



SELF-MANAGEMENT AND EMPLOYEE RESEARCH OUTPUT IN SELECTED PRIVATE UNIVERSITIES IN OGUN STATE, NIGERIA

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Abstract:

The academic staff of universities plays a very important role in terms of the growth and development of nations' economies. They make a positive contribution to the growth of a nation and are generally seen as the basis by which the needed high-level manpower or a country's development could be achieved. Despite the enormous contributions of the university sector, it is observed that their performance level especially in Nigeria is low compared to that of other nations. This is evident in declining research output. This challenge has been attributed to a variety of factors, including poor self-management. This study examined the interaction between emotional intelligence and employee performance in selected private universities in Ogun State, Nigeria. A research survey was employed in this study. The population was 1464 full-time academic staff of selected six private Universities in Ogun State, Nigeria. Multi-stage sampling, stratified sampling and simple random sampling techniques were adapted to obtain a response from all the cadres of the academic staff. The sample size of 308 was determined using Raosoft calculator. A structured and adapted questionnaire went through validity and reliability tests with Cronbach Alpha ranges between 0.728 and 0.954. The inferential statistics employed Pearson Moment Correlation Coefficient to test the hypothesis of the study. The study revealed that self-management had significant relationship with employee research output ($r(296) = 0.803, p < 0.05$). This study concluded that self-management affects employee research output in selected private universities in Ogun State, Nigeria. It was therefore recommended that private universities should continue to improve their academic staff's personal development skills in order to help improve their organization's personal development. This can be achieved through sending their academic staff to conferences/workshop, seminars, and training programmes.

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Keywords: self-management, employee research output, private universities

1. Introduction

Increasing employee performance has been the goal every organisation is pursuing at every point in time. This has made different organisations, human resource managers and academics to regularly source for and adopt diverse strategies and varied actions to improve their performance. The academic staff of universities plays a very important role in terms of the growth and development of nations' economies. They make a positive contribution to the growth of a nation and are generally seen as the basis by which the needed high-level manpower or a country's development could be achieved. Their job demands are often hectic as a result of high students' enrollment which results to work overload. The issue of work overload proves to be a great detriment to their performance, especially in the area of research output. Interestingly, self-management can combine together or work as an individual variable to stimulate individual academic staff of private universities' work performance.

Globally, the private university sector plays a catalytic role in a modern economy and has dynamic benefits crucial for economic transformation (Boni & Walker, 2016; McCowan, 2019; Owens, 2017). Oyewole (2022) observed that the performance of the academic staff of private universities has contributed at least a total of £5.8 billion to the United Kingdom and supported 145,921 jobs directly and indirectly across all skill levels as a result of the students they produced/graduated. According to Digital Marketing Institute (2018), the research work of university staff in British universities contributes £95 billion to the country's economy, their efforts also assisted Australian universities to generate £25 billion, and their activities have equally propelled Canadian universities to generate £55 billion. In the United States, technological advancements developed in universities have contributed £591 billion to the national GDP between 1996 and 2018 alone. Despite the enormous potential, most of the staff of universities are bewildered by high student enrollment which hindered their work performance within the range of work output, task performance and problem-solving skills, making success a major challenge. This is a big challenge to their performance since the academic staff of universities are seen as the driving forces for improving university performance and global rating (Urban, 2019).

In Africa, the issue of funding has always been a source of crisis in the African educational system (Obineli, 2013). The number of enrollment of university students by educational sector in Egypt 2019/2020 published by Saifaddin (2021) stated that during the schooling year of 2019/2020, the number of enrolled students in public universities in Egypt was over 2.4 million. In comparison, in the same academic year, roughly 479,000 students were enlisted in private higher institutes in Egypt. Moreover, close to 207,000 students were registered in private universities. The report also stated that in 2017, the gross tertiary enrollment ratio in Egypt amounted to 35.16%, showing an increment compared to 33.86% in 2016. Over the observed period, the enrollment ratio did not

fluctuate drastically ranging between 26.82% in 2011 and 35.16% in 2017. Despite the increase in enrollment, the number of academic staff has not increased, putting pressure on the academic staff. This invariably affects employees' emotions and job performance. Indeed, emotion not only affects the way people think and act but also signals about judgment and information processing (Brief & Weiss, 2002; Loewenstein & Lerner, 2003); employees with higher emotional intelligence can find suitable solutions more smoothly at work and apply emotional resources reasonably and can often quickly access social support in communication and interaction with people, thus reducing the possibility of failure and the depersonalization brought about by failure. Employees can manage emotions by adjusting their perception of the work environment and the emotional stimuli from the environment; they can accomplish what they want to achieve by strengthening, weakening, prolonging, or shortening certain emotional experiences (Wong & Lee, 2021). All of these can effectively increase employees' performance at work. Nigeria also shares in the high student enrolment, according to Verrella (2021), Nigeria university students enrolled in Nigeria in the 2018/2019 academic session were 1,798,958 for undergraduate and 242,323 for postgraduate making a total of 2,041,281 students, compared to a 1.2 million students' enrollment in 2012.

While there has been a great decline in public funding, there has been an increase in the private provision of tertiary education, growing autonomy of educational institutions, and a greater emphasis on research and innovation. This demand has increased the enrollment of students in tertiary education in the past two decades. Consequently, in many countries, the number of teaching staff is not commensurate with that of the students. UNESCO Institute for Statistics (UIS) (2019), tertiary education teachers increased from 7.5 million in 2002 to 12.9 million in 2015, reflecting a growth of 72 per cent. Also, Aondofa (2022) stated that Nigeria has only 100,000 lecturers for her 2.1 million university students. This is lower than the global growth rate of student enrolment. And this has led to an increasing differentiation between teaching and research roles within the academic profession and a downward trend in research output and task performance among academic staff.

Furthermore, Nigeria University Commission (NUC) (2022) affirmed that Nigeria is growing with 198 universities with about 2.1 million enrollments but has just over 50,000 academic staff in the universities. Despite the Nigeria University Commission (NUC)'s recommendation of 12 students to 1 lecturer (ASUU, 2010); and NUC's standard as contained in its 1995-99 report, which recommended a student-to-lecturer ratio of 9:1 for agriculture and engineering-technology faculties, 6:1 in human and veterinary medicine faculties and 10:1 in science and pharmacy faculties, while law, social sciences and arts should be 20:1 (Abutu, 2021), this policy has not been met by the Nigeria university system. Due to higher student enrollment and a shortage of academic staff, university academic employees are exposed to a variety of complex tasks almost at the same time as teaching, which is their primary assignment. Some of the tasks they are exposed to include; being the examination officers, course advisers, directors, head of departments, deans, provost, and project supervisors, at undergraduate and graduate

levels, attending conferences, and publication of papers. Most often these additional tasks tend to enlarge the workload of lecturers and make the load excessive; thus, leading to low performance. Since poor performance accounted for the greatest loss among professional occupations, not exclusive of academics, the ability of an organization to manage the challenge will determine its preparedness to deal with employee performance. Meanwhile, maintaining enduring paths of total dedication to organization requires vivid attention to employees' self-management as it leads to employees' performance.

Several studies have been conducted in the area of self-management and research output (Nadeem, 2017; Podile, & Rajesh, 2016; Rexhepi, & Berisha, 2017; Seng & Arumugam, 2017), and the findings revealed a positive relationship between self-management and research output. However, these studies have been limited mostly to manufacturing industries as it is widely believed that manufacturing organisations are mostly responsible for driving the economy. There is, therefore, a dearth of research conducted on the impact of self-management and employee performance as it relates to research output among academic staff (Ahmed, Sabir, Rehman, Khosa, & Khan, 2016; Radha, Shree, & Vijayalakshmi, 2017). Moreover, self-management has been studied in isolation rather than combined with research output. Besides, Lamido (2013) stated that the major problem among the Nigerian university academic staff is that quality research output is still lacking as the majority of the academic research output has not shifted from mere journal publication. According to Ranking Web of Universities (2018) and (2021), the webometric ranking of world universities in 2021 revealed that no private university in Nigeria is ranked among the top one thousand (1000th) Universities in the world in terms of research output. Yusuf (2012) confirmed that the low research output in Nigerian private universities is due to the lack of opportunities for career advancement of academic staff in terms of inadequate infrastructures for research, poor research funding, and excess workload assigned to academic staff which hinder them from carrying out research work. The purpose of this study was to examine the effect of self-management on employee research output in selected private universities in Ogun State in Nigeria.

2. Literature Review

2.1 Self-Management

Ahmed, Sabir, Rehman, Khosa, and Khan (2016) conceptualize self-management as one's ability to control and mitigate one's emotional response to others; emotional reaction and the intensity of that reaction. In collaborating with this, Shahzad, Sarmad, Abbas, and Khan (2011) assert that self-management is the process of managing one's own beliefs, impulses, resources and disciplines. Hence, Shahzad et al. (2011) opine that self-management is a continuous act which directly affects the performance of individuals in the organization. Another scholar Gontur and Dekom (2017) argued that self-management is associated with the behaviour and emotional cues of others. In the workplace, self-management is the deliberate adjustment of one's physical, mental, and

emotional state appropriate to the circumstances (both positive and negative) at work or to meet the demands of work.

According to Bell (2016), self-management is also referred to as self-regulation is the control of oneself by oneself. Self-management of behaviour generally refers to conscious cognitive monitoring of actions and steps that are required to achieve one's goal or to gain the desired result from the environment. Hence, Wolmarans and Martins (2001) see the concept of self-management as the ability to remain calm during provocative or conflict situations, while keeping defensiveness to a minimum and ultimately renovating rationality. Explaining further, Schunk and Zimmerman (2011) maintain that self-management emanates primarily from social sources and changes to individual sources in a sequence of levels; and would encourage individuals to take more action on their thoughts, emotions, and performances. Therefore, Pekrun and Linnenbrink-Garcia (2014) conclude that while facing emotional exhaustion, an employee with a strong sense of control can manage frustration and stress in the workplace which makes others know one's beliefs and principles.

In evaluating self-management, Shahzad, Sarmad, Abbas, and Khan (2011) assert that self-management creates emotional resilience which enables employees to think out of the box and as such provides a platform for innovation which is the efficient performance of employees in businesses with autonomous and flexible roles and regulations. Collaborating with this, Pekrun and Linnenbrink-Garcia (2014) state that employees with the competence of self-management are achievement driven: they strive to improve or meet a standard of excellence; they are results-oriented with a high drive to meet their objectives and standards; they set challenging goals and take calculated risks; pursue information to reduce uncertainty and find a way to do better, and learn how to improve their performance. With the first and second focused on organisation, it could then be inferred that Pekrun and Linnenbrink-Garcia (2014) attested that while facing emotional exhaustion, an employee with a strong sense of control can manage frustration and stress at the workplace which makes others know one's beliefs and principles

Self-management/regulation is seen in different dimensions. For instance, Stosny (2011) pointed out behavioral self-management is the ability to act in an individual long-term best interest, that is consistent with his/her deepest values. Zimmerman (2011) sees self-management from a learning perspective as the process students engage in when they take responsibility for their own learning and applies such responsibility to their academic success. According to Zimmerman (2011), this process happens in three steps: **Planning:** the students plan their tasks, set their goals, and outline strategies to execute the goals. **Monitoring:** in this stage, the students put their plans into action and monitor their performance closely. **Reflection:** after the task has been completed, the students reflect on their performances. Therefore, in the context of this study, self-management is an important term for behaviour interventions for regulating ones' conduct such as controlling or supervising from within instead of being controlled by an external force.

2.2 Research Output

Quality Evaluation Guidelines (2018) of University of Auckland, New Zealand define research output as the system the University uses to record its staff research outputs and activities. According to University of Auckland, research output is particular dissemination, publication, presentation, communication or pathway in which research is made available to people other than the author. Salawu, Oyero, Moyo, and Moyo (2016) claimed that research output can be obtained when the point of reference (controlled or uncontrolled database) containing the outputs is classified into subjects of which the performance or trend can be quantified and can be taken as the scholarly focus of the concerned institution.

Laadwan (2017); Kpolovie (2017) and Kpolovie and Lale (2017) said that research activity is a sine qua non for the acquisition and transmission of knowledge. It is for that reason that research productivity as measured by Google Scholar h-index and i10-index depends primarily on it. James Cook University, Australia outlined research output criteria as follows:

Meet the definition of research; have been published or brought into the public domain within the research outputs reference period; have one or more eligible researchers listed as an author of the research output, and be an eligible research output type. To this end, National Research Foundations (2014) listed types of research outputs to include: Peer-reviewed primary research articles in appropriate journals; academic publications of original research in peer-reviewed journals (printed or electronic), including invited articles and review articles; books of scholarship: these must be research-based and independently refereed, and aimed at the research community, as opposed to teaching material.

In addition to the above-published outputs, other evidence of the standing of a researcher be considered; these include: book reviews; editorship of journals; officials' positions in professional associations; visiting professorships. Masango (2013) also listed the following as factors inhibiting the production of quality research output: lack of research planning guidance; lack of commitment to pursue research; lack of appropriate research knowledge; lack of adequate university funding; and lack of research facilities, or disruption in existing facilities.

Scientific output has traditionally been assessed using peer review in the form of evaluations from a handful of experts. Expert reviewers can evaluate the rigour, value and beauty of new findings, and gauge how they advance the field (Kreiman, & Maunsell, 2011). Such peer-review constitutes an important approach to evaluating scientific output and it will continue to play a critical role in many forms of evaluation. However, peer review is limited by its subjective nature and the difficulty of obtaining comments from experts that are thorough and thoughtful, and whose comments can be compared across different evaluations. These limitations have driven institutions and agencies to seek more quantitative measures that can complement and sometimes extend thorough evaluation by peers (Kreiman, & Maunsell, 2011).

Kendagor, Kosgei, Tuitoek, and Chelangat (2012) listed the importance of research to a university as leading to the generation of new knowledge, engendering innovations, enhancing the quality of teaching staff, increasing an institution's reputation and its economic status, development and dissemination of information that leads to the acquisition of new knowledge that complements the existing knowledge. Furthermore, it assists academic staff to become successful lecturers. According to Lertputtarak (2008) research contributes to effective teaching. It is believed that academic staff that are actively engaging in research activities are prone to the latest developments and global practices in their field of knowledge.

In the same vein, Hernon and Schwartz (2002) and Lee and Boud (2003) noted that researches that are published in reputable journals contribute to decisions on crucial issues of hiring, tenure and promotion of academia. These publication rates are used by institutions as an indicator of the institution's performance and are important criteria in securing external funding from the government, other sources and global recognition (Kyvik, 2003). Sedikadiwa (2008) also noted that failure on the part of a lecturer to publish car resulted in the termination of his appointment.

3. Empirical Review

3.1 Self-management and Research Output

Many scholarly adopted survey research designs for this area of interest. Kadiyono and Hafiar (2017) investigated the role of academic self-management in improving students' academic achievement. This research approach was a non-experimental research approach. The method used was a descriptive and verification research method. The study also used a quantitative methodology with a simple random sampling technique. The total samples comprised 105 students of Padjadjaran University. In another article, Boger, Ellis, Latter, Foster, Kennedy, Jones, Fenerty, Kellar, and Demain (2015) investigated self-management and self-management support outcomes using a systematic review and mixed research synthesis of stakeholder views. This study systematically reviewed published empirical evidence in accordance with PRISMA guidelines to determine the outcomes of self-management valued by these key stakeholder groups, using three prominent exemplar conditions: colorectal cancer, diabetes and stroke. Systematic searching of nine electronic databases was conducted in addition to hand searches of review articles. Over 20,536 abstracts were screened. 41 studies which met the review criteria were fully retrieved and appraised. Meanwhile, Wheeler, Carr, Cady, and Schumacher (2020) investigated self-management and work performance in an exploratory cross-cultural study. This cross-cultural study allowed hypotheses testing and comparing the samples. The research design involved the principal researcher travelling to India and Ohio in order to administer a self-report questionnaire to employees who are employed by non-profit organisations. A total of 187 participants from India and USA were involved in the study.

Interestingly, Ghali, Miri, and Dekhn (2018) conducted an investigation on self-management and its relation to organizational excellence. This study adopted a survey questionnaire technique to collect the data from respondents. Unit of analysis are employees of a public and private firm in Baghdad. The questionnaire was adapted and consisted of three dimensions to measure the level of self-management in employees. This study also followed Structural Equation Modeling (SEM) to investigate and analyze the proposed relationship. In another article, Steyn and Van Staden (2018) investigated selected self-management competencies of managers within the manufacturing industry of South Africa. The study applied a quantitative, descriptive, exploratory research design. The target population was identified as top and middle-level managers in manufacturing businesses. A convenience non-probability sampling method was utilized to select a total of 343 top and middle-level managers from 53 manufacturing businesses that completed the questionnaires. The hypotheses were tested using Pearson's product-moment correlation test.

Enquiries that have to do with self-management and research output have been inconclusive. Several authors have acknowledged positive outcomes in their studies (Buchheit, Collins & Collins 2001; Campton & Hoffman, 2013; & Chen & Chung, 2014), these authors found that self-management has a significant positive relationship with employee performance. More studies conducted on self-management and research output have been in Asia and Europe while only a few studies have been conducted in Nigeria and in the educational industries. However, some other scholars have confirmed negative findings between self-management and research output (DeWall, Baumeister, Stillman & Gailliot, 2007; McPheat, 2010; & Victoroff, & Boyatzis, 2012). It is in view of this that this study hypothesizes:

Ho: Self-management has no significant relationship with employee research output in selected private universities in Ogun State, Nigeria

4. Theoretical Review

4.1 Social Cognitive Theory

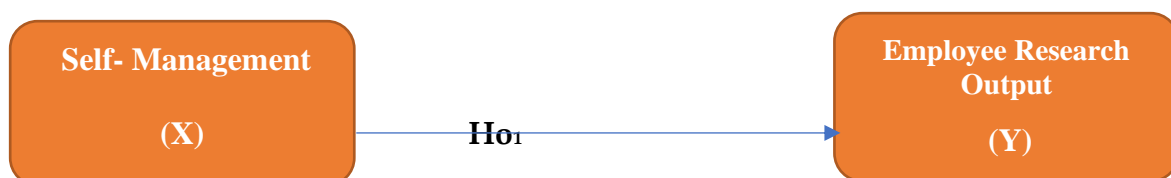
Social Cognitive theory was propounded by Albert Bandura in the 1960s. The model of this theory was expanded by adding the inputs of self-efficacy and outcome expectations (Bandura, 1977). The theory subscribed to a model that affirms that individuals are not autonomous mechanical beings; rather humans have peculiar self-controlled initiative and motivational determinant elements. The theory argued that human behaviour is regulated by a perception of self-sufficiency. Bandura (1986) argued that the higher an individual perception of self-efficacy, the higher the goals they set and achieved for themselves. Self-sufficiency is the belief in employees' capability to organize and execute courses of action required to produce a given accomplishment. The social cognitive theory explains that self-efficacy is derived from mastery of experience of competing employees, vicarious experience of employees and social perception of an organization. The vicarious experience of employees in the context of social cognitive theory means,

assessing a competitor's ability and competencies to handle a task and gain knowledge from it. Mastery of experience of employees is based on the employee's expectation that if they carry out a task efficiently, the organisation will reward them adequately. Some scholars expressed support for the social cognitive theory.

The supporters of the theory such as Dauda (2014)'s study confirm this theory by linking employees' job satisfaction and task accomplishment attitude to their overall well-being and self-sufficiency. Also, Locke, Shaw, Saari, and Latham, (1981) argue that social cognitive theory has confirmed that giving employees challenging goals will improve their motivation and level of performance. Cervone and Peale (1986) also support the social cognitive theory that the theory has attested that most employees believe in their own capability. The theory has proved that employees who believe in their own capabilities usually assert efforts to overcome any challenge posed by their organization. However, Wood and Bandura (1989) criticized the theory by positing that not all individuals believe in their capabilities and that such individuals would demonstrate self-doubt when confronted with huge challenges.

Social learning theory is relevant to the variables of this study. The theory further explains the concept of a combination of two other kinds of learning theories which guided social learning theory. On the one hand, there is the **cognitive learning** theory, which states that the learning of an individual is entirely determined by psychological factors while on the other there is the **behavioural learning** theory, which claims that learning is based on how we respond to the stimuli in our environment (Shahzad, Qu, Zafar, Rehman, & Islam, 2020). Therefore, management should put a **corporate mentorship program** in place so that employees can more easily learn from other employees. The leaders and the exemplary employees of the organization get an opportunity to model their exemplary behaviors so that other employees in the organization can try to learn them and then imitate them. Those who model these positive behaviours successfully should be rewarded while those who cannot be encouraged to try harder. This would have a significant impact on employee performance.

4.2 Research Conceptual Model



Source: Author's Research Model (2022)

5. Methodology

A research survey was employed in this study. The population was 1464 full-time academic staff of selected six private Universities in Ogun State, Nigeria. Multi-stage sampling, stratified sampling and simple random sampling techniques were adapted to

obtain responses from all the cadres of the academic staff. The sample size of 308 was determined using Raosoft calculator. A structured and adapted questionnaire went through validity and reliability tests with Cronbach Alpha ranges between 0.728 and 0.954. The inferential statistics employed Pearson Moment Correlation Coefficient to test the hypothesis of the study using Statistical Package for Social Science (SPSS) version 25.0.

5.1 Data Analysis and Results

Out of the sample of 370 copies of a questionnaire distributed to the sample respondents, 296 copies of the questionnaire were returned correctly filled representing a response rate 80%. According to Kothari (2008), a 50% response rate is considered average, a return rate of 60%-70% is considered above average and a rate of above 70% is excellent. Therefore, the return rate of 80% which was achieved in this study was considered appropriate and representative of the population.

5.2 Restatement of Research Hypothesis One

H₀: Self-management has no significant relationship with employee research output. Bivariate correlation using Pearson’s product-moment correlation (*r*) analysis was used to test the hypothesis. The results of the analysis are presented in Table 1.

Table 1: Pearson Product Moment Correlation on the relationship between Self-Management and Research Output of Selected Private Universities in Ogun State

		Self-Management	Research Output
Self-Management	Pearson Correlation	1	.803**
	Sig. (2-tailed)		.000
	N	296	296
Research Output	Pearson Correlation	.803**	1
	Sig. (2-tailed)	.000	
	N	296	296

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher’s Field Survey, 2022

Table 1 above shows the result of a Pearson product-moment correlation test that was done to evaluate the relationship between self-management and research output. From the results, the correlation between self-management and research output is 0.803 ($r(296) = 0.803, p < 0.05$). This implies that there is a strong, positive and significant relationship between self-management and research output of selected private universities in Ogun State, Nigeria. And the more the scores of self-managements, the more the scores of research output. On the strength of this result, the null hypothesis (H_0) which states that self-management has no significant relationship with employee research output was rejected.

6. Discussion of Findings

The results of Pearson product-moment correlation analysis for the significant relationship between self-management and employee research output showed the presence of a significant relationship. This result implies that self-management has a significant relationship with employee research output. Conceptually, scholars have reported the relevance of self-management in realising employee research output in different climes (Pekrun & Linnenbrink-Garcia, 2014; Shahzad et al., 2011; Zimmerman, 2011). Thus, Shahzad et al. (2011) study on the impact of emotional intelligence on employee performance in the telecom sector of Pakistan maintains that self-management emanates primarily from social sources and changes to individual sources in a sequence of levels; and would encourage individuals to take more action on their thoughts, emotions, and performances. While the study of Pekrun and Linnenbrink-Garcia (2014) on emotions in education dictates that employees with the competence of self-management are achievement driven: they strive to improve or meet a standard of excellence; they are results-oriented with a high drive to meet their objectives and standards; they set challenging goals and take calculated risks; pursue information to reduce uncertainty and find a way to do better, and learn how to improve their performance.

Empirically, the finding of this study agrees with Kadiyono and Hafiar (2017) in their study that 78% of the subjects possessed high academic self-management, meaning that the majority of subjects used academic self-management to control factors which influence the learning process. Similarly, Boger et al. (2015) found that self-management outcomes embrace a range of indicators, from knowledge, skills, and bio-psychosocial markers of health to positive social networks. Likewise, Wheeler et al. (2020) established that self-management on a moment-to-moment basis can help a person become more self-aware, thereby enhancing the individual's work performance. In the same way, the findings, Ghali, Miri, and Dekhn (2018) revealed that self-management is positively associated with organizational excellence. In another study, Steyn and Van Staden (2018) established that a significant and positive relationship exists between managers' integrity and ethical conduct, and between personal drive and resilience, as well as a significant positive relationship between the work-life balance on the one hand and self-awareness and self-development on the other; all of which are components of their self-management competency.

This finding underpins the theoretical consideration that motivation is the source of productive behaviour in an employee. This aligns with the assumptions of the Self-Determination Theory that intrinsic motivation (doing an activity for its own sake because one finds the activity inherently interesting and satisfying) and extrinsic motivation (doing an activity for an instrumental reason) address the needs for autonomy and relatedness as well as the need for competence. In accord with the findings of this study, when university employees are self-determined to perform due responsibilities, productivity will improve.

7. Conclusion and Recommendation

In this study, the researcher argues theoretically and demonstrates empirically that self-management relates significantly to employee research output for the long-term superior performance of the academic staff of private universities. The findings underpin the theoretical considerations that self-management can be considered as a strength (when optimally utilized) or weakness (when under-utilized) of employees. This study concluded that self-management affects employee research output in selected private universities in Ogun State, Nigeria.

Based on the foregoing conclusion, the study recommends that private universities should continue to improve their academic staff's personal development skills in order to help improve their organization's personal development. This can be achieved through sending their academic staff to conferences/workshop, seminars, and training programmes.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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