). Professional accountability practices had significant relationship ( $P < 0.05$ ) with and predicted institutional leadership in tertiary institutions in Rivers State. Institutional leadership in the management of tertiary institutions in Rivers State is enhanced when they are Professional accountability practices are sustained in tertiary institutions in Rivers State.

**Ho<sub>2</sub>:** There is no significant relationship between professional confidentiality practices and institutional leadership in the management of tertiary institutions in Rivers State.

**Table 8:** Analysis of Variance of Regression of professional confidentiality practices and institutional leadership in the management of tertiary institutions in Rivers State

| Model      | Sum of Squares | Df  | Mean Square | F       | Sig.              |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 5595.446       | 1   | 5595.446    | 170.868 | .000 <sup>b</sup> |
| Residual   | 12312.958      | 376 | 32.747      |         |                   |
| Total      | 17908.405      | 377 |             |         |                   |

a. Dependent variable: institutional leadership

b. Predictor: (Constant): professional confidentiality practices

**Table 8** showed that F-value of 170.868 is significant at .000. This indicated that professional confidentiality practices was significantly related to institutional leadership in tertiary institutions in Rivers State. Therefore, the null hypothesis of no significant linear relationship between professional confidentiality practices and institutional leadership in in the management of tertiary institutions in Rivers State was rejected.

**Table 9:** Model Summary for professional confidentiality practices and institutional leadership in the management of tertiary institutions in Rivers State.

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
|       | .559 <sup>a</sup> | .312     | .311              | 5.72252                    |

c.

The coefficient of determination ( $R^2$ ) is 0.312. This indicates that 31.2% of the variance in institutional leadership in tertiary institutions in Rivers State is caused by variations in the predictor variable. Therefore, 31.2% of the variance in institutional leadership in the management of tertiary institutions in Rivers State is predicted by professional confidentiality practices.

**Table 10:** t-Values on professional confidentiality practices and institutional leadership in the management of tertiary institutions in Rivers State.

| Model                                  | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|--|-----------------------------|------------|---------------------------|--------|------|
|  | B                           | Std. Error | Beta                      |        |      |
| (Constant)                             | 32.992                      | 1.773      |                           | 20.862 | .000 |
| Professional confidentiality practices | 1.443                       | .110       | .559                      | 13.072 | .000 |

(\*\* Sig. at  $P < 0.05$ ), dependent variable: institutional leadership

To determine if the predictor variable was significantly related to or predicted institutional leadership in the management of tertiary institutions in Rivers State, the t-value was presented in table 10. The t-value for professional confidentiality practices was (20.862,  $P < 0.000$ ). Professional confidentiality practices had significant relationship ( $P < 0.05$ ) with and predicted institutional leadership in the management of tertiary institutions in Rivers State. Institutional leadership in tertiary institutions in Rivers State is enhanced when professional confidentiality practices are sustained.

**H<sub>03</sub>:** There is no significant relationship between professional loyalty practices influence on institutional leadership in the management of tertiary institutions in Rivers State.

**Table 11:** Analysis of Variance of Regression on professional loyalty practices and institutional leadership in the management tertiary institutions in Rivers State

| Model      | Sum of Squares | df  | Mean Square | F      | Sig.              |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 3127.954       | 1   | 3127.954    | 79.572 | .000 <sup>b</sup> |
| Residual   | 14780.451      | 376 | 39.310      |        |                   |
| Total      | 17908.405      | 377 |             |        |                   |

a. Dependent variable: institutional leadership

b. Predictor: (Constant): professional loyalty practices

**Table 11** showed that F-value of 79.572 is significant at .000. This indicated that professional loyalty practices was significantly related to and institutional leadership in the management tertiary institutions in Rivers State. Therefore, the null hypothesis of no significant linear relationship between professional loyalty practices and institutional leadership in the management tertiary institutions in Rivers State was rejected.

**Table 12:** Model Summary for professional loyalty practices and institutional leadership in the management tertiary institutions in Rivers State was rejected.

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
|       | .418 <sup>a</sup> | .175     | .172              | 6.26975                    |

The coefficient of determination ( $R^2$ ) is 0.175. This indicates that 17.5% of the variance in institutional leadership in tertiary institutions in Rivers State is caused by variations in the predictor variable. Therefore, 17.5% of the variance in institutional leadership in the management tertiary institutions in Rivers State is predicted by professional loyalty practices.

**Table 13:** t-Values on professional loyalty practices and institutional leadership in the management tertiary institutions in Rivers State.

| Model                          | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|--------------------------------|-----------------------------|------------|---------------------------|--------|------|
|                                | B                           | Std. Error | Beta                      |        |      |
| (Constant)                     | 42.648                      | 1.955      |                           | 21.814 | .000 |
| Professional loyalty practices | 1.120                       | 0.126      | .0418                     | 8.920  | .000 |

(\*\* Sig. at  $P < 0.05$ ), dependent variable: institutional leadership

To determine if the predictor variable was significantly related to or predicted institutional leadership in the management tertiary institutions in Rivers State, the t-value was presented in table 13. The t-value for professional loyalty practices was (21.814,  $P < 0.000$ ). Professional loyalty practices had significant relationship ( $P < 0.05$ ) with and predicted institutional leadership in the management tertiary institutions in Rivers State. Institutional leadership in tertiary institutions in Rivers State is enhanced when professional loyalty practices are adopted.

## DISCUSSIONS

The discussion is done in line with the research questions and hypotheses the guided the study as follows:

### Professional Accountability Practices and Institutional Leadership

The findings in this regard showed that to a high extent professional accountability practices influenced institutional leadership in the management tertiary institutions in Rivers State. This was based on the fact that professional accountability practice is more of an informal and sociopolitical process that influences leader behaviour and constituents, professional accountability practice prevails the perceptions of typical organizational practices, professional accountability practice enhances team member's skills and confidence, and professional accountability practice also eliminates the time and effort you spend on distracting activities and other unproductive behaviour. The test of hypotheses revealed that there was significant relationship between professional accountability practices and institutional leadership in tertiary institutions in Rivers State. The finding supports previous studies by Washington et al. (2008) who opined that a leader's role in the organization is very important in the retention of employees, as the role can be seen as steering an organization in the competitive business environment. Also, employees who are committed to their work are likely to stay in their organization. Thus, leadership style affects an employee's commitment to an organization. The commitment an employee has towards an organization as influenced by leadership style can therefore ensure the retention of that employee (Kraatz & Moore, 2002).

### Professional Confidentiality Practices and Institutional Leadership

The findings in this regard showed that to a high extent professional accountability practices influenced institutional leadership in the management tertiary institutions in Rivers State. This was based on the fact that: professional confidentiality practices bring about respecting another person's information tertiary institutions, professional confidentiality practices guide against attribution and retribution builds trust, breaking confidentiality weakens trust and promotes fear and bad feelings among professionals in tertiary institutions, and professional confidentiality practices are a core skill for fair. The test of hypotheses revealed that there was significant relationship between professional confidentiality practices and institutional leadership in tertiary institutions in Rivers State. This however shows that there exists a strong and positive relationship between professional confidentiality practices and institutional leadership in tertiary institutions in Rivers State. These findings corroborates with that of that of Wakabi (2016) who asserted that the quality of the relationship that an employee has with their direct supervisor or manager can influence their level of confidentiality between them in an organization. In this context, an appropriate leadership style will lead to an achievement of employee retention in the organization while an inappropriate or ineffective leadership style will directly or indirectly have an impact on not only the performance of the organization but also on the retention of employees in today's world of business. Consequently, a high turnover of employees will lead to more work for the remaining employees and if they are not effectively managed, it could lead to burnout which may also result in more turnover (Nwokocha & Iheriohanma, 2015). An effective leadership will mitigate the turnover rate. According to Chitra (2013) employees are more likely to remain in an organization where they feel that their immediate bosses have an interest in them and show concerns for them. This suggests that the leadership style of a direct boss or supervisor can instigate level of commitment, an intention to remain or leave an organization.

### **Professional Loyalty Practices and Institutional Leadership**

The findings in this regard showed that to a high extent professional loyalty practices influenced institutional leadership in the management tertiary institutions in Rivers State. This was based on the fact that Professional loyalty practices increase productivity in the Workplace (Tertiary institutions), professional loyalty practices let professional members remember their priorities in life and workplace, besides, professional loyalty practice is a valuable trait for institutions leadership that helps them and others see their vision. This however shows that there exists a strong and positive relationship between professional loyalty practices and institutional leadership in tertiary institutions in Rivers State. The test of hypotheses revealed that there was significant relationship between professional loyalty practices and institutional leadership in tertiary institutions in Rivers State. These findings relates to that of Priya (2016) who examined the impact of ethical leadership on employee commitment in a company using co-integration and correlation analysis. It was found that both ethical leadership and employee commitment are inseparable, as leaders influence employee towards commitment and enhance the performance. Thus, if a leader takes accountability for something (for example, a big project), it means they are taking full ownership of it. Accountability in institutional leadership helps to eliminates or reduce the time and effort professional spend on distracting activities and other unproductive behaviour. The finding corroborates with the study of Khuong and Dung (2015) the empirical results showed that ethical leadership and ethic-based contingent reward had direct effect on employee engagement.

In addition, these factors and organizational justice indirectly affected employee engagement through employee trust. Consequences, the fair, ethic and reward are important roles for organization. These factors can enhance performance and is greatly influenced by ethical leadership in Uganda focusing on the effects of ethical leadership on employee performance. The research finding also conforms with the work of Peter (2015) which investigated the effects of ethical leadership on employee performance in the public sector in Uganda. A target population of 160 employees was surveyed. A structured questionnaire was self-administered to the employees

to collect the data. Regression analysis and Pearson correlation coefficient were used to explain the nature of the relationship between ethical leadership and employee performance and the effects thereof. Results of the study reveal that the employee.

### **CONCLUSION**

The study findings revealed that professional practices and institutional leadership in tertiary institutions in Rivers State such as professional accountability practices, professional confidentiality practices and professional loyalty practices plays a crucial role in increasing institutional leadership in tertiary institutions in Rivers State.

### **RECOMMENDATIONS**

The study therefore recommends that:

1. Professional practices should be encouraged in the management tertiary institutions in Rivers State. This will go a long way in making the institution as dynamic as possible.
2. The leadership of tertiary institutions in Rivers State should continue to reemphasize the need for professional practices as majority of the respondents indicated that it exists significantly. This will help in promoting corporate image.
3. Professional practices should be practiced as a form of employee citizenship behaviour to dissuade the misconception people have toward higher institution in Rivers State.

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