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Effect of Self-leadership Practices on Job Satisfaction among Part-time Adult Learners at Uzima University College, Kisumu, Kenya

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Abstract:
Certain variables such as job satisfaction appear to be potential outcomes of self-leadership. The question is "Can the knowledge and practice of self-leadership be translated into job-satisfaction for employees in similar situations in Kenyan colleges. In a bid to answer this question 60 adult learners from Uzima University College in Kenya were sampled and standardised leadership questionnaires and the Minnesota Leadership questionnaires administered to them. The questions of the questionnaire had the required reliability. Age and job experience were found to significant factors in self-leadership (p=0.031 and p=0.023 respectively) indicating that the more one is experienced on the job the higher their likelihood of possessing self-leadership skills. The model that was used to identify if there is a relationship between self-leadership and job satisfaction was one way ANOVA which revealed that there is actually a relationship between the two variables since the (p-value 0.0201).

Keywords: *Self-leadership, job satisfaction, impact*

1. Introduction

According to past scholars, Self-leadership has been defined as the practice by which people or individuals endeavor to manage their own behaviour through the practice of self-influence on themselves by utilizing certain forms of behavioural and cognitive strategies to try and improve their leadership styles (Manz, 1986). Some scholars allege that this concept emerged in the leadership circles from 1980 onwards as posited by Manz (1983) as an addition to the self-management concept. Cautela (1969) posits that the concept is rooted in the clinical self-control theory which could then have inspired the Kerr and Jamiers (1979) notion of substitute for leadership. In the past twenty years this concept has generated a lot of interest and gained a lot of popularity as evidence by the publication of several books of leadership and articles on this subject of self-leadership (Blanchard 1995). Additionally, it has also been mentioned by many academicians in their writings as reflected by the many theoretical and some empirical journal publications (Anderson & Prussia, 1997) with its mention in several leadership text books (Kreitner and Konick, 2003). Business executives have also not been left out in this discussion of self-leadership and there is evidence that they too have also embraced this concept. By adopting certain training programmes designed to sharpen self-leadership workplace skills and behaviours (Neck & Manz, 1986).

1.1. Self-leadership Definition and Overview

Self-leadership can be viewed as the process in which people are able to attain or acquire the direction and the motivation that are necessary for effective performance of their roles (Manz & Neck, 2004). It is said to consist of several specific behavioural and cognitive strategies designed to influence effectiveness in a positive manner and Manz & Neck (2004) posit that these strategies can be grouped into three, behaviour focused strategies, natural reward strategies and constructive thought pattern strategies. Behaviour focused strategies are viewed as those strategies that heighten an individual's awareness in themselves in order to facilitate the management of behaviour especially those that that are necessary for management of the so called unpleasant tasks. On the other hand behaviour focused strategies includes practices like self-observation, self-goal setting, self-reward, self-punishment and self-cueing. Self-observation in this case involves raising the awareness of oneself and try to explain why and when one finds themselves engaging on certain specific kinds of behaviour.

Manz &Neck (2004) further posit that it is the act of being aware of oneself that is the necessary step towards transforming or eradicating ineffective behaviours. Additionally Locke & Latham alleges that when an individual has gained knowledge regarding their current behaviour the authors say that they can become more effective in setting behaviour alteration targets for themselves and this process this can then be the beginning of improving their individual performance levels. These self-set goals have the ability to enhance or energize a person's effort in accomplishing their set goals and targets. Self- rewards on the other hand are not very easy to measure may range from simple rewards to intangible rewards for example mentally congratulating one-self on the achievement of the goals one had set for themselves or it may be as simple as taking a short vacation after a job considered well done. It is further advisable that

when practicing the acts of self-punishment or self-correction the feedback one receives should be positively framed because their excessive using can give rise to feelings of guilt which may be detrimental to performance. Manz & Sims (2001) therefore concludes that behaviour focused strategies must be designed such that they encourage positive and desirable behaviours that would in the end lead to successful outcomes and in the process suppress the negative behaviours that might give rise to undesirable behaviours.

Manz & Neck (2004) further stated that the natural reward strategies are meant for situations where a person gets motivated or rewarded by the enjoyable aspects of the task or activity being performed. It is also posited that there are two kinds of natural reward strategies. The first one involves making the task itself naturally rewarding by building more pleasant and enjoyable features into the activities and the second one through changing the focus from the unpleasant aspects of the task to refocusing them on the those which appear more rewarding. It is thought that by doing this it may produce feelings of competence and self-determination (Manz & Neck, 2004). Therefore the natural reward strategies are usually designed to generate feelings of competence and self-determination which in turn is supposed to energize performance enhancing task related behaviours.

1.2. Self-leadership Components

It is said that to lead others one must first learn to lead oneself and according to Manz (2004) if leadership as a process of influencing others, then it can as well can be said that self-leadership can also be considered as the process of influencing one's own self. This can be defined as learning behaviour and is considered to be at the very heart of the leadership process. Self-leadership process can be split into three major areas, self-awareness of personal values, intentions and behaviour and personal perspective. Self-awareness of personal values involves knowing that who we are, is just as important, if not more so, than who or what we want to be. Self-awareness of values, intentions, strengths and weaknesses are considered internal leadership principles. Commitment to self-awareness demonstrates the desire to be in an active position, a situation where an individual, despite not having the answers, refuses to bow in the face of difficulty. Leadership development depends not only on self-awareness and understanding, but also our desire to be influenced by others. The role that other people play in the evaluation of imperfections plays in changing our behavioural attitudes is especially important and therefore we should pay attention to both critics and supporters as a first step towards self-awareness. In addition our positive qualities, including awareness of our own consistency, bias and subjective ignorance should help to enhance leadership behaviours (Manz, 2004).

Self-management another component of self-leadership is also considered as self-control and according to the definition by Thoresen and Mahoney (1974), a person is normally considered to be displaying self-control when they engage in behaviours whose probability is less than the alternative possible behaviours especially in the absence of any other external constraints. This self-control strategy was first applied in behaviour change strategies for health promotion and was designed to try and reduce or eliminate undesirable behaviours like cigarette smoking and replace them with desirable behaviours like for example diet and exercising. Thereafter the notion of self-influence is said to have gained mush attention in the literature with special application in the social learning and behaviour modification theories by authors like Bandura (1986) and Luthans & Kreitner (1985). These theories had special focus in the management of environmental antecedents and consequences of behaviour and more specifically examined the practice and development of several strategies intended for individual self-influence. Such strategies include self-observation which focuses on how certain behaviours occur and why people choose to adopt those behaviours and once these are known the self-knowledge that result from it can then provide information concerning behaviours that should be strengthened, eliminated or changed. It is also posited that self-awareness acts as a guide for other self-leadership behaviours such as self-goal setting and that it has an important role to play in setting and accepting specific and challenging achievable goals which in turn helps in facilitating motivation to increase individual performance and many authours propose that individuals have the capability to set their goals to promote performance (Manz & Sims, 1990). Lastly the aspect of self-reward in self-leadership has a useful role in supporting and providing incentives for the desired behaviour and it may vary from self-applied tangible rewards such as positive like buying oneself a meal at a favourite restaurant or going on a vacation to a favourite resort. The reward may also take the form of cognitively based reward for example positive self-image or self-praise for successfully completing a challenging task. Self-criticism is an additional strategy for self-influence of behaviour but when it is in the form of habitual self-punishment and guilt, it has generally received mixed to negative support as a self-leadership strategy. It is also said that behaviour rehearsal (or practice) prior to actual performance can promote refinement, improvement and corrective adjustment to achieve the targeted behaviour and produce greater individual effectiveness with less costly errors (Manz, 1992).

The concept of self-leadership has recently been introduced to differentiate the different concepts of self-influence and generating a broad and more encompassing self-management perspective that looks beyond the primary discipline and behaviorally grounded self-management process. With this new outlook, Neck and Manz (2010) broadly defined self-leadership as the process of influencing one-self or a comprehensive self-influence process that is concerned with the leadership of oneself in doing less motivating work. He went further to distinguish it from other related concepts like self-control and self-management by addressing higher standards that governed self-influence strategies including the natural rewarding processes that were concerned with the performance of certain tasks including self- management of beliefs, assumptions or mental images, self-dialogue and thought patterns that accompany tasks (Neck & Houghton, 2005). Manz (1991) also identified the reason why self-leadership is different from self-management by describing self-management as a self-influence process and the set of strategies that primarily describes how work can be performed to help meet the required standards and objectives that are externally met. He alleges that self-management relies on external motivation with a focus on behaviours while self-leadership focusses on self-influence processes and those sets of strategies meant to

address what is to be done (Standards and objectives) and why (strategic analysis) as well as how it should be done and accordingly incorporates intrinsic motivation with increased focus on cognitive processes.

1.3. Problem Statement

Neck and Houghton (2006) posits that there are certain variables such as job satisfaction, commitment, innovation and creativity, independence, psychological empowerment, trust, efficacy, positive affect and team potency that appear to be potential outcomes of self-leadership. Therefore empirical studies that look into the relationships between these variables and self-leadership is important. Although according to Neck and Houghton (2006), previous research had established some relationship between self-leadership and some organizational outcomes, there were still very few field studies available in this respect. To fill this gap this empiric study of self-leadership and its impact on job satisfaction was conducted in an educational context. The study had two objectives. Firs, was to contribute in building the body of literature on the concept of self-leadership through the application of empirical research. Second although there were some empirical studies on self-leadership in the business world very few learning institutions had explored the effect of the self-leadership process on job satisfaction.

1.4. Research Questions

- What is the reliability and validity of the questionnaires used for measuring self-leadership?
- What are the demographic characteristics part-time mature students who practice self-leadership at Uzima University?
- Can the knowledge and practice of self-leadership translate into job satisfaction on part-time students of Uzima University College?
- Can the relationship between self-leadership and job satisfaction be used to develop a new leadership model to depict the association?

1.4.1. Broad Objective

To assess the effect of self-leadership on job satisfaction among part-time students of Uzima University College.

1.4.2. Specific Objectives

- To determine the reliability and validity of the questionnaires used for measuring self-leadership on part-time students of Uzima University College
- To identify the characteristics of part-time students who practice self-leadership at Uzima University College
- To determine the relationship between self- leadership and job satisfaction among part-time students at Uzima University college.
- To model the relationship between self-leadership and job satisfaction

2. Literature Review

Rapid changes and an increasingly competitive market due to information and technology stand out as the most important challenges facing organizations in recent years. As organizations transform to more organic structures by moving away from the concept of centralized management, it becomes indispensable for the employees to take responsibility of much of their work (Houghton & Yoho, 2005). Concepts such as employee empowerment, self-managing teams, participative management and total quality management that have sought to restructure processes, bring new viewpoints for both the employees and the organizations (Alvesson & Willmot, 1992; Conger & Kanungo, 1988; Thomas & Velthouse, 1990). These new viewpoints regard the employees as active participants in organizations (Aktouf, 1992). In addition, the controlling concept of organizations has experienced certain changes meaning that it has shifted from top and external sources to the employees themselves (Shipper & Manz, 1992). The employees, it is ensured, are much more effective in their jobs by distributing power and responsibility among them (Anderson & Prussia, 1997). In this framework, the common inclination was towards self-managing teams and organizational structures where the many roles of the leaders were shared by the team members or collectively. Thus the self-leadership applications become prominent in such working environments, which are not centralized and pay attention to the employees and their empowerment (Houghton & Yoho, 2005).

Self-leadership has been examined in terms of many concepts since the 1990s such as spirituality in the workplace (Neck & Milliman, 1994), performance appraisals (Neck, Stewart, & Manz, 1995), organizational change (Neck, 1996), entrepreneurship (Neck, Neck, & Manz,1997), diversity management (Neck, Smith, & Godwin, 1997), job satisfaction (Houghton & Jinkerson, 2007; Robert & Foti, 1998), non-profit management (Neck, Ashcraft, & Vansandt, 1998), goal setting or goal performance (Godwin et al., 1999; Neck, Nouri, & Godwin, 2003), team performance (Stewart & Barrick, 2000), team sustainability (Houghton, Neck & Manz, 2003), succession planning (Hardy, 2004) and ethics (Vansandt & Neck, 2003). This study aims to determine whether there exists a relationship between self-leadership and job satisfaction in students of Uzima University College.

2.1. Relationship between Job Satisfaction and Self-leadership

According to Iverson and Maguire (2000), job satisfaction could simply be defined as the attitude of an employee towards a job, negative and positive evaluation of different aspects of the working environment and overall degree to which an individual likes his or her job. One of the most popular definitions for job satisfaction comes from Locke (1976) who defined it as "…. A pleasurable or positive emotional state resulting from the appraisal of one's job or job

experiences". There are many possible explanations as to the reasons why people positively appraise their jobs satisfactorily and many theories have tried to delineate some of these positive influences. Out of all these theories one of them clearly stands out and consistently has a positive influence on job satisfaction which is the cognitive challenge of the work itself and this led to the general principle that mental challenge of work is the key to job satisfaction. Thus the most effective way an organization can promote the job satisfaction of its employees is to enhance the mental challenge in their jobs, and the most consequential way most individuals can increase their job satisfaction is to seek out mentally challenging work (Locke, 1976).

There are many other factors that also contribute to the satisfaction of a job and according to Saba (2011), the physical wellbeing of employees is very important because without good working conditions, there will be less job satisfaction which in turn leads to leads to poor quality of work. A number or researchers have found this factor to be one of the most dissatisfying factors contributing to reduced job satisfaction among academic workers and whether these will also hold true for the students will be demonstrated by this study. Authours such as Mehboob, Azhar and Bhutto (2011) who found that working conditions are the least satisfying aspect in academics jobs, support this view while Chimanikire et al. (2007) reveal that a conducive working environment will more likely satisfy lecturers, which includes computing facilities that are adequate, stationery, and teaching aids. Factors that affect academics were also researched by Barifaijo, Nkata and Ssempebwa (2009) but in their case the focus was on part-time employees and what contributed to their job satisfaction in this case were largely extrinsic factors connected to compensation, governance and location.

Another factor that was found to consistently contribute to job satisfaction among academic employees was job security. According to Noordin (2009), the satisfaction of academic staff, their retention and commitment to their jobs is essential for successful institutions of higher learning. Furthermore, the relationships with colleagues stands out clearly as one of the elements which can affect job satisfaction because without their cooperation, the smooth operations at universities could be jeopardized. The university as an institution of higher education, should address manpower needs, such as job satisfaction, in order to advance the imperatives, driving teaching, learning and research. Although certain factors have been identified to be major causes of dissatisfaction by a number of researchers, most of them have not looked at the aspect of self-leadership as an important variable (Noordin, 2009).

Other extrinsic factors found to have a bearing on job satisfaction included remuneration packages and promotions (Hashim & Mahmoud 2011). Pay is thought to play an important role on job satisfaction although academic staff of both public and private universities rank it as the least important in job satisfaction (Hashim & Mahmoud 2011). Although Hashim & Mahmood (2011) propose that universities should benchmark their compensation policy to other institutions they also concluded that other factors to be considered includes research grant availability, funds for attending conferences, sabbatical leave, lose relationships with peers and superiors and favourable working conditions. Therefore academic staff are not only motivated by salary alone. Herzberg classifies pay as a hygienic factor in his study and argues that pay can lead to feelings of dissatisfaction but not satisfaction. He further states that when existing pay matches, or is in excess of desired pay, satisfaction happens, with pay dissatisfaction occurring when existing pay is below the desired level of pay. Another major effect on work is when there is a substantial increase in an employees pay or wage. Promotion is another factor that is said to contribute to employee job satisfaction. Promotion can be a useful manner of compensation, where employees value promotion significantly, otherwise an increment in pay or wage is regarded as the best reward for more effort (Malik, Danish & Munir, 2012). Employees who don't get promoted or rewarded may feel undermined and less satisfied with their work. According to Lumley, Coetzee, Tladinyane and Ferreira, (2011), advancement offers opportunities for personal growth, increased responsibility and augmented social status.

Apart from the external factors described above that influence job satisfaction, there are other there are internal factors that may also influence job satisfaction and Adekola (2012) reveals that most academicians are more content with the intrinsic aspects of their jobs, which entails feeling of self-fulfillment and enjoyment that employees gain from their job, than with intrinsic aspects, which, alternatively, refer to factors outside the job itself and are administered by someone other than the individual concerned. Mapesela and Hay (2006) indicated that academics seem to be more affected by issues such as change in their roles, which involves among other things, increasing demands on academics (workload) and teaching and research. Relationships of workers with individuals in the organization, such as their supervisor, peers and subordinates, are what interpersonal relations are comprised of and are one more gauge of satisfaction or dissatisfaction. Another factor that has an influence on job satisfaction was found to be recognition which refers to the approval or appreciation an employee wishes to obtain from the employer, other superiors and personalities in the organization, supervisors, peers, the society in common or from the general public. Advancement has also been mentioned as playing a role in worker motivation. Saba and Iqbal, (2013) defines advancement as the progression or improvement in actual job duties and this can improve faculty members job satisfaction. Other factors that affect job satisfaction may be found in the eternal environment and they include political influences (Shamaila &Zaidi, 2012), economic factors (Yizengaw, 2008), restructuring and technological factors (Kalanda & De Villers, 2008).

2.2. Hypothesis
From this literature review it was hypothesized that:
- H1- Self leadership skills had a significant positive influence on job satisfaction after the effects of the other variables have been accounted for.
- H2 – Self leadership skills did not have a significant influence on job satisfaction

2.3. Conceptual Framework

From the above it was posited that self-leadership skills had a positive effect on job satisfaction but this was modulated by other internal and extraneous factors. Therefore the research utilised the following conceptual framework:
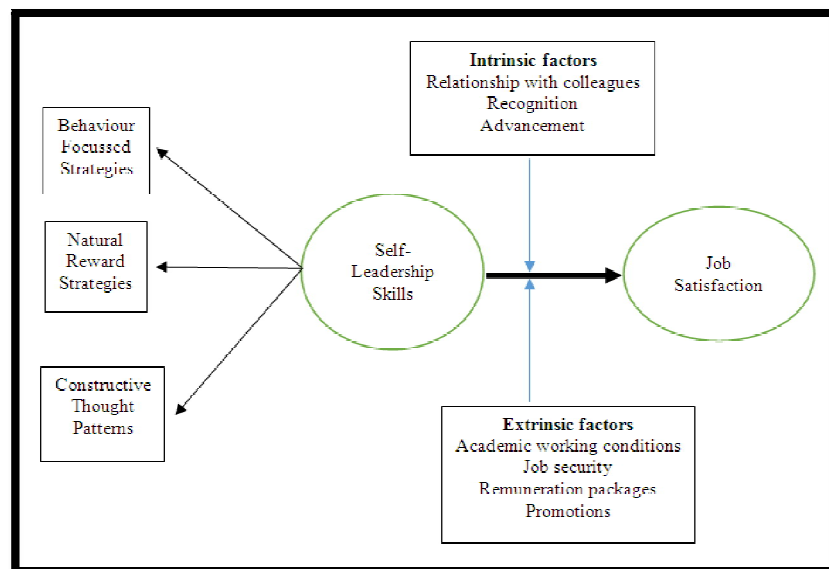

Figure 1: The Research Model Adapted from Carmeli Abraham (2014)

The overall research model is presented in Figure 1 above. In this figure the ovals represented latent variables whereas the boxes represented their indicators. Job satisfaction was affected by one latent variable representing self-leadership skills and two observed variables indicating Extrinsic factors and intrinsic factors.

3. Method

3.1. Respondents and Data Collection

The respondents of this study were randomly drawn from the adult learners in session at Uzima University College. The research used two main criteria for selecting these group of people. First with the short time available the researcher wanted to test this hypothesis on people who were easily available and accessible. Secondly these students are a mix of leaders who hold different employment capacities in diverse organizations therefore was a good sample population his study. Since the researcher also worked for the same organization it was nice to test this hypothesis to understand whether the adult learners were satisfied with their present jobs and if not what was it that demotivated them, was it a lack of self-leadership skills or those other variables mentioned in the model. This pilot study involved 60 out of 180 student population which was considered a fairly representative sample for this study and this was the sample used to verify the validity and reliability of the research measures based on well-established literature as described below.

To increase the response rate and ensure participants confidentiality the structured questionnaires were administered by the researcher and collected on site. Two structured questionnaires were administered one to the students one concerning self-leadership and the other one on job satisfaction. Data about the measures, self-leadership skills, self-rated job satisfaction and intrinsic and extrinsic factors was then collected.

3.2. Instruments for Research

The measuring instrument for this research were questionnaires consisting of both open and closed ended questions, structured on a 5-point Likert scale. The questionnaires were standardized and were developed from the review of literature on the relevant literature on the area of research.

3.3. Assessment of Job Satisfaction

This study borrowed heavily from a study by Moloantoa (2015) who used the same questionnaire to study the factors affecting Job satisfaction in the National University of Lesotho. The Minnesota Satisfaction Questionnaire (MSQ) was said to be the most widely used instrument of job satisfaction. The MSQ short form consisted of 20 items or facets, which measured three types of job satisfaction, namely overall job satisfaction, intrinsic satisfaction and extrinsic satisfaction. Of these twenty facets, only six which had been mentioned in the literature were chosen as the basis of the survey questionnaire in this study namely, recognition, advancement, working conditions, relationship with colleagues and access to resources, as well as job security.

The MSQ combined intrinsic and extrinsic sub-scales from the 20 subsets of items related to job satisfaction. For example, extrinsic satisfaction contained aspects of work that had little to do with the work itself such as pay. Intrinsic satisfaction, on the hand, concerned aspects related to the nature of the job itself and exactly how people felt about the work they do. Therefore for this study MSQ was preferred because it assisted in identifying aspects contributing to satisfaction of academics related to both intrinsic and extrinsic factors of job satisfaction.

3.4. Assessment of Self-leadership Skills

To measure Self-leadership skills the study borrowed heavily from the study by Carmeli, Meitar and Weisberg (2006) who studied the effect of self-leadership on innovative skills. This study assessed employees' self-leadership skills using the 35 item measuresdeveloped by Hougton and Neck (2002), who had drawn on the theoretical foundations established by Manz (1986, 1992), and subsequent empirical assessments (Prussia et al., 1998). The employees were asked to assess on a five-point scale, ranging from 1=strongly disagree to 5=strongly agree, their self-leadership in regard to three core categories:

- Behaviour-focussed categories (e.g. "when I am in a difficult situation I will sometimes talk to myself (out loud or in my head) to help me get through it."; "I write specific goals for my own performance")
- Natural reward-focussed strategies (e.g. "When I have successfully completed a task, I often reward myself with something I like"; I focus my thinking on the pleasant rather than the unpleasant aspects of my job activities"); and
- Constructive thought-focussed strategies (e.g. "I think about my own beliefs and assumptions whenever I encounter a difficult situation"; I openly articulate and evaluate my own assumptions when I have a disagreement with someone else")

The relevant items for each one of the three dimensions of self-leadership skills were averaged. All the items were then be averaged to create what was known as general self-leadership skills. The Cronbach's alpha for these scales (behaviour-focussed strategies, natural reward-focussed strategies and general self-leadership skills) were then calculated

4. Results

4.1. Descriptive Statistics

On table 1 below the result showed that 26 employees were male and 34 were female. In terms of age, 22 individuals were between 20-30 years old, 34 individuals were between 31-40 years old and 4 individuals were above 40 years old. Two employees were high level, 18 employees were graduates, 3 employees were post graduates and 37 employees were on other level of education. In present job 49 employees were Clinical officers, 7 employees were Nurses and 4 employees were doing other jobs and on job experience, 35 employees had work experience less than 5 years, 18 employees had work experience between 5-10 years and 7 employees had work experience of more than 10 years showed in Table 1 below.

Variables	Attributes	Frequency	Frequency Percent
Gender	Male	26	43.3
	Female	34	56.7
Age			
	20-30	22	36.7
	31-40	34	56.7
	>40	4	6.7
Schooling			
	High school	2	3.3
	Graduate	18	30
	Postgraduate	3	5
	Other	37	61.7
Present job			
	Clinical officer	49	81.7
	Nurse	7	11.7
	Other	4	6.7
Job Experience			
	< 5 years	35	58.3
	5-10 years	18	30
	More than10 years	7	11.7

Table 1: Demographic Characteristics of the Sample

4.2. Measure of Validity and Reliability of the Tools Used for Measuring Self-Leadership

Cronbach's alpha coefficients of the behavioral variables,Natural thoughts and Constructive thoughtswere0.8688, 0.7362 and 0.7909 respectively and since they were all more than 0.7, thus questions of the questionnaire have the required reliability (Table 2).

Behavioral Item	Obs	Item-Test Correlation	Item-Rest Correlation	Average Interitem Covariance	Alpha
I establish specific goals for my own performance	60	0.479	0.4242	0.0890682	0.8648
When I do an assignment especially well, I like to treat myself to some thing or activity I especially enjoy	60	0.4521	0.3746	0.0878573	0.8661
I tend to get down on myself in my mind when I have performed poorly	60	0.5351	0.4546	0.0851217	0.8633
I make a point to keep track of how well I'm doing at work (school).	60	0.5825	0.5285	0.0865445	0.8613
I use written notes to remind myself of what I need to accomplish.	60	0.4674	0.3632	0.0857033	0.8685
I consciously have goals in mind for my work efforts	60	0.4006	0.3335	0.0897848	0.8672
When I do something well, I reward myself with a special event such as a good dinner, movie, shopping trip	60	0.4681	0.3672	0.0858695	0.868
I tend to be tough on myself in my thinking when I have not done well on a task	60	0.5535	0.4741	0.0845921	0.8625
I usually am aware of how well I'm doing as I perform an activity	60	0.5537	0.4815	0.0852983	0.8622
I use concrete reminders (e.g., notes and lists) to help me focus on things I need to accomplish	60	0.6489	0.5701	0.0806871	0.8583
I work toward specific goals I have set for myself	60	0.5562	0.502	0.0872653	0.8623
When I have successfully completed a task, I often reward myself with something I like.	60	0.461	0.381	0.0874398	0.866
I feel guilt when I perform a task poorly	60	0.5168	0.4321	0.085371	0.8643
I pay attention to how well I'm doing in my work.	60	0.7047	0.6562	0.0829719	0.8561
I think about the goals that I intend to achieve in the future.	60	0.7231	0.6736	0.0818503	0.8549
I sometimes openly express displeasure with myself when I have not done well	60	0.7293	0.6769	0.0808865	0.8541
I keep track of my progress on projects I'm working on	60	0.7867	0.7381	0.078018	0.8505
I write specific goals for my own performance.	60	0.5065	0.4071	0.084617	0.8663
Test scale				0.0849415	0.8688

Table 2: The Validity and Reliability of the Tools Used for Measuring Self-Leadership

4.3. Characteristics of Adult Learners that Practice Self-leadership

Table 4 below shows that age is a factor on leadership the more your age increases the higher you are to be a good leader (p=0.031), significant p-value. Job experience also had a significant p-value (p=0.023) indicating that the more you are experienced in your job the likelihood you are to be a good leader.

Variables	Overall	Poor Leadership	Good leadership	P-value
Schooling	N (%)	n (%)	n (%)	
High School	2(3.3)	2(100.0)	0(0.0)	0.159
Graduate	18(30.0)	10(55.6)	8(44.4)	
Post Graduate	3(5.0)	0(0.0)	3(100.0)	
Other	37(61.7)	19(51.4)	18(48.6)	
Gender				
Male	26(43.3)	15(57.7)	11(42.3)	0.414
Female	34(56.7)	16(47.1)	18(52.9)	
Age Category				
20 to 30 years	22(36.7)	15(68.2)	7(31.8)	**0.031**
31 to 40 years	34(56.7)	16(47.1)	18(52.9)	
Above 40	4(6.7)	0(0.0)	4(100.0)	
Present Job				
Clinical Officer	49(81.7)	32(65.3)	17(34.7)	0.176
Nurse	7(11.7)	3(42.9)	4(57.1)	
Other	4(6.6)	1(25.0)	3(75.0)	
Job entails				
Normal duties	50(83.3)	30(60.0)	20(40.0)	0.870
Other duties	6(10.0)	4(66.7)	2(33.3)	
Not Applicable	4(6.7)	2(50.0)	2(50.0)	
Job Experience				
Less than 5 years	27(45.0)	21(77.8)	6(22.2)	**0.023**
5 to 10 years	26(43.3)	13(50.0)	13(50.0)	
More than 10 years	7(11.7)	2(28.6)	5(71.4)	

Table 3: Characteristics Of Departmental Heads Who Practice Self-Leadership

Behavioural Item	Obs	Item-Test Correlation	Item-Rest Correlation	Average Interitem Covariance	Alpha
I establish specific goals for my own performance	60	0.479	0.4242	0.0890682	0.8648
When I do an assignment especially well, I like to treat myself to some thing or activity I especially enjoy	60	0.4521	0.3746	0.0878573	0.8661
I tend to get down on myself in my mind when I have performed poorly	60	0.5351	0.4546	0.0851217	0.8633
I make a point to keep track of how well I'm doing at work (school).	60	0.5825	0.5285	0.0865445	0.8613
I use written notes to remind myself of what I need to accomplish.	60	0.4674	0.3632	0.0857033	0.8685
I consciously have goals in mind for my work efforts	60	0.4006	0.3335	0.0897848	0.8672
When I do something well, I reward myself with a special event such as a good dinner, movie, shopping trip	60	0.4681	0.3672	0.0858695	0.868
I tend to be tough on myself in my thinking when I have not done well on a task	60	0.5535	0.4741	0.0845921	0.8625
I usually am aware of how well I'm doing as I perform an activity	60	0.5537	0.4815	0.0852983	0.8622

Behavioural Item	Obs	Item-Test Correlation	Item-Rest Correlation	Average Interitem Covariance	Alpha
I use concrete reminders (e.g., notes and lists) to help me focus on things I need to accomplish	60	0.6489	0.5701	0.0806871	0.8583
I work toward specific goals I have set for myself	60	0.5562	0.502	0.0872653	0.8623
When I have successfully completed a task, I often reward myself with something I like.	60	0.461	0.381	0.0874398	0.866
I feel guilt when I perform a task poorly	60	0.5168	0.4321	0.085371	0.8643
I pay attention to how well I'm doing in my work.	60	0.7047	0.6562	0.0829719	0.8561
I think about the goals that I intend to achieve in the future.	60	0.7231	0.6736	0.0818503	0.8549
I sometimes openly express displeasure with myself when I have not done well	60	0.7293	0.6769	0.0808865	0.8541
I keep track of my progress on projects I'm working on	60	0.7867	0.7381	0.078018	0.8505
I write specific goals for my own performance.	60	0.5065	0.4071	0.084617	0.8663
Test scale				0.0849415	0.8688

Table 4

Natural thoughts Item	Obs	item-test correlation	item-rest correlation	average interitem covariance	alpha
I focus my thinking on the pleasant rather than the unpleasant aspects of my job activities.	60	0.5669	0.2948	0.1390772	0.7715
I try to surround myself with objects and people that bring out my desirable behaviours.	60	0.6742	0.4734	0.1193032	0.6996
When I have a choice, I try to do my work in ways that I enjoy rather than just trying to get it over with.	60	0.7687	0.6093	0.102354	0.6485
I seek out activities in my work that I enjoy doing.	60	0.7713	0.6209	0.1033898	0.6464
I find my own favourite ways to get things done	60	0.7298	0.535	0.1073446	0.6759
Test scale				0.1142938	0.7362

Table 5

Constructive thoughts Item	Obs	item-test correlation	item-rest correlation	Average interitem covariance	alpha
I use my imagination to picture myself performing well on important tasks.	60	0.3594	0.2314	0.0952029	0.7938
I visualize myself successfully performing a task before I do it	60	0.5962	0.4588	0.0823523	0.7739
I think about my own beliefs and assumptions whenever I encounter a difficult situation.	60	0.3933	0.2433	0.0931998	0.7957
Sometimes I picture in my mind a successful performance before I actually do a task.	60	0.5106	0.396	0.0890909	0.7795
I purposefully visualize myself overcoming the challenges I face	60	0.5933	0.468	0.0835439	0.7724
I often mentally rehearse the way I plan to deal with a challenge before I actually face the challenge	60	0.5759	0.4599	0.085434	0.7733
When I'm in difficult situations I will sometimes talk to myself (out loud or in my head) to help me get through it.	60	0.7042	0.6276	0.0823112	0.7593
Sometimes I picture in my mind a successful performance before I actually do a task.	60	0.5632	0.4301	0.0848177	0.7766
I openly articulate and evaluate my own assumptions when I have a disagreement with someone else.	60	0.4976	0.3548	0.0880534	0.7848
I purposefully visualize myself overcoming the challenges I face.	60	0.6874	0.6259	0.0864715	0.765
I think about and evaluate the beliefs and assumptions I hold.	60	0.6733	0.595	0.0842013	0.7632
I sometimes openly express displeasure with myself when I have not done	60	0.5806	0.4615	0.084869	0.7731
Test scale				0.086629	0.7909

Table 6

4.4. Characteristics of Study Participants who Practice Self-leadership

Table 5 below shows that age is a factor on leadership the more your age increases the higher you are to be a good leader (p=0.031), significant p-value. Job experience also had a significant p-value (p=0.023) indicating that the more you are experienced in your job the likelihood you are to be a good leader.

Variables	Overall	Poor Leadership	Good leadership	P-value
Schooling	N (%)	n (%)	n (%)	
High School	2(3.3)	2(100.0)	0(0.0)	0.159
Graduate	18(30.0)	10(55.6)	8(44.4)	
Post Graduate	3(5.0)	0(0.0)	3(100.0)	
Other	37(61.7)	19(51.4)	18(48.6)	
Gender				
Male	26(43.3)	15(57.7)	11(42.3)	0.414
Female	34(56.7)	16(47.1)	18(52.9)	
Age Category				
20 to 30 years	22(36.7)	15(68.2)	7(31.8)	0.031
31 to 40 years	34(56.7)	16(47.1)	18(52.9)	
Above 40	4(6.7)	0(0.0)	4(100.0)	
Present Job				
Clinical Officer	49(81.7)	32(65.3)	17(34.7)	0.176
Nurse	7(11.7)	3(42.9)	4(57.1)	
Other	4(6.6)	1(25.0)	3(75.0)	
Job entails				
Normal duties	50(83.3)	30(60.0)	20(40.0)	0.870
Other duties	6(10.0)	4(66.7)	2(33.3)	
Not Applicable	4(6.7)	2(50.0)	2(50.0)	
Job Experience				
Less than 5 years	27(45.0)	21(77.8)	6(22.2)	0.023
5 to 10 years	26(43.3)	13(50.0)	13(50.0)	
More than 10 years	7(11.7)	2(28.6)	5(71.4)	

Table 7: Characteristics of Departmental Heads Who Practice Self-Leadership

4.5. The Relationship between Self-Leadership and Job-Satisfaction for Upgrading Learners

The Table 8 below shows that there is a relationship between job satisfaction and self-leadership considering that the p-value is significant (p=0.02) it is below 0.05.

Job satisfaction	Contrast	S.E	t	p>|t|	95% CI
			Unadjusted		Unadjusted
leadership level					
good leadership vs poor leadership	0.29	0.12	2.39	0.02	(0.05-0.54)

Table 8: The Correlation between Self-Leadership and Job-Satisfaction

4.6. The Model for the Relationship between Self-Leadership and Job Satisfaction

The model shown on Table 9 below that was used to identify if there is a relationship between self-leadership and job satisfaction was one way ANOVA which revealed that there is actually a relationship between the two variables since the p-value was 0.0201 and it is considered significant since it is below 0.05.

Leadership Level	Summary	Job Satisfaction	
	Mean	Std. Deviation	Frequency
poor lead	0.26	0.44	31
good lead	0.55	0.51	29
Total	0.4	0.49	60

Table 9: Model of the Relationship between Self-Leadership and Job Satisfaction

ANALYSIS OF VARIANCE (ANOVA)					
Source	SS	df	MS	F	Prob > F
Between groups	1.29	1	1.29	5.72	0.0201
Within groups	13.11	58	0.22		
Total	14.4	59	0.24		

Table 10: Analysis Of Variance

5. Discussion and Conclusion

The study has also confirmed that the leadership Cronbach'salpha coefficients of the behavioral variables,Natural thoughts and Constructive thoughtswere0.8688, 0.7362 and 0.7909 respectively and since they were all more than 0.7, the questions of the leadership questionnaire have the required reliability and therefore justify being used for this study. This compares closely with a study conducted by the pilot study conducted by Carmeli (2006) whose results showed high clarity and reliability of the research measures on self-leadership.

The study has also shown that age is a strong factor in self-leadership skills and that the more the more the age increases the higher you are to be a good leader (p=0.031). Can this then be translated to leader effectiveness? According to Boerrigter (2015), there appears to be no direct or indirect relationship between leader's age and leader effectiveness and therefore this relationship may need to be investigated further. This study has also found that job experience also had a significant effect on self-leadership (p=0.023) indicating that the more one is experienced in your job the likelihood they are to practice self-leadership.

The study has also clearly shown that there is a relationship between job satisfaction and self-leadership (p=0.02). This confirms the findings of a study by Shad, Sharbiyani and Abzari (2015) which revealed that self-leadership had a positive and significant effect on job satisfaction and performance improvement and also that behaviour oriented and natural reward strategies had a significant relation with job satisfaction while the relation between constructive thinking strategy and job satisfaction was not significant

This study proposed a link between self-leadership and job satisfaction as asserted by the adult learners. The findings of this study lend support to the role of self-leadership skills in job satisfaction. The literature suggests that people can be trained to adapt and enhance their self-leadership skills and therefore improve their work outcomes. Hence organizations need to invest efforts in developing self-leaders to improve the overall functioning of the organization. This study contributes to the literature by clearly relating self-leadership to job satisfaction although more analysis of this data needs to be done for the discussion to be more conclusive.

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Appendix

RSLQ [revised self-leadership questionnaire: rate honestly in sequential order from 1 (strongly disagree) to 9 (strongly agree)]

1	I use my imagination to picture myself performing well on important tasks.	
2	I establish specific goals for my own performance.	
3	Sometimes I find I'm talking to myself (out loud or in my head) to help me deal with difficult problems I face.	
4	When I do an assignment especially well, I like to treat myself to some thing or activity I especially enjoy.	
5	I think about my own beliefs and assumptions whenever I encounter a difficult situation.	
6	I tend to get down on myself in my mind when I have performed poorly.	
7	I make a point to keep track of how well I'm doing at work (school).	
8	I focus my thinking on the pleasant rather than the unpleasant aspects of my job activities.	
9	I use written notes to remind myself of what I need to accomplish.	
10	I visualize myself successfully performing a task before I do it	
11	. I consciously have goals in mind for my work efforts.	
12	Sometimes I talk to myself (out loud or in my head) to work through difficult situations.	
13	When I do something well, I reward myself with a special event such as a good dinner, movie, shopping trip, etc.	
14	I try to mentally evaluate the accuracy of my own beliefs about situations I am having problems with.	
15	I tend to be tough on myself in my thinking when I have not done well on a task.	
16	I usually am aware of how well I'm doing as I perform an activity.	
17	I try to surround myself with objects and people that bring out my desirable behaviours.	
18	I use concrete reminders (e.g., notes and lists) to help me focus on things I need to accomplish.	
19	Sometimes I picture in my mind a successful performance before I actually do a task.	
20	I work toward specific goals I have set for myself.	
21	When I'm in difficult situations I will sometimes talk to myself (out loud or in my head) to help me get through it.	
22	When I have successfully completed a task, I often reward myself with something I like.	
23	I openly articulate and evaluate my own assumptions when I have a disagreement with someone else.	
24	I feel guilt when I perform a task poorly.	
25	I pay attention to how well I'm doing in my work.	
26	When I have a choice, I try to do my work in ways that I enjoy rather than just trying to get it over with.	
27	I purposefully visualize myself overcoming the challenges I face.	
28	I think about the goals that I intend to achieve in the future.	
29	I think about and evaluate the beliefs and assumptions I hold.	
30	I sometimes openly express displeasure with myself when I have not done well.	
31	I keep track of my progress on projects I'm working on.	
32	I seek out activities in my work that I enjoy doing.	
33	I often mentally rehearse the way I plan to deal with a challenge before I actually face the challenge.	
34	I write specific goals for my own performance.	
35	I find my own favourite ways to get things done.	

Table 11: RSLQ [Revised Self-Leadership Questionnaire Neck and Houghton (2002)]

PART I: Minnesota Satisfaction Questionnaire

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people like and dislike about their jobs.

On the next page you will find statements about your present job.

Read each statement carefully.

Decide how satisfied you feel about the aspect of your job described by the statement.

Keeping the statement in mind:

-if you feel that your job gives you more than you expected, check the box under
"Very Sat." (Very Satisfied);

-if you feel that your job gives you what you expected, check the box under "Sat/
' {Satisfied);

-if you cannot make up your mind whether or not the job gives you what you
expected, check the box under "N" (Neither Satisfied nor Dissatisfied);

-if you feel that your job gives you less than you expected, check the box under
"Dissat." {Dissatisfied);

-if you feel that your job gives you much less than you expected, check the box under
"Very Dissat." (Very Dissatisfied).

Remember: Keep the statement in mind when deciding how satisfied you feel about that
aspect of your job.

Do this for all statements. Please answer every item.

Be frank and honest. Give a true picture of your feelings about your present job.

Ask yourself: How satisfied am *I with this aspect of my job?*

Very Sat. means I am *very satisfied with this aspect of* my *job.*

Sat. means I am *satisfied with this aspect of my job.*

N *means I can't decide whether I* am *satisfied or not with this aspect of* my *job.*

Dissat. *Means I* am *dissatisfied with this aspect of my job.*

Very Dissat. Means I am *very dissatisfied with this aspect of* my *job.*

		Very Dissat	Dissat	N	Sat	Sat
1	Being able to keep busy all the time					
2	The chance to work alone on the job					
3	The chance to do different things from time to time					
4	The chance to be "somebody" in the community					
5	The way my boss handles his/her workers					
6	The competence of my supervisor in making decisions					
7	Being able to do things that don't go against my conscience					
8	The way my job provides for steady employment					
9	The chance to do things for other people					
10	The chance to tell people what to do					
11	The chance to do something that makes use of my abilities					
12	The way company policies are put into practice					
13	My pay and the amount of work I do					
14	The chances for advancement on this job					
15	The freedom to use my own judgment					
16	The chance to try my own methods of doing the job					
17	The working conditions					
18	The way my co-workers get along with each other					
19	The praise I get for doing a good job					
20	The feeling of accomplishment I get from the job					
		Very Dissat	Dissat	N	Sat	Sat

Table 12: On My Present Job, This Is How I Feel About (Tick One)

PART II-Minnesota Job Satisfaction Questionnaire

Name _____Todays Date _____

Sex (Check one):   Male _____Female _____

2. When were you born? _____ 19 _____

3	No. of years of schooling completed (Tick one)	High School	Graduate	Post Graduate	Other
4	What is your present Job Called				
5	What do you do on your present Job				
4	How long have you been on your present Job (Years/Months)				
5	What would you call your occupation, your usual line of work				
6	How long have you been in this line of work (Years/Months)				

Table 13

*Other (Specify) _____