



## Gender moderating roles in the relationship between teachers' self-leadership and their job performance in secondary schools in South East geopolitical zone of Nigeria

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### Abstract

The study examined gender moderating roles in the relationship between teachers' Self-leadership and their job performance in Secondary Schools in South East geopolitical zone of Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational survey research design. The total of 29,231 teachers in public secondary schools in South East geopolitical zone of Nigeria formed the population of the study. Out of the population a sample of 1,462 teachers were drawn by cluster sampling using proportionate stratified random sampling technique. Two different questionnaires developed by the researchers for data collection which 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. The reliability indices were considered high enough thus, the instruments were deemed reliable. Direct method of data collection was used by the researchers with the help of nine research assistants. Pearson product moment correlation coefficient was used to answer research questions 1 & 2 and the test of null hypotheses 1&2 with P. value being used to take decision on the null hypotheses at 0.05 level of significance. The findings of the study revealed that: There is a significant relationship existing between male teachers' Self-leadership and their job performance in secondary schools in South East geopolitical zone of Nigeria; There is also a significant relationship existing between female teachers' Self-leadership and their job performance in secondary schools in South East geopolitical zone of Nigeria among others. Based on the findings of the study, it was recommended that: There is need for school administrators in the south east geopolitical zone of Nigeria, to ensure that they uphold or keep improving the level of teachers' Self-leadership in the secondary schools in the area. This can be done through organizing seminars and workshops 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 irrespective of gender. At the end, implications of the findings of the study were stated.

**Keywords:** Gender, moderating roles, relationship, teachers, self-leadership and job performance

### Introduction

In conventional leadership role a leader or group of leaders influence others towards the achievement of set goals. This the leaders do through influencing means like direction, supervision, commanding, controlling, decision making and other leadership roles. Organizations have invested much in their leaders' training and advanced trainings. Much of these resources invested in training and retraining of their leaders would be saved if majority of their employees can self-influence and self-lead themselves towards achieving organisational set goals. With that, organizations can reduce the number of supervisors that will be needed to direct and influence employees towards goal attainments. This process of employees' self-influencing and self-directing as well as self-motivating oneself towards goal achievement is called self-leadership.

According to Omenyi and Emengini (2021) <sup>[1]</sup> self-leadership is the process of influencing oneself through behavioural oriented skills, naturally focusing attention on more pleasant situation and using constructive thinking skills with the aim of achieving better work outcomes. In a related view, Bearden (2017) <sup>[2]</sup>. Bearden conceptualized self-leadership as set of self-influence strategies used by individuals to increase personal effectiveness. Self-leadership is divided into three typology of natural reward self-leadership, constructive thought pattern self-leadership

and behaviour focused self-leadership. According to Kotze (2016) <sup>[6]</sup> natural reward typology of self-leadership focused more on fostering positive affect. This is the type of self-leadership where individuals put more attentions on the good and interesting aspect of their jobs instead of allowing the uninteresting aspect(s) of the jobs to scare them from performing their jobs effectively. Encompassing in the natural rewards type of self-leadership also is introduction of some interesting activities into a job that ordinarily was not interesting in order to make the job attractive to the individual to perform.

Constructive thought pattern type of self-leadership just as the name implies is a self-influencing pattern that deals with thinking more constructively as against negative thinking patterns. According to Ho and Nesbit (2013) it also involves visualizing successful performance and examining individual's beliefs and assumptions, to align cognitions with desired behaviours. Naturally, individuals tend to perform better in activities they imagined their successful completion even before they engage on such than activities they imagined their failure prior to the performance of such. That is the tenet of constructive thought pattern self-leadership-replacing negative thought with positive thoughts. Just as Manz (2015) <sup>[8]</sup>. opined that self-influence of thoughts to make one's thinking more constructive is a critical part of overall effective self-leadership.

Thirdly, behaviour-focused type of self-leadership encompasses specific self-influencing approaches for identifying ineffective behaviours and replacing them with more effective ones (Omenyi & Emengini, 2021). This type of self-leadership uses such approaches as self-examination, application of self correction feedbacks, small-small self-goal-settings, self-reward, as well as involving in rehearsals. While self-examination is simply appraisal of one's behaviours to know the ones to be reinforced or replaced, application of self-correction feedbacks are simply applications of negative reinforcements to discourage one from unpleasant behaviours subsequently. On the other hand, small-small self-Goal setting is simply setting small-small targets for oneself to aid achievement of broader goal, while self-reward could be simply praising oneself or gifting oneself with a tangible thing(s) after successfully completing a task. According to Omenyi and Emengini self-reward could include taking one out for a dinner or a lunch and rewarding oneself with uncommon treatments after putting up a pleasant behaviours or performing a task successfully. Finally involving in self-rehearsals is simply engaging oneself in activities and skills in preparation for actual performance of such activities. Self-rehearsal is also called self-cueing or behavioural rehearsal and can help in identifying reminders for self, repeating or rehearsing a desirable behaviours before performing it to ensures correction of problems that may occur and avoidance of mistakes (Ay, Karakaya & Yilmaz, 2015) <sup>[1]</sup>. Generally, as opined by Ozturk (2015) <sup>[12]</sup>, self-leadership is an important factor in relation to employee performance. In the work of Omenyi and Emengini (2021) it was found that teachers' self-leadership significantly correlate their job performance in secondary schools.

According to Slamet (2015) teachers' job performance is seen as related to the task of planning lesson, learning process and assessment of students' learning outcomes. To Nyakongo (2011) <sup>[10]</sup> 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. On their parts Omenyi and Emengini (2021) assert that teachers' job performance is teachers' application of relevant knowledge and skills as specified in their job description and exhibition of extra-behaviours not emphatically indicated in their job description but are relevant or good toward achievement of educational goals. But teachers seem to have failed in these their roles in achieving educational goals.

In the area under study, teachers in secondary schools seem to have failed to these calls. This is because in this area teachers have been observed to be avoiding co-curricular activities in their schools. Such co-curricular activities teachers avoid participating in include participating in sports, club societies like drama clubs, Bible societies, debate club, drug and human trafficking education societies, road safety club and Red-cross club. Unfortunately, as a result of these students lack who will be organizing them during their meeting times leading to disorganization and non-functionalities. In this area some teachers have also been accused of not planning their lessons before delivery while others were not completing their scheme of works term after term. In what seems to be the consequences of the above, in the area under study students have indulged in

examination malpractices in advanced forms like registering for WAEC and JAMB in special centers as they call it just to make high grades. Some other students were observed using AI in answering questing during such exams. These seem to be evidence that teachers have failed to their call to duties.

However, the researchers are of the opinion that teachers with self-leadership will perform better in the job. In the view of Ghassani, Radianto and Mastan (2020) <sup>[4]</sup>, they opined that self-leadership has a positive role in improving employees' performance. To Sarmawa, Su, Mm and Ma (2017) <sup>[14]</sup>, employees who are expected to contribute to the progress of the organization are employees who have strong self-leadership capability. They went further to note that employees with high self-leadership will perform better in their jobs. Similarly, To Shad, Sharbiyani, and Abzari (2015) <sup>[16]</sup>, Sahin (2015) <sup>[19]</sup>, Ho and Nesbit (2014) and Warwer (2013), self-leadership has shown a significant positive effect on employee performance. In a related manner, researchers have carried out studies on the influence of gender on the relationship between self-leadership and job performance.

As a moderating variable, gender has been said to have influence on self-leadership's relationship with performance related variables. In their study, Carmeli and Weisberg (2016) <sup>[3]</sup>, found that there is gender difference in self-leadership's influence on innovative activities. In the study of Sesen, Tabak and Arli (2017) <sup>[15]</sup> they found that there is gender difference in the influence of self-leadership on job commitment among male and female teachers. On the other hand, the study of Shad *et al*, (2015) found that there is no gender influence in the relationship between employees' self-leadership and performance related variable in finance organization. Thus, owing to these contradictions, the researcher wants to ascertain gender's moderating role in the relationship between teachers' self-leadership and their job performance.

### **Purpose of the Study**

Specifically, the study determined;

1. The relationship existing between male teachers' self-leadership and their job performance in secondary schools in South-East geopolitical zone of Nigeria.
2. The relationship existing between female teachers' self-leadership and their job performance in secondary schools in South-East geopolitical zone of Nigeria.

### **Research Questions**

The following research questions guided the study, they are:

1. What is the relationship existing between male teachers' self-leadership and their job performance in secondary schools in South-East geopolitical zone of Nigeria?
2. What is the relationship existing between female teachers' self-leadership and their job performance in secondary schools in South-East geopolitical zone of Nigeria?

### **Hypothesis**

The following hypotheses were tested at 0.05 level of significance. They are:

1. There is no significant relationship existing between male teachers' self-leadership and their job performance in secondary schools in south East geopolitical zone of Nigeria

2. There is no significant relationship existing between female teachers' self-leadership and their job performance in secondary schools in south East geopolitical zone of Nigeria.

## **Methods**

### **Research Design**

The study adopted correlational survey research design. According to Nworgu (2015) [9]: a correlational study is one that establishes the relationship that exists between two or more variables. Thus, the researchers adopted correlational survey research design for this study in order to establish gender moderating roles in the relationship between self-leadership and teachers' job performance in secondary schools in south East geopolitical zone of Nigeria.

### **Area of the Study**

The study was carried out in South East geopolitical zone of Nigeria. The South East geopolitical zone of Nigeria has five states which include: Abia, Anambra, Ebonyi, Enugu and Imo states predominantly Igbo speaking people of Nigeira.

### **Population of the Study**

The population for this study consists of all the 29,231 teachers who are teaching in all the 1,248 State government owned secondary schools in South East geopolitical zone of Nigeria. In the population, Abia State has the total of 4,258 teachers comprising 1,304 males and 2,954 females. Anambra state has 5,150 teachers made up of 800 males and 4,350 females. Ebonyi state has a total of 4,360 teachers consisting of 2,555 males and 1,805 females. Enugu state has a total of 8,603 teachers with 1,974 of them being males while 6,629 of them are females. Finally, Imo state has 6,860 teachers made up of 2,686 males and 4,174 females.

### **Sample and Sampling Technique**

Out of the population of the study 1,462 (466 male and 996 female) respondents were selected for the study. In selection of this sample, the researchers adopted cluster sampling using proportionate stratified random sampling technique. This is to ensure that the sub-groups (strata) in the original population participate in the study in the same proportion as they exist in the population. For the purpose of this study, the strata considered are: gender, states of the teachers and education zones of the teachers.

### **Instruments for Data Collection**

Two researcher constructed instruments named: Teacher's Self-leadership Questionnaire (TSQ) and Teachers' Job Performance Questionnaire (TJPQ) were used for data collection. The construction of these instruments was guided by a collection of views and findings from literature in relation to the two major variables of this study. These instruments have two parts each (parts A and B) with part A meant to get personal data of the respondents like gender and the state of employment. On the other hand, part B of the instruments sought for teachers' rating on the two major variables of this study. Thus, Part B of TSQ sought information on Teachers' Self-leadership. It contains 15 items structured on a four-point rating scale ranging from Strongly Agreed (SA) Agreed (A), Disagreed (D) and Strongly Disagreed (SD) while Part B of TJPQ sought information on Teachers' Job Performance. It comprised 30

items structured on a four-point rating scales and options ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). These were accompanied by letter of introduction.

### **Validation of the Instruments**

Copies of the drafted questionnaires alongside the research purposes, research questions and hypotheses were submitted to three experts from Faculty of Education Nnamdi Azikiwe University, Awka, for face validation. These experts were required to examine the items in terms of the items' clarity, as well as to ascertain that the items were related and relevant to the purposes of the study. After the validation exercises, the experts offered useful and constructive corrections which were integrated in drafting the final copies of the instruments.

### **Reliability of the Instruments**

To ascertain the reliability of the instruments, Cronbach Alpha method of reliability was used. Cronbach Alpha method of reliability was used to establish the reliability because; according to Chamundeswari (2013) it is a more robust test of reliability and a measure of internal consistency of questionnaire instruments. After the test of reliability, Teachers' Self-leadership Questionnaire (TSQ) yielded a Cronbach Alpha coefficient of 0.94, while Teachers' Job Performance Questionnaire (TJPQ) yielded reliability coefficient of 0.76. These results are indications that the instruments have internal consistency. Moreover, Suwannoppharat and Kaewa-ard (2015) opined that reliability co-efficient of 0.69 and above is acceptable for any research instrument. Therefore, the reliability coefficients of these instruments were considered satisfactory for this study.

### **Method of Data Collection**

The researchers adopted direct method of data collection in the distribution of the copies of the questionnaires to ensure maximum recovery of the copies of the questionnaires administered. In doing this, copies of the questionnaires were administered to the respondents by the researchers and some research assistants. Out of 1,462 copies of the questionnaires that were distributed 1,428 were recovered and filled appropriately and as such used for analysis in this study. The exercise lasted for two weeks.

### **Method of Data Analysis**

To analyze the data collected, the researcher used Pearson's Product Moment Correlation and regression analysis. Pearson's Product Moment Correlation Coefficient was used to answer research questions 1&2 and the test of null hypotheses number 1&2 For the seven null hypotheses, p-value was used to determine the significance of the correlation. Where the calculated p-value is less than the stipulated level of significance (0.05), the null hypothesis was rejected whereas the null hypothesis was accepted where the calculated p-value is greater than or equal to the stipulated level of significance (0.05).

In interpreting the correlation coefficient values, the rule posited by Nworgu (2015) about the interpretation was adopted for the interpretation of the findings of this study. Thus:

**0.80 and above (negative or positive) = very high relationship**

0.60 to 0.80 (negative or positive) = high relationship

0.40 to 0.60 (negative or positive) = medium relationship

0.20 to 0.40 (negative or positive) = low relationship

0.00 to 0.20 (negative or positive) = very low or no relationship.

All analysis was done using Statistical Package for Social Sciences (SPSS) version 20.

**Results**

**Research Question 1:** What is the relationship existing between male teachers’ self-leadership and their job performance in secondary schools in South East geopolitical zone of Nigeria?

**Table 1:** Pearson r on the relationship between Male Teachers’ Self-leadership and Their Job Performance

Source of Variation	N	R	Remark
Self-leadership Job Performance	455	0.765	High Positive Relationship

Table 3 shows that there is a high positive relationship existing between male teachers’ self-leadership and their job performance in secondary schools in South East geopolitical zone of Nigeria. This is shown by the size of Pearson’s Correlation Coefficient r, which is 0.765.

**Research Question 2:** What is the relationship existing between female teachers’ self-leadership and their job performance in secondary schools in South East geopolitical zone of Nigeria?

**Table 2:** Pearson r on the Correlation between Female Teachers’ Self-leadership and Their Job Performance

Source of Variation	N	R	Remark
Self-leadership Job Performance	973	0.817	Very High Positive Relationship

As shown in the above table, there is a very high positive relationship existing between female teachers’ self-leadership and their job performance in secondary schools in South East geopolitical zone of Nigeria. This is evident by the size of Pearson’s Correlation Coefficient r, which is 0.817.

**Discussion of Findings**

**The relationship existing Between Male Teachers’ Self-Leadership and their Job Performance in Secondary Schools.**

Finding from this study as regards to the above showed that there is a high positive relationship existing between male teachers’ self-leadership and their job performance. Further finding also revealed that the relationship between male teachers’ self-leadership and their job performance in secondary schools in South East geopolitical zone of Nigeria is significant. The above findings are in line with the findings of Philips (2017) who found that there is positive and significant relationship between male employees’ self-leadership and their task performance. However, these findings of the present study contradict the findings of Muffin and Sani (2021) and Sessen, Tabak and Arli (2017) whose studies found that there is no significant relationship between male employees’ self-leadership and

their job performance. The difference in this contradicting finding and the findings of the present study could be as a result of the fact that the study of Seesen *et al* used primary school teachers as the respondents while the present study used secondary school teachers as respondents. Moreover, the two studies differ in their location of study. More so, while the study of Muffin and Sani (2021) was carried out in Indonesia and employees of corporate organization being the respondents; the present study was carried out in South East of Nigeria with secondary school teachers’ being the respondents. Therefore, these could account for the differences in findings.

**The Correlation Existing Between Female Teachers’ Self-leadership and their Job Performance in Secondary Schools.**

The present study, found that there is a very high positive relationship existing between female teachers’ self-leadership and their job performance. It was further revealed that the relationship existing between female teachers’ self-leadership and their job performance is significant. These findings are in line with the findings of Turkoz, Mutlu, Tabak and Erodogan (2013) [18], Rickitts, Carter, place and McCoy (2012) and Kyguoliene and Ganusauskaite (2017) [7] who found that the relationship between female employees’ self-leadership and their job performance is positive and significant. However, the findings contradict that of Muffin and Sani (2021) who found that the relationship between female employers’ self-leadership and their job performance is not significant. Therefore, the different in the findings of the present study and the study of Muffin and Sani could be as a result of the fact that their study was carried in Indonesia using employees from a corporate organization while the present study was carried out in secondary schools in South East Nigeria with teachers being the respondents thus, perhaps, the differences in findings.

**Conclusion**

Based on the interpretation of findings of the data collected and analyzed for the study it is concluded that both male and female teachers’ self-leadership have high positive relationship with their job performance in secondary schools in South East geopolitical zone of Nigeria. Thus, it was also concluded that gender does not moderate the relationship between teachers’ self-leadership and their job performance in secondary schools in south east geopolitical zone of Nigeria.

**Implications of the Findings of the Study**

The findings of this study have some important educational implication which is that, when teachers have self-leadership, it does not matter their gender they would be having good job performance in their teaching job.

**Recommendations**

There is need for school administrators in the south east geopolitical zone of Nigeria, to ensure that they uphold or keep improving the level of teachers’ self-leadership in the secondary schools in the area. This can be done through organizing seminars and workshops 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 irrespective of gender.

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