AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

PERCEIVED INFLUENCE OF SUCCESSION LEADERSHIP PLANNING ON EFFECTIVE MANAGEMENT IN NNAMDI AZIKIWE UNIVERSITY, AWKA, ANAMBRA STATE

Revd. Canon Ferdinand N. Okoye
Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University Awka, Anambra State, Nigeria.
Email Address: fn.okoye@unizik.edu.ng

&

Helen Chinelo Onuorah, PhD
Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University Awka Anambra State, Nigeria
Email Address: hc.onuorah@unizik.edu.ng

ABSTRACT

Effective leadership practices help to set directions, develop people and create an environment conducive to achieving educational objectives. However, at Nnamdi Azikiwe University, there have been ongoing issues surrounding the appointment of individuals to leadership positions within various units, departments, and faculties. Observations reveal that some individuals have held leadership roles in specific departments or units for extended periods. This prolonged tenure can lead to conflicts and tensions among faculty members and staff, as it may create perceptions of favoritism or hinder new ideas and innovations from emerging. Such situations can undermine the collaborative spirit necessary for effective educational leadership and can negatively impact the overall functioning of the institution. It is against this background that the study investigated the perceived influence of succession leadership planning on effective management in Nnamdi Azikiwe University, Awka, Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 541 lecturers in the Faculty of Education in Nnamdi Azikiwe University, Awka. Two structured questionnaires were used to collect data for the study. The instruments for data collection were two structured instruments which was developed by the researcher. The first instrument was titled "Questionnaire on Influence of Successful Leadership on Effective Management (QISLEM)." The instrument contains 20 items spread in two clusters; A and B. Cluster A contains 10 items on perceived influence of talent management on effective management in Nnamdi Azikiwe University, Awka

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

while Cluster B contains 10 items on influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka. The instrument was structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The second instrument is titles "Questionnaire on Effective Management of Universities (QEMU)." It contains 15 items on effective management of universities. It was structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instruments were validated by three lecturers in the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained through a pilot test. Data collected from the pilot test was analyzed using Cronbach Alpha reliability test. It yielded coefficient values of 0.89 and 0.91 for cluster A and B respectively with an overall reliability coefficient of 0.90 for the first instrument. Coefficient value of 0.88 was attained for the second instrument. Findings of the study revealed that the influence of talent management on effective management in Nnamdi Azikiwe University, Awka in Anambra State are that it ensures that the development of leaders aligns with the strategic objectives of the university and helps to identify individuals with leadership potential within the university among others. Findings further revealed that the influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka in Anambra State are that it allows for personalised development plans that cater to the specific needs and strengths of emerging leaders and enables current leaders to develop the skills of potential successors among others. Furthermore, the findings of the study revealed that talent management and coaching framework significantly influence effective management in Nnamdi Azikiwe University, Awka in Anambra State. Based on these findings, the researcher recommended that Administrators in Nnamdi Azikiwe University, Awka should establish formal talent management programmes aimed at identifying and nurturing potential leaders. It was also recommended that Administrators of federal universities should establish integrate succession leadership like the coaching framework into the strategic plans of federal universities.

Keywords: Influence, Succession Leadership, Planning, Effective Management

Introduction/Contextual Background

Education is widely recognized as a tool for national development, fostering economic growth, social cohesion, and cultural advancement. This perspective is particularly emphasized by the Federal Republic of Nigeria (FRN, 2013), which stated that education serves is the "instrument par excellence" for achieving these developmental goals. The FRN further asserted that education is essential for addressing the challenges facing the nation and for enhancing the quality of life for its citizens. The FRN stated that university education is critical, particularly for developing the human capacity required to service the various sectors of the economy. In Nigeria, the highest level of education is the

university education. This level plays a crucial role in shaping the intellectual and professional capabilities of individuals, thereby contributing to national progress. University education is often defined as a form of higher education that provides students with advanced knowledge and skills in various disciplines, preparing them for professional careers and responsible citizenship (Okolo & Gregory, 2021). It can also be described as an academic environment where individuals engage in research, critical thinking, and intellectual discourse, aimed at producing graduates who can contribute meaningfully to society.

Additionally, Ahaotu and Ogunode (2021) defined university education is seen as a platform for lifelong learning, equipping students with the ability to adapt to changing job markets and societal needs. Federal universities are those owned by the government. Federal universities provide post-secondary education for Nigerians. Ogunode (2020) stated that federal universities are those created by an act of parliament to serve the general population. Federal universities provide teaching, research, and community services. The objectives of universities in Nigeria according to FRN (2013) include the acquisition, development and instillation of the proper value orientation for the survival of the individual and society; the development of individuals' intellectual capacities to understand and appreciate the environment; the acquisition of both physical and intellectual abilities that will enable individuals to develop into valuable members of the community; and the acquisition of an overview of the local and external environments

The attainment of these objectives is heavily reliant on the effective management of university affairs. Management has been interpreted in numerous ways by scholars in the field. Boldman (2020) characterises management as a process of decision-making, while Byork (2023) describes it as the skill of accomplishing tasks through other people. Koontz (2019) portrays management as the process of establishing and maintaining an environment in which individuals work together in teams to achieve predetermined objectives efficiently. Bryan (2020) sees management as a problem-solving activity aimed at reaching organisational goals by effectively using limited resources within a constantly changing environment. In a similar vein, Corwin (2019) defines management as the application of human, material, and financial resources towards the achievement of desired outcomes. Corwin further explains management as the coordination of all resources within an organisation through processes such as planning, organising, directing, and controlling activities to meet organisational objectives. This encompasses the supervision, regulation, and coordination of tasks to maximise efficiency with the resources available.

Managers play a crucial role in ensuring effective and efficient production by guiding

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

others in performing their duties. They are responsible for providing the financial resources, workforce, materials, and equipment necessary for the organisation's operations. Managers are required to plan, organise, direct, and control the activities of employees to ensure the successful accomplishment of organisational goals. As noted by Garber (2021), the primary functions of management in organisations include planning, organising, supervising, coordinating, controlling, and directing teams or individuals using available resources to achieve set objectives. Thus, management forms a critical structure for the efficient administration of Federal Universities in Nigeria.

The management of public university education can be viewed from two perspectives: external and internal levels. Externally, federal universities are controlled by the federal government through the National Universities Commission (NUC), a body responsible for coordinating university management across the nation. According to Ogunode (2020), enhancing the quality of university education in the country involves the accreditation and approval of courses and programmes, the maintenance of minimum academic standards, and the oversight of universities, including the issuance of guidelines for establishing universities, monitoring of federal universities, preventing the establishment of illegal campuses, and enforcing appropriate sanctions.

Internally, the management of a public university is outlined through a straightforward organizational structure. The Chancellor, the ceremonial head of the university, holds precedence over all other university members and presides at convocation ceremonies where degrees are conferred. At the top of the university's management structure is the Governing Council, chaired by the Pro-Chancellor, which oversees administrative functions such as goal-setting, policy formulation, staff development, discipline, and budget approval. Additionally, the Senate, headed by the Vice-Chancellor with the Registrar as Secretary, governs the university's academic activities according to the general guidelines set by the NUC. Furthermore, in a university, each faculty is overseen by a Dean, who is responsible for managing the academic programmes and supervising the faculty members within their specific disciplines. The Dean plays a pivotal role in ensuring that the academic standards and programmes within the faculty meet the institution's goals and objectives. Deans are elected by their faculty members to occupy the position while the VC appoints the various head of department and Directors in the universities system (Ogunode et al., 2022). Additionally, the Heads of Departments or Units within each faculty manage individual academic departments or administrative units. These individuals ensure that the goals of their respective departments are in harmony with the broader objectives of the university, thereby contributing to the institution's

overall mission and success. Sadly, the realization of success in Federal Universities seem to be hampered by issues arising from internal conflicts among its staffs as a result of leadership issues.

Nwadiani (2014) raised concerns about the deterioration and shortcomings in leadership practices within Nigerian universities, which have created significant challenges for the country's higher education system. Effective university leadership, characterised by being proactive, pragmatic, and transformational, plays a crucial role in driving the achievement of institutional goals and fostering positive outcomes. Ezeh and Emenike (2024) averred that three types of leaders are typically expected in the university system. First, there are process leaders, responsible for managing the various stages of implementing and institutionalising educational initiatives. Second, content experts provide guidance and oversee technical aspects, ensuring expertise in their specific areas. Lastly, political leaders possess a deep understanding of the university system and the skills necessary to ensure smooth execution of initiatives, navigating institutional dynamics effectively. However, it appears that these factors are not put into consideration when appointing leaders in some universities in Nigeria.

It appears that no consideration is given to meritocracy and fairness when selecting academic leaders in some Nigerian universities. Evidence of this can be seen in instances where appointments to head committees and units within certain departments are based more on personal relationships with the Heads of Departments (HODs) or Deans rather than on merit or qualifications. This practice raises significant concerns regarding the integrity of leadership selection processes in these institutions. Authors such as Dahlan et al. (2022) highlight that, issues like inappropriate organizational culture and lack of systematic approaches contribute to failures in succession leadership within higher education systems, which may include favoritism in leadership appointments. This situation is a worrying sign and begs the question: do universities, traditionally regarded as ivory towers of knowledge and integrity, still conduct its affairs as if it is not an organized system? The implications of such practices challenge the foundational principles of meritocracy and fairness that should underpin academic governance.

Furthermore, this scenario necessitates the need for a succession leadership planning that is open and fair to all staff. Implementing such a plans could help ensure that leadership positions are filled based on competence and capability which will lead to a more equitable environment within Nigerian universities. Succession planning in higher education remains a relatively new concept and has not received significant attention in academic research (Keller, 2018; Alghofaily, 2019). This stands in sharp contrast to corporate and business sectors, where succession planning has been extensively studied and refined through well-established initiatives, strategic

frameworks, and formal evaluation processes. Succession leadership planning involves identifying the future human resource needs of organisations, particularly for key roles, and preparing individuals for these positions through targeted planning. The primary objective is to identify talented individuals with leadership potential and to foster their development, equipping them for future leadership and management responsibilities within the organisation. Various models have been proposed for succession planning in organisations, with the most prominent being the discipline model, leadership channel model, and seven-point star model. However, there is an increasing need for alternative models specifically tailored to academic institutions, particularly in addressing the academic growth and maturity of university faculty members. From the university perspective, a crucial element of succession leadership planning involves talent management and coaching frameworks designed for leadership development.

Talent management in the context of universities involves a comprehensive approach to attracting, developing, and retaining faculty members who exhibit high potential and possess critical skills necessary for the institution's success. Universities must implement transparent processes for hiring faculty that prioritize qualifications and potential rather than personal connections. This can help mitigate biases that may arise from relationships with current leaders, such as Heads of Departments (HODs) or Deans (Bradley, 2016). Continuous training and development opportunities should be provided to faculty members to enhance their skills and prepare them for leadership roles. This includes workshops, mentorship programs, and access to resources that promote academic and professional growth (Kalhori et al., 2020). Regular evaluation of faculty performance is essential. This should include feedback mechanisms that are constructive and focused on fostering improvement rather than punitive measures. Establishing clear performance metrics aligned with institutional objectives can support this process (Bradley, 2016). According to Abdulkareem and Gabadeen (2015), effective talent management incorporates succession planning to ensure that there are qualified candidates ready to step into leadership roles as they become available. This involves identifying potential leaders early on and providing them with the necessary training and experiences to prepare them for future responsibilities.

In the same vein, coaching frameworks are integral to leadership development within universities. Coaching plays a vital role in succession leadership planning within academic institutions by facilitating the development of potential leaders and ensuring a smooth transition of leadership roles (Kalhori et al., 2020). It involves a collaborative process where experienced coaches guide individuals in enhancing their skills, identifying their strengths, and preparing them for future leadership

responsibilities. A coaching framework for succession leadership planning is defined as a structured development process that systematically identifies and nurtures potential leaders within an organization (Philips, 2020). This framework emphasizes ongoing assessment and feedback, allowing individuals to develop the necessary competencies and skills required for future leadership roles. It creates a clear pathway for talent identification, skill enhancement, and leadership readiness, ensuring that organizations have a robust pipeline of qualified candidates prepared to step into key positions when needed (Auxesia, 2024). A coaching framework can also be characterized as a feedback-driven model that emphasizes continuous evaluation and adjustment of development plans based on individual progress and organizational needs. However, it is still unclear how the adoption of succession leadership planning will influence effective management in Nnamdi Azikiwe University, Awka in Anambra State. It is against this background that the researchers investigated the perceived influence of succession leadership planning on effective management in Nnamdi Azikiwe University, Awka in Anambra State.

Statement of the Problem

In recent years, universities in Nigeria, including those in Anambra State, have faced substantial leadership crises. These challenges often stem from a mix of political influences and internal power struggles. Two prominent public institutions in the state, Nnamdi Azikiwe University (NAU) in Awka and Chukwuemeka Odumegwu Ojukwu University (COOU) in Igbariam, have been notably affected. Leadership conflicts in these universities frequently arise during the appointment of key administrative positions, leading to disputes between faculty and management. These disputes are often fueled by perceived biases in the selection process, where candidates are chosen based on personal connections or political affiliations rather than on merit. This has fostered an atmosphere of mistrust and dissatisfaction among both faculty and students.

Conflicts over the appointment of deans and heads of departments are common, with allegations suggesting that political influence often outweighs academic qualifications and experience in the selection process. This lack of transparency and fairness in leadership appointments has only deepened the crisis. Political interference in university administration has become a concerning trend, turning public universities in Anambra State into arenas for political manoeuvring. Appointments and promotions are frequently determined by connections, rather than competence, which not only demoralises faculty members but also negatively affects student performance and the overall quality of education. The intertwining of politics with university governance raises serious concerns about the ability of these institutions to effectively serve as centres of learning and research. Favoritism has seemingly replaced meritocracy which can result to a culture where personal relationships are prioritised over academic

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

excellence, ultimately compromising the integrity of these universities.

Purpose of the Study

The main purpose of the study was to determine the perceived influence of succession leadership planning on effective management in Nnamdi Azikiwe University, Awka in Anambra State.

Specifically, the study:

1. Investigated the perceived influence of talent management on effective management in Nnamdi Azikiwe University, Awka in Anambra State.
2. Determined the perceived influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the influence of talent management on effective management in Nnamdi Azikiwe University, Awka in Anambra State?
2. What is the influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka in Anambra State?

Null Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. Talent management does not significantly influence effective management in Nnamdi Azikiwe University, Awka in Anambra State.
2. Coaching framework does not significantly influence effective management in Nnamdi Azikiwe University, Awka in Anambra State.

Methods

The descriptive survey research design was adopted for the study which was conducted in Anambra State. The population of the study comprised all 541 lecturers in the faculty of education in Nnamdi Azikiwe University, Awka which is the only federal university in Anambra State. Through simple random sampling the researcher sampled 50% of the population of the study. This amounted to 271 respondents. The instruments for data collection were two structured instruments which was developed by the researcher. The first instrument was titled "Questionnaire on Influence of Successful Leadership on Effective Management (QISLEM).'' The instrument contains 20 items spread in two clusters; A and B. Cluster A contains 10 items on perceived influence of talent management on effective management in Nnamdi Azikiwe University, Awka while Cluster B contains 10 items on influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka. The instrument was structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The second instrument is titles "Questionnaire on Effective Management of Universities (QEMU)." It

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

contains 15 items on effective management of universities. It was structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instruments were validated by three lecturers in the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka.

The reliability of the instrument was ascertained through a pilot test. Data collected from the pilot test was analyzed using Cronbach Alpha reliability test. It yielded coefficient values of 0.89 and 0.91 for cluster A and B respectively with an overall reliability coefficient of 0.90 for QISLEM. Also, it yielded coefficient value of 0.88 for QEMU. The instruments were administered by the researchers. Out of 271 copies of the instruments administered, 235 copies were retrieved in good condition. The Mean, standard deviation and one sample t-test was used to analyze data for the study. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' responses. Any item with mean value equal to 2.50 and above was regarded as agree while any item less than 2.50 was regarded disagree. One sample t-test was used to analyze hypothesis 1 while multiple regression was used to analyze hypotheses 2. The p-value was compared with the level of significance. Where the P-value is less than or equal to 0.05, the null hypothesis is said to be significant and therefore was rejected. But if the P-value is greater than 0.05, the null hypothesis is said to be not significant and therefore will not be rejected. The statistical package of the social sciences (SPSS) version 22 was used to analyze the data collected.

Results

Research Question One: What is the influence of talent management on effective management in Nnamdi Azikiwe University, Awka in Anambra State?

Table 1: Mean Scores on Influence of Talent Management on Effective Management in Nnamdi Azikiwe University, Awka in Anambra State (N=235)

S/No.	Item Statements	Mean	SD	Remarks
1.	Helps to identify individuals with leadership potential within the university.	3.50	0.90	Agree
2.	Provides focused training and development opportunities for academic staff	3.24	0.86	Agree
3.	Improves job satisfaction of staffs	3.32	0.84	Agree
4.	Ensures that the development of leaders aligns with the strategic objectives of the university	3.56	0.83	Agree

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

5.	Encourages collaboration among faculty members and across departments.	3.33	0.78	Agree
6.	Prepares future leaders to navigate challenges and seize opportunities, ensuring institutional resilience.	3.44	0.81	Agree
7.	Fosters an environment that promotes research	3.48	0.77	Agree
8.	fosters an environment that promotes teaching excellence	3.25	0.80	Agree
	Cluster Mean	**3.39**		**Agree**

Data in Table 1 shows that the respondents opined that, items, 1-8 on influence of talent management on effective management in Nnamdi Azikiwe University, Awka in Anambra State with mean ratings ranging between 3.24 and 3.56. The standard deviation scores ranging between 0.77 and 0.90 showed that the respondents' opinions were related. The cluster mean of 3.39 indicated that the influence of talent management on effective management in Nnamdi Azikiwe University, Awka in Anambra State are that it ensures that the development of leaders aligns with the strategic objectives of the university, helps to identify individuals with leadership potential within the university, fosters an environment that promotes research and encourages collaboration among faculty members and across departments.

Research Question Two: What is the influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka in Anambra State?

Table 2: Mean Scores on Influence of Coaching Framework on Effective Management in Nnamdi Azikiwe University, Awka in Anambra State (N=235)

S/No.	Item Statements	Mean	SD	Remarks
9.	Enables current leaders to develop the skills of potential successors	3.63	0.83	Agree
10.	Encourages open communication and feedback	3.45	0.78	Agree
11.	Allows for personalised development plans that cater to the specific needs and strengths of emerging leaders	3.67	0.80	Agree
12.	Ensures that leadership transitions support the institution's long-term goals	3.50	0.81	Agree
13.	Prepares future leaders to handle crises effectively.	3.59	0.84	Agree

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

14.	Leaders trained under this method are better equipped to make informed decisions	3.21	0.83	Agree
15.	Leaders trained through this process are more likely to adhere to ethical standards	3.89	0.87	Agree
16.	Minimizes disruptions in management.	3.40	0.88	Agree
17.	Helps prevent biases based on political connections which ensures that leadership is based on merit and competence	3.18	0.82	Agree
	Cluster Mean	**3.50**		**Agree**

Data in Table 2 shows that the respondents opined that items, 9-17 on the influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka in Anambra State with mean rating ranging between 3.18 and 3.67. The standard deviation scores ranging between 0.78 and 0.88 showed that the respondents' opinions were related. The cluster mean of 3.50 indicated that the influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka in Anambra State are that it allows for personalised development plans that cater to the specific needs and strengths of emerging leaders, enables current leaders to develop the skills of potential successors, leaders trained through this process are more likely to adhere to ethical standards and prepares future leaders to handle crises effectively among others.

Hypothesis 1: Talent management does not significantly influence effective management in Nnamdi Azikiwe University, Awka in Anambra State.

Table 3: Summary of t-test Analysis on the Significant Influence of Talent Management on Effective Management in Nnamdi Azikiwe University, Awka in Anambra State

Variables	Mean	SD	df	α	t-value	P-value	Decision
Talent Management	3.24	0.72	234	0.05	14.61	0.00	Significant
Effective Management	3.45	0,87					

Data in Table 3 showed that the p-value of .00 is less than .05 alpha level of significance. This means that there is an extremely statistical significant influence of talent management on effective management in Nnamdi Azikiwe University, Awka in Anambra State, therefore the hypothesis was rejected.

Hypothesis 2: Coaching framework does not significantly influence effective management

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

in Nnamdi Azikiwe University, Awka in Anambra State.

Table 4: Summary of t-test Analysis on the significant influence of Coaching Framework on Effective Management in Nnamdi Azikiwe University, Awka in Anambra State

Variables	Mean	SD	df	α	t-value	P-value	Decision
Coaching Framework	3.18	0.89	234	0.05	11.54	0.004	Significant
Effective Management	3.22	0.85					

Data in Table 4 showed that the p-value of 0.004 is less than .05 alpha level of significance. This means that there is an extremely statistical significant influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka in Anambra State, therefore the hypothesis was rejected.

Discussion

Findings of the study revealed that the influence of talent management on effective management in Nnamdi Azikiwe University, Awka in Anambra State are that it ensures that the development of leaders aligns with the strategic objectives of the university, helps to identify individuals with leadership potential within the university, fosters an environment that promotes research and encourages collaboration among faculty members and across departments. The finding of the study is in agreement with Abdulkareem and Gabadeen (2015) who reported that effective talent management incorporates succession planning to ensure that there are qualified candidates ready to step into leadership roles as they become available. Abdulkareem and Gabadeen that talent management involves identifying potential leaders early on and providing them with the necessary training and experiences to prepare them for future responsibilities. Kalhori et al. (2020) stated that talent management offers opportunity for feedback mechanisms that are constructive and focused on fostering improvement rather than punitive measures. Furthermore, finding of the study revealed that talent management significantly influences effective management in Nnamdi Azikiwe University, Awka in Anambra State. This is in line with Kalhori et al. (2020) who reported that succession leadership planning is an effective tool for ensuring that university management achieves it stated goals.

Findings of the study revealed that the influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka in Anambra State are that it allows for personalised development plans that cater to the specific needs and strengths of emerging leaders, enables current leaders to develop the skills of potential successors, leaders trained through this process are more likely

to adhere to ethical standards and prepares future leaders to handle crises effectively among others. This is in agreement with Philips (2020) who reported that that coaching as a succession management plan allows individuals to develop the necessary competencies and skills required for future leadership roles. Auxesia (2024) noted that coaching creates a clear pathway for talent identification, skill enhancement, and leadership readiness, ensuring that organizations have a robust pipeline of qualified candidates prepared to step into key positions when needed. Furthermore, finding of the study showed that there is an extremely statistical significant influence of coaching framework on effective management in Nnamdi Azikiwe University, Awka in Anambra State. This is in agreement with Kalhori et al. (2020) who stated that coaching model was an effective succession leadership planning model that promotes effective leadership in higher education.

Conclusion

Based on the findings of the study, the researcher concludes that succession leadership planning significantly influences effective management in Nnamdi Azikiwe University, Awka in Anambra State. Talent management and coaching framework can both significantly influence effective management of universities in Anambra State. It is therefore imperative that measures are put in place to ensure the adoption of talent managing in university management in Anambra State in particular and Nigeria in general.

Recommendations

Based on the findings of the study, the researchers proffered the following recommendations:

1. Administrators of federal universities should establish formal talent management programmes aimed at identifying and nurturing potential leaders. This involves creating structured pathways for career progression within the academic and administrative hierarchies. Talent management should include regular performance evaluations, mentorship, and opportunities for professional development to ensure that individuals are adequately prepared for future leadership roles.
2. Administrators of federal universities should establish integrate succession leadership like the coaching framework into the strategic plans of federal universities. These plans must focus on identifying individuals with leadership potential early and providing them with opportunities to gain experience in leadership roles. Universities should ensure that succession planning is merit-based, transparent and regularly reviewed to align with institutional needs and challenges.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

REFERENCES

Abdulkareem, A.Y. & Gabadeen, W.O. (2015). Organisational structure and personnel management practices in public universities in Nigeria. *Public Policy and Administration Research, 5*(12), 22-29.

Ahaotu, G. N. & Ogunode, N, J. (2021) Challenges facing administrators of public higher institutions in Nigeria and the ways forward. *Central Asian Journal of Literature, Philosophy and Culture, 2* (2), 29-40.

Auxesia (2024). *Coaching for succession planning*. https://www.adifferentwayofthinking.com/news/coaching-for-succession-planning/

Boldman, N.C. (2020). *Management principles in education*. Bass Publishers.

Bradley, A.P. (2016). Talent management for universities. *Australian Universities' Review, 58*(1), 13-19

Bryan, A.N. (2020). *Dynamics of educational management in tertiary institutions in Nigeria.* Maruka Press Ltd.

Byork, L. M. (2023). *Organizational management*. Winston press.

Corwin, U. O. (2019). *Resources management in universities in Nigeria*. Retrieved from. https://www.resourcemanagement.org.

Ezeh, S.C. & Emenike, O. (2022). Leadership practices in university education and goal achievements. *African Education Indices, 13*(1), 1-13.

Federal Ministry of Education (2013). *National policy on education* (4th Edition). NERDC Press.

Garber, B. E. (2021). *Leadership in organizations* (5th ed). PrenticeHall.

Kalhori, R.P., Laei, S., Kavyani, E. & Malekian, F. (2020). The modeling of succession management in the faculty members of Kermanshah University of Medical Sciences: A Grounded Theory. *Educational Research in Medical Sciences, 9*(1):e101161

Nwadiani, M. (2014). Education and transformational leadership in a tertiary learning environment: Professor O. G. Oshodin (JP) in *Perspective*. Sixth faculty of education distinguished lecture series.

Ogunode, N. J. (2020c) Administration of public universities in Nigeria: Problems and solutions. *Jurnal Sinestesia, 10*(2), 86-94.

Ogunode, N.J. & Ezema, O., Olugbenga, A.V. (2022). Problems Faced by Academic Leaders in Public Higher Institutions in Nigeria. *Spanish Journal of Innovation and Integrity, 6*, 214-224.

Okolo, M.M.& Gregory, D.M. (2021). Higher education in Nigeria: Challenges and suggestions. *Middle European Scientific Bulletin, 16*, 55-61.

Phillips LK (2020). Concept analysis: Succession planning. *Nursing Forum, 55*(4), 730-736. https://doi.org/10.1111/nuf.12490 PMid:32720381.