

TEACHERS SELF-LEADERSHIP AND PERCEIVED ORGANISATIONAL JUSTICE AS CORRELATES OF THEIR JOB PERFORMANCE IN SECONDARY SCHOOLS IN SOUTH EASTERN, NIGERIA.

Boniface Emengini

bi.emengini@unizik.edu.ng

Department of Educational Management and Policy, Faculty of Education,
Nnamdi Azikiwe University, Anambra State, Nigeria

ABSTRACT

The study investigated teachers' self-leadership and perceived organizational justice as correlates of their job performance in Secondary Schools in South East, Nigeria. One research question guided the study and one null hypothesis was tested at 0.05 level of significance. The study adopted correlational survey research design. The population of the study is comprised of all the 29,231 teachers in public secondary schools in South Eastern Nigeria. Out of the population a sample of 1,462 teachers were drawn by cluster sampling using proportionate stratified random sampling technique. The data for the study were collected using three different questionnaires developed by the researcher. The questionnaires include: Teachers' Self-leadership Questionnaire (TSQ), Teachers' Perceived Organizational Justice Questionnaire (TPOJQ) 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, .92 and .76 respectively. The reliability indices were considered high enough thus, the instruments were deemed reliable. Data collection was done by the researcher with the help of nine research assistants. Regression analysis was used to answer the research question and the test of null hypothesis with P. value being used to take decision on the null hypothesis at 0.05 level of significance. The findings of the study revealed that: there is high positive correlation existing among teachers' self-leadership, perceived organizational justice and teachers' job performance in secondary schools in South East, Nigeria. Also, it was found that teachers' self-leadership and perceived organizational justice significantly correlate their job performance in secondary schools in South East, Nigeria. Based on the findings of the study, it was recommended that: management of post primary school service authorities in the five eastern states of Nigeria should help in uphold or keep improving the tempo of teachers' self-leadership through engaging their teachers in self-leadership training from time to time and also maintain the just and fair way of treating their

teachers as perceived by the teachers since it has been revealed that teachers' self-leadership and perceived organizational justice correlate teachers' job performance in secondary schools in south east, Nigeria. Implication of the findings of the study was stated at the end.

Key words: Self-leadership, Organizational Justice, Correlates and Job Performance

Introduction

The nature of teaching job and teachers' role in the achievement of any nation's educational goals is such that put teachers in the position of leadership in the course of instructional delivery. This, the teachers get involved in knowingly and unknowingly as they facilitate the learning of their students. However, for teachers to be good leaders in the course of their instructional delivery, they need to have self-leadership. Daritus (2024) opined that self-leadership is a kind of leadership where individuals exercise control and influence over themselves.

In a related manner, Houghton et al cited in Omenyi and Emengini (2021) conceptualized self-leadership as a process of behavioural and cognitive self-evaluation and self-influence whereby people achieve the self-direction and self-motivation that help their behaviours in positive ways in order to attain their overall performance. From the foregoing, one would understand that there are important things that could be deduced. They include: influence, which is voluntary and basically involves cognitive and behavioural activities, which are aimed at achieving goal and the goal will be positive. Voluntarily in the sense that the influence takes place within the individual willingly without any external forces as in the case of general leadership. Basically, the influence, involves cognitive in the sense that the individual should be able to know when, why and how to utilize thoughts constructively by either destroying negative beliefs and assumptions about phenomenon and replacing such with a more positive one. On the other hand, self-leadership involves behavioural activities in the sense that, the individual must be engaged in some behaviours to actualize the positive course. Therefore, operationally the researchers assert that self-leadership is an act 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.

According to Norris as cited in Nel and Vanzyl (2015), there are three dimensions of self-leadership which include: behaviour-focused self-leadership, natural reward self-leadership and constructive thought pattern self-leadership dimensions. In the same vein, Houghton et al cited in Omenyi and Emengini (2021) noted that self-leadership are primarily divided into three categories of behaviour focused, natural reward and constructive thought pattern strategies of self-leadership. Behaviour focused dimensions of self-leadership are basically specific approaches for identifying

ineffective behaviours and replacing them with more effective ones. According to Neck and Houghton as cited in Nel and Vanzyl (2015), behaviour-focused dimensions of self-leadership, pertain to self-observation, self-goal-setting, self-reward, self-punishment and self-cueing. Self-observation entails that people escalate their awareness of why and how when they display certain behaviours to overcome the display of unproductive behaviour (Ugurluoglu et al, 2013). This self-observation enables one to get accurate information about oneself with the aim of altering unproductive behaviours and replacing them with better ones. Self-goal setting relates to setting and implementing challenging personal goals which enhances ones' performance, while self-rewarding relates to using something tangible to reinforce desirable behaviours and goal attainments. According to Houghton et al as cited in Omenyi and Emengini (2021) these could be as simple as mentally praising oneself for a job well done or treating oneself with something enjoyable when certain goals are attained. Self-punishment otherwise called self-correction feedback involves constructively denying oneself certain benefits or afflicting oneself some pains for unpleasant behaviours. Although constructive criticism, has been found to be much more effective than excessive self-punishment (Houghton and Neck in Kotze, 2016). Self-cueing or sometimes called behavioural rehearsal involves development of to-do-list for reminders or repeating or a desirable behaviour for retention purposes.

On the other hand, natural reward dimensions of self-leadership are more focused on providing positive affect. According to Mahembe et al cited in Omenyi and Emengini (2021) natural reward self-leadership skills are designed to enhance the intrinsic motivation that is vital for performance. Also, the authors noted that individuals apply two primary natural reward self-leadership strategies which include: building more pleasant and enjoyable features into a given activity and shaping one's own perceptions by focusing attention away from the undesirable aspects of a task.

Constructive thought pattern dimensions of self-leadership are aimed at creating positive thinking by eliminating destructive beliefs and assumptions, eliminating negative self-talk and enhancing positive self-efficacy and self-believe. As opined by Manz (2015) self-influence of thoughts to make one's thinking more constructive is a critical part of overall effective self-leadership. Constructive thought pattern also include envisaging successful completion of a certain task before the actual performance of such task. In other words, this aspect of self-leadership builds more on self-efficacy. Moreover, as opined by Katewa (2016) for schools to achieve their goals and school teachers to attain fullest potentials in teaching, self-leadership should be taken very serious. The researcher 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. However, a number of variables might correlate with teachers' self-leadership in its potential correlation with job performance and one of such variables is teachers' perceived organizational justice.

As opined by Omenyi and Emengini (2021) organizational justice is fairness and equity perception of staffers on their organisation's distribution of organizational outcomes such as salaries, promotion, office allocation and other incentives; the criteria used in determining the outcome and the beneficiary(ies) and the nature of interactions among employees and their supervisors. In other words in the school context it could be said to mean teachers' perceived efforts-benefits' ratio fairness, the fairness of the reason that led to the teachers' efforts-benefits' ratio and the quality of relationship among teachers and their management.

As opined by Moghimi, Kazemi and Smiie (2013), organizational justice is generally divided into three dimensions which include: procedural justice, distributive justice and interactional justice. Other researchers according to Pan et al (2018) have also seen the dimension of organizational justice to include only distributive and procedural justice while some have identified distributive, procedural, interpersonal and informational justice to include the dimensions of organizational justice according to the authors. However, in the meta-analysis study of chohen-charash and spector as cited in Kalay (2016), they established that procedural, distributive and interactional justice are three separate dimensions of organizational justice.

Procedural justice can be refers to the degree of the employees' feeling justice or fairness in the procedures used to determine the organizational outcomes. According to Krishnan, Ahmad and Aaron (2018) procedural justice considered the transparency and integrity of the procedures and process in which the decisions are made. Timinepere, et al (2018) noted that organizations specify procedures that guide managers in making decisions for the distribution of resources, promotions, transfers and performance appraisals among employees. It is the perception of fairness in the processes that is used to arrive at organizational decisions

These are concerned with the perceived accuracy, lack of bias, consistency, representation of all concerned and ethics. Operationally, procedural justice means teachers' perceived fairness and equity in the processes or criterias used in determining school organizational outcomes such as salary, promotion and other incentives.

Distributive justice according to Beuren, Santos, Marques and Resendes (2017) is the justice of results such as salaries, rewards, promotion, profits distributive to workers and the classification obtained in the performance assessment. According to equity theory, individuals tend to evaluate organizational outcomes based on the proportionality between results and the effort required to achieve (their input), comparing their results with those of other individuals (Beuren, et al,). And individuals tend to take their decisions depending on the perceived balance of the ratios. Thus, in such ratio justice and fairness occur when there is balance between their inputs and the output-what they invested in the organization and what they perceived to have gained. However, injustice occurs when the ratios are not equal and there is no equity. As used in this study, distributive

justice refers to teachers' perception of fairness in the distribution of school organizational outcomes or benefits such as salaries, promotion, rewards and other incentives and the fairness in implementing disciplinary actions in school organizations. The next dimension of organisational justice is interactional justice.

According to Vander-Bank, Engel-Brecht and Stumpher cited in Omenyi and Emengin (2021) interactional justice refers to the thoroughness of the information provided as well as the amount of dignity and respect demonstrated when presenting an undesirable outcomes to employees. This is perception of the fairness of the way employees are treated either by the management or colleagues. Interactional justice is subdivided into two which include interpersonal justice and informational justice. Interpersonal justice reflects the degree to which people are treated with dignity, politeness and respect by authorities, while informational justice refers to adequacy of the information conveyed about the reason why procedures are implemented in a specific way or the way outputs are. Operationally, the researcher define interactional justice as teachers' perceived fairness and equity in the quality of relationship among colleague, and with principals and the fairness in explaining and giving information that leads to school organizational outcomes. Thus, the researcher is of the opinion that when teachers perceive justice and fairness with the way their school organizations treat them, they may have better job performance.

According to Akuoko and Donkor (2016) teachers' job performance entails effective use of instructional strategies and resources, having relationship with students and colleagues, adaptation to dynamic teaching and learning process, mastery of subject area resulting to students' academic performance. William and Rothwell cited in Omenyi and Emengini (2021) opined that teachers' job performance can be viewed in two dimensions. These include: In-role performance (task performance) and extra-role performance (contextual performance).

Task performance aspect of job performance involves the maintenance of the technical core of the organization (Emengini, Omenyi and Nwankwo, 2020). It is traditionally seen as the capability of an employee to fulfill his/her tasks laid down in the job description. Thus, teachers' task performance involves such activities as: planning lesson, teaching the planned lesson, classroom management, evaluation of the students continuously, handling of students' disciplinary issues and attendance problems, knowledge of the subject matter, application of proper teaching methods (Imhangbe, Okecha and Obozuwa, 2018). Others include adequate coverage of the syllabus, usage of instructional materials, detailed record keeping for monitoring students' academic progress and other statutory records.

Contextual job performance on the other hand consists of non formal behaviours that help support employees in delivering their task performance and such behaviours are important to ensure organizational effectiveness. This is concerned with the quality of social relationship with students,

teaching and non-teaching staff, senior and junior staff, clients, and involvement in co-curricular activities all which are not always very important to their job description but are good for good job performance and the achievement of their organizational goals. Accordingly, teachers engage in contextual performance by working overtime without pay, fixing lesson with students outside school hours even on Saturdays without pay. Therefore, teachers' job performance will be measured in the present study with items from both dimensions of task and contextual aspects of teachers' job performances.

Regrettably, teachers in south eastern Nigeria appear not to have self-leadership. This is evident by Omenyi and Emengini who opined that in the area under study, teachers too much depend 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 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 regularly. Such statutory records teachers keep poorly include diary, grade book, attendance register and movement books. Also there seems to be feeling of organisational injustice as teachers in the area under study keep lamenting poor salaries. The researcher is of the opinion that teacher selling of items in staff room during school hours is an attempt to balance teachers' inputs-outputs inequality a sign of poor job performance.

In what seems to be resultant effect of poor teachers' job performances in south eastern Nigeria are poor academic achievement of the students due to poor learning (Nwobodo, 2018), poor value orientation and poor moral upbringing of the students. Others include indiscipline among the students, cultism practices, bullying, loitering, truancy and examination malpractices that have degenerated to registering for external examinations (Ibezim, cited in Omenyi & Emengini, 2021). Therefore, looking at the foregoing, teachers' job performance seems to have correlation with teachers' self-leadership and perceived organizational justice which calls for an empirical investigation and which this study sets to ascertain.

Purpose of the Study

The purpose of the study was to examine self-leadership and perceived organizational justice as correlates of teachers' job performance in secondary schools in South East, Nigeria.

Specifically, this study determined:

1. The correlation existing among teachers' self-leadership, perceived organizational justice and teachers' job performance in secondary schools in South-East, Nigeria.

Research Question

The below research question guided the study:

1. What is the correlation existing among teachers' self-leadership, teachers' perceived organizational justice and their job performance in secondary schools in South-East, Nigeria?

Hypothesis

The below null hypothesis was tested at 0.05 alpha level of significance:

1. There is no significant correlation existing among teachers' self-leadership scores, perceived organizational justice scores and teachers' job performance scores in secondary schools in south eastern, Nigeria.

METHODS

Below were the methods and procedures that were adopted for the study.

Research Design

The researcher adopted correlational survey research design for the study. According to Nworgu (2015), a correlational study is one which establishes the relationship that exists between two or more variables. Therefore, in this study, the design was adopted to investigate self-leadership and perceived organizational justice as correlates of teachers' job performance in secondary schools in South Eastern Nigeria.

Area of the Study

The study was carried out in Igbo predominantly South Eastern Nigeria. The South East, Nigeria comprises of five states which include: Abia, Anambra, Ebonyi, Enugu and Imo states. These states have common boundaries with each other and are together bounded by Benue State, Delta State, Kogi and Benue States, Rivers and Akwa Ibom in the East, West, North and South respectively. They are mostly businessmen. More so, there are many civil servants, farmers in the rural areas and politicians in the various parts of the states. The researchers chose South Eastern Nigeria for the study because of their similarities in educational development, social development and general customs and culture.

Population of the Study

The population for this study consists 29,231 teachers who are teaching in all the 1,248-government owned secondary schools in South Eastern States of Nigeria. In the population, Abia State has the total of 4,258 teachers. Anambra state has 5,150 teachers. Ebonyi state has a total of 4,360 teachers. Enugu state has a total of 8,603 teachers. Finally, Imo state has 6,860 teachers. The population of the study was gotten from the various post primary school service authorities of the five eastern states of Nigeria.

Sample and Sampling Technique

The sample for this study comprised 1,462 respondents. In selection of this sample, the researchers adopted cluster sampling using proportionate 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: states of the teachers and education zones of the teachers. Thus, in doing this, the teachers in the secondary schools in the various states under study were randomly chosen on the basis of their state of employment and education zones. Using approximately 5% each from the population of the teachers in the five states and considering teachers education zone the total of 213 teachers were selected from Abia state. In Anambra state, 258 teachers were selected. In Ebonyi State, 218 teachers were selected. Enugu has 430 teachers selected. Finally, in Imo State 343 teachers were selected making it a total of 1,462 teachers that were selected for the study. The choice of using 5% of the population followed Nworgu (2015) who opined that sample size of five percent (5%) is ideal sample size and good for generalization for studies involving large population that runs into thousands.

Instruments for Data Collection

The researcher constructed three questionnaires named: Teacher's Self-leadership Questionnaire (TSQ); Teacher's Perceived Organizational Justice Questionnaire (TPOJQ); and Teachers' Job Performance Questionnaire (TJPQ). The construction of these questionnaires was guided by a collection of views and findings on the three major variables of this study and their related literature and survey instruments. These questionnaires have two parts each (parts A and B) with part A meant to get personal data of the respondents like the state of employment. On the other hand, part B of the questionnaires sort for teachers' ratings on the three major variables of this study. Thus, part B of Teachers' Self-leadership Questionnaire (TSQ) contains 15 items with a four points rating scale ranging from Strongly Agreed (SA) Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Part B of Teachers' Perceived Organizational Justice Questionnaire (TPOJQ) contains 18 items with also four points rating scale ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). And finally, Part B of Teachers' Job Performance Questionnaire (TJPQ) is comprised of 30 items with four point rating scales and

options ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). The respondents are instructed on how they will respond to items of the various questionnaires without making mistakes. 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 in the 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 relevance 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. Among the corrections given were suggestions to remove the "I" which was constant in every item in self-leadership questionnaire to add it to the leading statement. Also there were suggestions to restructure some items that were either ambiguous in nature or not suitable for the study all which were effected.

Reliability of the Instruments

To carry out the reliability of the instruments Cronbach Alpha method of reliability was applied. Cronbach Alpha method of reliability was used to establish the reliability because; according to Chamundeswari cited in Omenyi and Emengini (2021) it is a more robust test of reliability and a measure of internal consistency of questionnaire instruments. Thus, in doing this 38 copies of the questionnaires were administered to a sample of 38 teachers from government owned secondary schools in Delta state of South-Southern Nigeria. Moreover, government owned secondary school teachers in Delta state were used for the reliability because they are not part of the sample of the present study. Thus, the researcher waited for them to complete the questionnaires after which they retrieved them. Thereafter, set of scores for each respondent were coded into the SPSS batch system for computer analysis. 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' Perceived Organizational Justice Questionnaire (TPOJQ) yielded Cronbach Alpha of .92 and finally part B of Teachers' Job Performance Questionnaire (TJPQ) yielded Cronbach Alpha of .76. These results are indications that the instruments all have internal consistency. Moreover, Suwannoppharat and Kaewa-ard cited in Emengini, Okeke-James, Anyanwu and Igbokwe (2025) opined that reliability co-efficient of .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 researcher adopted direct method of data collection in the distribution of the copies of the questionnaires to ensure maximum recovery of the questionnaires' copies administered. In doing this, copies of the questionnaires were distributed to the respondents by the researcher and nine research assistants who were post graduate students of Nnamdi Azikiwe University, Awka. Thus, a total of 1,462 copies of the questionnaires were distributed and a very high percentage of 1,428 were recovered and used for analysis in this study.

Method of Data Analysis

To analyze the collected data for this study, Regression analysis was used to answer the research question and the testing of null hypothesis. Thus, in answering the research question, Muij cited in Cohen, Manion and Morrison (2007, p. 523) goodness of fit of regression model using squared regression coefficient (R^2) was adopted, where: R^2 : 0–0.1 =weak; 0.1–0.3 =modest; 0.3–0.5 =moderate; >0.5 =strong. For the null hypothesis, 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 not rejected where the calculated p-value is greater than the stipulated level of significance (0.05). In interpreting the correlation coefficients, 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 and 0.80 (negative or positive) = high relationship

0.40 and 0.60 (negative or positive) = medium relationship

0.20 and 0.40 (negative or positive) = low relationship

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

Results

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

Table 1: Summary of Multiple Regression Analysis on Teachers' Self-leadership, organizational justice and their Job Performance,

Variable	<i>B</i>	<i>B</i>	<i>t</i>
(Constant)	.306		6.843
Self-leadership	.400	.353	14.917
Organizational Justice	.495	.549	23.212
R	0.864		
R ²	0.746		
Adj.R ²	0.745		

As shown by the summary of multiple regression analysis in table 1, teachers' self-leadership and perceived organizational justice have regression coefficient (R) of 0.864 and coefficient of determination (R²) of 0.746. This indicates that teachers' self-leadership and perceived organizational justice accounted for 75 percent of their job performance. Considering the size of the R² which is >0.5, there is a strong positive correlation existing among teachers' self-leadership, teachers' perceived organizational justice and their job performance in secondary schools in South-East, Nigeria.

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

Table 2: Summary of Multiple Regression analysis on the Significance of Correlation among Teachers' Self-Leadership Scores, Perceived Organizational Justice Scores and Teachers' Job Performance Scores

Predictors Entered	<i>B</i>	β	<i>T</i>	<i>P</i>
Constant	.306		6.843	.000
Self-leadership	.400	.353	14.917	.000

Organizational Justice	.495	.549	23.212	.000
R	.864			
R ²	.746			
Adj.R ²	.745			
F	2090.553			.000

The analysis in Table 2 shows that the correlation among teachers' self-leadership scores, perceived organizational justice scores and their job performance scores have a regression coefficient (R) of .864 and the coefficient of determination (R²) of .746. The calculated F value 2090.55 has *P*-value of 0.00 which is less than the critical *P*.value of 0.05. The 2nd null hypothesis was rejected. Therefore, teachers' self-leadership and perceived organizational justice significantly correlate their job performance.

Discussion

This study found that there is a strong positive correlation existing among teachers' self-leadership, perceived organizational justice and teachers' job performance in secondary schools in South East, Nigeria. The study further revealed that teachers' self-leadership and perceived organizational justice significantly correlate their job performance in secondary schools in South East, Nigeria. This finding is in accordance with the findings of Ali (2019), Sooni and Kao (2018) and Park (2016) who found that there is a significant correlation among employees' self-leadership and perceived organizational justice and their job performance. However, these findings contradict the findings of Kane (2017) and Daubbakari (2016) who found that there is no significant correlation among employees' self-leadership and perceived organizational justice and their job performance in privates and foreign enterprises in Kenya and Tanzania respectively. Thus, contradiction of these findings with findings of the present study could be as result of different in their respondents and the location of their studies. Thus, while the two contradicting studies with the findings of the present study used employees of either private enterprise or employees of private and foreign enterprises as their respondents and from Kanya and Tanzania, the present study used teachers from public secondary schools in South East, Nigeria as respondents and the location respectively. Thus, these could account for the differences in findings of the studies.

Conclusion

Based on the interpretation of findings of the data collected and analyzed for the study and discussion of results, it is concluded that the correlation existing among teachers' self leadership, perceived organizational justice and their job performance is strong and positive in secondary

schools in South East, Nigeria. It was also concluded that there is a significant correlation among teachers' self-leadership, perceived organizational justice and teachers' job performance.

Implication of the findings

The study showed that there is a significant correlation among teachers' self-leadership, perceived organizational justice and teachers' job performance in secondary schools in secondary schools in South East, Nigeria. The implication of this is that both teachers' self-leadership and perceived organizational justice are strong factors in ensuring teachers' job performance in secondary schools. Therefore, secondary school managers and post primary school service authorities in South East, Nigeria should ensure that both teachers' self-leadership and organizational justice are held at high esteem through upholding the tempo obtainable now or continue improving on it in order to foster sustainable teachers' job performance in secondary schools in the area.

Recommendations

The following recommendation was made:

Based on the findings of the study, it was recommended that: management of post primary school service authorities in the five eastern states of Nigeria should help in uphold or keep improving the tempo of teachers' self-leadership through engaging their teachers in self-leadership training from time to time and also maintain the just and fair way of treating their teachers as perceived by the teachers since it has been revealed that teachers' self-leadership and perceived organisational justice correlate teachers' job performance in secondary schools in south east, Nigeria.

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