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TEACHERS' SELF-LEADERSHIP AS A CORRELATE OF THEIR JOB PERFORMANCE IN SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA

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ABSTRACT
The study investigated teachers' self-leadership as a correlate of their job performance in Secondary Schools in South East, Nigeria. The study was guided by one research question and one null hypothesis was tested at 0.05 level of significance. Correlational survey research design was adopted for the study. The population of the study comprised all the 29,231 teachers in public secondary schools in South Eastern Nigeria. With cluster sampling procedure using proportionate stratified random sampling technique, 1,462 respondents were selected for the study. The data for the study were collected using two different questionnaires developed by the researchers. The questionnaires include: Teachers' Self-leadership Questionnaire (TSQ), and Teachers' Job Performance Questionnaire (TJPQ). The instruments were validated by three experts from faculty of education, Nnamdi Azikiwe University, Awka. Cronbach Alpha method of reliability was used to determine the reliability of the instruments which yielded reliability coefficient of .94, and .76 respectively. Considering high reliability indices of the two instruments, the instruments were deemed reliable. Data collection was done by the researchers with the help of eight research assistants. Pearson product moment correlation coefficient was used to answer research question 1 and the test of null hypothesis 1, with P. value being used to take decision on the seven null hypotheses at 0.05 level of significance. The finding of the study revealed that: there is a very high and positive correlation existing between teachers' self-leadership and their job performance in secondary schools in South East, Nigeria. Further finding also revealed that there is a significant correlation existing between teachers' self-leadership and their job performance in secondary schools in South East, Nigeria. Based on the findings of the study, it was recommended that: secondary school managers and management of post primary school service authorities in the five eastern states of Nigeria should help in upholding or improving the tempo of teachers' self-leadership through engaging their teachers in self-leadership training from time to time through workshops and seminars in order to continue to have high self-leadership since it is revealed that teachers' self-leadership correlates teachers' job performance in secondary schools in south east, Nigeria, among others. At the end, implications of the findings of the study were stated.

Keywords: teachers', self-leadership, correlate and job performance

Introduction

In today's competitive school organizations, gone are the days when teachers depend solely on their principals, the head of departments (HODs) and their supervisors (leaders) for directions and motivations towards the achievement of the school goals. This is true, when individuals have potentials to self-influence themselves towards better results or outcomes in whatever thing they are doing through self-leadership.

According to Houghton, Dawley and Diliello, (2012) self-leadership is the process of behavioural and cognitive self-evaluation and self-influence by which people achieve the self-directions and self-motivations needed to shape their behaviours in positive ways in order to enhance their overall performance. To Nel and Vanzyl (2015), self-leadership is the process of influencing oneself to perform more effectively. Self leadership is traditionally divided into three primary dimensions of behaviour-focused self-leadership, natural reward self-leadership and

constructive thought pattern self-leadership (Houghton et al, 2012).

Behaviour-focused self-leadership provides approaches for identifying ineffective behaviour(s) and replacing them with more effective ones through the process of self-observation, self-goal setting, self-reward, self-correction feedback sometimes called self punishment, and self-cueing (Neck and Houghton, 2006). While self-observation allows for the examination of one's own behaviour for the purpose of identifying behaviour(s) to be enhanced or eliminated, Self-goal setting is the act of setting specific goals for oneself which help to inspire, motivate and direct individual for necessary performance related behaviours. Self-reward may be simply mentally praising oneself for a job well done or rewarding oneself with something much tangible. With self-correction feedback on the other hand, one can constructively punish self by denying oneself some privileges or subjecting oneself to unpleasant experiences for one's failures and unproductive behaviours with the aim of reshaping same behaviour(s) in more positive ways. Self cueing has to do with the things we do to keep attention and efforts focused on the task at hand. This include environmental cues such as to-do-lists, having motivational quotes hung in one's office and also rehearsing over something to be done before the actual time of doing it. According to Houghton et al, (2012) self-leadership's behaviour-focused dimensions are especially helpful for managing necessary but potentially unpleasant behaviours that are nonetheless instrumental for long-term goal attainments.

Natural reward self-leadership is the type of self-leadership that can help teachers to build pleasant and enjoyable features into their activities so that the tasks themselves become naturally rewarding. This also includes shifting the cognitive focus from the unrewarding aspect(s) of the job to the intrinsically rewarding features of the job. Unlike behaviour-focus self-leadership, natural reward self-leadership focused more on cognitive.

Constructive thought pattern self-leadership on the other hand involves examination of individual's beliefs and assumptions, engaging in positive self-talk and visualizing successful performance in order to align cognitions with desired behaviours (Ho and Nesbit, 2013). Examination of individual's beliefs and assumptions simply means evaluating the beliefs and assumptions of oneself in order to alter any negative one and this help individual to minimize dysfunctional thinking processes and engage in more rational and effective cognitive processes. Positive self-talk is when we positively tell ourselves something either covertly or overtly such as "I can do this work", "this is a minor task for me" either aloud or in our heads. These positive self talks according to Mahembe, Engelbrecht and Dekock (2013) can enhance employees' job performance unlike negative self-talk. In a similar vein, a teacher visualizing successful performance simply means the teacher self-imagining successful performance of teaching job even before the actual performance of same. With this the teacher is likely to successfully perform the actual job than when he visualizes failure or other negative outcome from the job thereby helping the teacher to carry out his teaching job in school.

According to Selamat, Taufiq and Kamalu (2013) teachers' job performance is seen as related to the task of planning lesson, learning process and assessment of students' learning outcomes. Similarly Rubina (2011) sees teachers' job performance as encompassing such variables as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, mentoring of students' work and disciplinary ability and virtues which teachers should uphold effectively in the school system. To Nyakongo (2015) teachers' job performance refers to how the teachers respond to duties in terms of punctuality in attending lessons, giving and marking assignments, syllabus coverage, preparation of professional documents, supervising school activities and being regular in school. Unfortunately, teachers

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in south east of Nigeria appear to have failed in their call to teaching job.

In the area under study, there seems to be teachers' too much dependent on their principals, dean of studies and head of departments for directions and motivations in working towards their school goals achievement (lack of self-leadership). This is the reason why some teachers in the area under study will also wait according to Ememe, Egu and Njoku (2011) till when supervisors and inspectors are coming to their schools before they will start running helter skelter to prepare and be up-to-date in their lesson plans and other statutory records that ought to be kept. Such records that are kept reluctantly to fulfill all righteousness for the coming of supervisors include plan of lessons, diary, grade book, attendance register, punishment and movement books. Experience of the researcher, who taught in secondary schools for years, shows that the teachers are aware of the importance and the statutory nature of these records. However, they lack the will to keep the records, not until supervisors are coming to their schools. Meanwhile, as observed by Ekwenuya, Kelechukwu, Adesulu, Abayomi and Chiebuka (2015) the poor remuneration and low status of teachers in the society are the reasons why teachers engage in negative behaviours and poor job performance. However, of course these are challenges as it relates to teachers carrying out their job but a teacher who makes use of natural reward facet of self-leadership will not be looking at these challenges. He would rather find other good features (intrinsic motivators) in teaching like seeing teaching as a career that gives teachers opportunities to learn everyday and the fact that teaching gives opportunities and the accompanied joy to be part of the success story of his students. Of course these will make him to put more interest and perform better in his job. Moreover, as opined by Katewa (2016) for schools to achieve their goals and school teachers to reach their fullest potentials in teaching effectively, self-leadership should be applied by the teachers. The author further argued that when teachers have self-leadership abilities, it will enable them to be innovative and creative which will enable them to perform better in their job. With the forgoing, one begins to wonder if the poor performance indices noticed among the teachers in the area under study is associated with teachers' self-leadership, the taught which led the researchers into investigating the correlation between teachers' self-leadership and their job performance in the secondary schools in south east, Nigeria.

Statement of the Problem

There is no doubt that teachers have to sit up for the achievement of schools and educational goals at large. This is because it is the teachers on whose shoulders lay the actual work of pedagogy and related activities. Meanwhile, the extents to which teachers judiciously, effectively and efficiently carry out these duties depend on how they can effectively self-lead themselves to positive outcomes.

It is unfortunate that teachers' lateness to school, non finishing of termly scheme, non planning of lessons before delivery or waiting for supervisors to make it mandatory before they will do so, giving students note to copy on the board by themselves and poor relationship with colleagues to mention but a few seem to be the order of the day among the teachers in south eastern Nigeria. Although, this ugly situation is not applied to all the teachers, the researchers are of the opinion that the observed laxity on the part of some teachers in carrying out their teaching job may be ascribed to teachers' inability to self-lead themselves to positive and productive outcomes (lack of self-leadership). Consequently these, seem to have led to the problem of poor value orientation of the students, students engaging in cultism activities and examination malpractices that have degenerated to registering for external examinations like WASCE and UTME in miracle/magic or special centres as they may call it rather than their schools to mention but a few.

Meanwhile, as observed from extensive literature reviewed, among the studies done on

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the subject matter, it was found out that employees' self-leadership correlates with employees' job performance whereas, some other studies disagreed over such relationship. However, none of such studies was carried out in secondary schools in south eastern Nigeria. This created a gap which prompted the researchers to embark on this study.

Research Question: What is the correlation existing between teachers' self-leadership and their job performance in secondary schools in South-East, Nigeria?

Hypothesis: There is no significant correlation existing between teachers' self-leadership scores and their job performance scores

Research method

The study adopted correlational survey research design. The study was carried out in South Eastern Nigeria. The targeted population for this study consisted of all the 29,231 (9,319 male & 19,912 female) teachers who are teaching in all the 1,248 government owned secondary schools in South Eastern States of Nigeria. The sample for this study comprised 1,462 respondents. In selection of this sample, the researchers adopted cluster sampling procedure using proportionate sampling technique. The researchers constructed two questionnaires named: Teacher's Self-leadership Questionnaire (TSQ); and Teachers' Job Performance Questionnaire (TJPQ). The instruments were duly validated. To ascertain the reliability of the instruments, Cronbach Alpha method of reliability was applied. The result of the analysis shows that part B of Teachers' Self-leadership Questionnaire (TSQ) yielded a Cronbach Alpha coefficient or Cronbach Alpha of .94, while part B of Teachers' Job Performance Questionnaire (TJPQ) yielded Cronbach Alpha of .76. The researchers adopted direct method of data collection in the distribution of the copies of the questionnaires to ensure maximum recovery of the questionnaires' copies administered. To analyze the collected data for this study, the researchers used Pearson product moment correlation.

Presentation of Results

Research Question 1: What is the correlation existing between teachers' self-leadership and their job performance in secondary schools in South-East, Nigeria?

Table 1: Pearson r on the Correlation between Teachers' self-leadership and Their Job Performance

Source of Variation	N	R	Remark
Self-leadership Job Performance	1428	0.806	Very High Positive Relationship

Table 1 above shows that there is a very high positive correlation existing between teachers' self-leadership and their job performance in secondary schools in South-East, Nigeria. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.806.

Hypothesis 1: There is no significant correlation between teachers' self-leadership scores and their job performance scores in secondary schools in South-East, Nigeria.

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Table 2: Test of Significance of Pearson Correlation between teachers' Self-leadership scores and their Job Performance Scores

Source of Variation	N	R	p-value	Remark
Self-leadership Job Performance	1428	0.806	0.00	Sig

Analysis in Table 2 shows that there is a significant correlation between teachers' self-leadership scores and their job performance scores in secondary schools in South-East, Nigeria. The calculated r (0.806) had *P*.value <0.05. Thus, the null hypothesis was therefore rejected.

Discussion of Findings

This study found that there is a very high positive correlation existing between teachers' self-leadership and their job performance. Further finding also revealed that the correlation existing between teachers' self-leadership and their job performance is significant. The above findings of the study are in agreement with the findings of Rambe, Modise and Hipunza (2018), Bearden (2017), Sarmawa, Su, Mm and Ma (2017), and Shad, Sharbiyani and Abzari (2018) who found that there is a positive and significant relationship between self-leadership and employees' job performance. However, the findings of this study contradict that of Muffin and Sani (2021) who found that the correlation between employees' self-leadership and their job performance is not significant. The contradictions in the findings of this study and that of Muffin and Sani above could be as a result of the fact that the work of Muffin and Sani was carried out among employees of personnel and human resource development agency in Bali Indonesia, thus, the difference in the respondents of the two studies and the gap in geographical locations where these studies were carried out could account for the difference in findings of the two studies.

Conclusion

Based on the interpretation of findings of the data collected and analyzed, and discussion of results, it is concluded that there is a very high and positive correlation existing between teachers' self-leadership and their job performance. Moreover, there is a significant correlation between teachers' self-leadership and their job performance in secondary schools in south east, Nigeria.

Recommendations

The following recommendations were made based on the findings of the study:

i. There is need for secondary school managers and management of post primary school service authorities in the five eastern states of Nigeria to ensure that they uphold or improve the level of teachers' self-leadership in the secondary schools in the area. This can be done through organizing in-service training or seminar and workshop on self-leadership in order to continue having high performance of teachers in the area under study since the study reviewed that teachers' self-leadership significantly correlate teachers' job performance.

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