

# Self-Leadership and Its Influence on Organizational Effectiveness

John Nkeobuna Nnah Ugoani\*

Department of Management Sciences, College of Management and Social Sciences, Rhema University, Aba, Nigeria

## Abstract

Human Organizations require direction if they are to achieve objectives. Among the most important variables in organizational success is leadership. Even though there are many versions of leadership like charismatic leadership and transformational leadership, self-leadership tries to emphasize an individual's responsibility and self-control, creating group cohesion, necessary for effective performance and organizational effectiveness. Leadership is a dispositional phenomenon and providing the atmosphere for group participation is a great motivation for self-leadership and performance. Self-leadership approach is far more unique and decentralized than traditional leadership that focuses on the *manager* as the pivotal figure in achieving organizational effectiveness. Self-leadership is about developing a sense of self-worth and the ability to influence the behaviour of others to achieve goals. It involves developing other people as leaders and creating a strong connection between management and employees. As the result of rising wave of competition and globalization, organizations can no longer expect one organizational leader to provide the magic *wand* to lead them towards the paths of profitability and sustainability. Organizational leadership often aims at practices to reduce employee turnover rates, increase productivity and improve employee satisfaction; which makes a business case for postheroic-leadership. 107 respondents participated in the study conducted through the exploratory research method; and result showed that self-leadership explains organizational effectiveness. Further study should examine the relationship between disciplinary procedure management and employee turnover as a way of finding a solution to poor organizational performance. This study suggests that organizations should regularly train their managers on leadership skills to improve performance and organizational effectiveness.

## Keywords

Charles Manz, Super-leadership, Transformational-leadership, Servant-leadership, Dispositional Phenomenon, Self-reinforcement, Self-reward, Vicarious Learning

Received: February 22, 2021 / Accepted: March 26, 2021 / Published online: April 16, 2021

@ 2021 The Authors. Published by American Institute of Science. This Open Access article is under the CC BY license.

<http://creativecommons.org/licenses/by/4.0/>

---

## 1. Introduction

In any human organization there could be many variables that would drive employee performance and organizational effectiveness. Many studies show that due to increasing work-force diversity knowledge workers now demand more autonomy and therefore, require less brick and mortar-type of supervision, to bring job satisfaction and organizational effectiveness. According to Gandhi and Sachdeva [1]

organizational effectiveness is more than profitability and includes factors like employee satisfaction, goal integration and group functioning. To achieve organizational effectiveness, self-leadership can help to emphasize goals that might otherwise be overlooked. It can draw attention to potential developmental problems and the effects of a particular decision on employees' interest and expectations. It can then recognize the effect of such decision on social behaviour, personal satisfaction, personal leadership, commitment, and the emotional adjustment of the

---

\* Corresponding author

E-mail address: John\_ugoani@rhemauniversity.edu.ng, drjohnugoani@yahoo.com

employees that would be subjected to organizational policies and culture [2]. Self-leadership approach is far more unique and decentralized than traditional leadership that focuses on the *manager* as the pivotal figure in achieving organizational effectiveness. Self-leadership is about developing a sense of self-worth and the ability to influence the behaviour of others to achieve goals. It involves developing other people as leaders and creating a strong connection between management and employees. As the result of rising wave of competition and globalization, organizations can no longer expect one organizational leader to provide the magic *wand* to lead them towards the paths of profitability and sustainability. Organizational leadership often aims at practices to reduce employee turnover rates, increase productivity and improve employee satisfaction; which makes a business case for postheroic-leadership. According to Gomez-Mejia and Balkin [3] the postheroic-leadership perspective holds that most top organizational leaders, no matter how good they may be, are limited in what they can do to solve problems. They suggest that in view of rapid changes in technology, competitive threats, and market shifts, it is doubtful if one leader can make the difference between success or failure in organizations. Therefore, an organization cannot actually depend on a supposed organizational champion or hero to act as its saviour in terms of success. In other words, postheroic-leadership approach attempts to spread leadership responsibilities throughout the organization instead of centralizing leadership in key individuals. This means that organizations must make people responsible for their own performance, create an environment in which each individual can plan what needs to be done and then do so well, point the way and clear the path so that people can succeed in what they do, and give people the credit they deserve. The role in postheroic-leadership is to coach and develop individuals' capacity and competence and to challenge every individual to continuously improve abilities and make greater contributions for organizational effectiveness. Therefore, like postheroic-leadership imperative, *self-leadership* stresses the individual responsibility of employees to develop their own work priorities, aligned with organizational goals. The manager remains only as a facilitator who enhances the leadership capabilities of subordinates, encouraging them to develop self-awareness, *self-control skills*, and networking skills necessary for self-leadership and organizational effectiveness. Self-leadership leads to job satisfaction which is important for high performance. Job satisfaction is a positive emotional state resulting from the appraisal of one's job or job experiences. According to Nelson and Quick [4] challenging work promotes opportunities for advancement, competent management, and supportive

colleagues, which are dimensions of the job that can lead to satisfaction. They posit that satisfaction leads to employee happiness and at the same time causes good performance or profitability [5]. Self-leadership creates the best fit between employees and organizations to achieve organizational goals by focusing on values held by employees that shape behaviour, perception, and preferences which ultimately influence performance. According to Rana, et al, [6] values like achievement, advancement, or work satisfaction increases the commitment level of employees and leads to improving effectiveness. Self-leadership is crucial for organizational performance because it is often driven by self-motivation. It is the adhesive that binds work group together and the art of influencing individual or group activities towards the achievement of organizational goals [7-8]. Modern management theory stresses that employees should be empowered and treated in a *fair* way and that they should also *feel* that the right leadership should create the right atmosphere to open the doors for co-operation and maximum productive effectiveness. Fundamentally; organizational leadership, generally, means to inspire confidence and build trust so that there is maximum collaboration from employees within the control of management. Self-leadership is desirable in all organizations because employees as stakeholders with diverse value systems can make significant difference between the success or failure of any organization. Any organization which is managed efficiently is often composed of many leaders at different levels. Each is responsible for his own group and to the leader above him [9-12]. Therefore, self-leadership, through self-discipline can reduce disciplinary failures that often result due to mismanagement of the disciplinary procedure. Self-leadership also promotes self-reinforcement because it does not take freely available rewards until after the behaviour is performed. It suits the appetite of knowledge-workers and high performers.

### 1.1. Research Problem

Even though there is huge available literature on leadership, the challenge remains to explore the type of leadership necessary to achieve organizational effectiveness. A basic problem in corporate organizations today is linked to performance failure as the result of leadership failure. The knowledge on charismatic leadership, transactional leadership, and transformational leadership, among others has also failed to douse the problems of poor leadership in organizations. For example, the massive bank failure in Nigeria from the 1990s through 2011 was largely due to leadership failure. This presupposes that good leadership is not a function of charismatic, transactional or even transformational leadership but the problem of lack of

effective strategic self-leadership in organizations [13]. Leadership is a dispositional phenomenon and not positional as some executives think, and this misunderstanding creates room for weak interpersonal relationships between the leader and members of his group, which in turn frustrates group and organizational effectiveness. Organizational effectiveness is often frustrated through micro leadership which undermines the fact that among the best ways to enhance innovation and performance is through autonomy or self-leadership.

## 1.2. Research Gap

There is paucity of research on self-leadership and organizational effectiveness despite the failure of other types of leadership to enhance organizational effectiveness. Contingency theory emphasizes that leadership effectiveness hinges on the level of fit between the leader, the situation and the group, yet there is little exploration on the influence of self-leadership and organizational effectiveness. This gap exists because of many leaders who cannot lead because of disconnectivity among the leaders, the group, the organization and other stakeholders. Even though this study cannot fill the gap, it will nevertheless provoke the interest of other researchers.

## 1.3. Research Rationale

Self-leadership is plausible for organizational effectiveness because it is the type of leadership that has great concern for both people and production: in this case, it motivates people to reach their highest levels of accomplishment. This type of leadership involves self-control and emotional-self-management [14-17].

## 1.4. Research Objective

The study was carried out to explore the relationship between self-leadership and organizational effectiveness.

## 1.5. Research Questions

1. Does self-leadership lead to job satisfaction?
2. Is self-discipline necessary to reduce disciplinary measures?
3. Does self-awareness relate to self-leadership?
4. Can self-efficacy improve organizational effectiveness?
5. Is self-motivation necessary for performance effectiveness?

## 1.6. Hypothesis

To achieve the objective of the study, the following hypothesis was formulated and tested at 0.05 level of significance.

Ho: There is no relationship between self-leadership and organizational effectiveness.

Hi: There is a relationship between self-leadership and organizational effectiveness.

## 1.7. Conceptual Framework

A conceptual framework is the structure of the study which shows its relationship with the major variables and the problem of the study. It is usually expressed as a schematic model. Models are effective research tools and used to clarify issues that would otherwise be buried in an excess of words [18-19]. The model for this study is shown in figure 1.

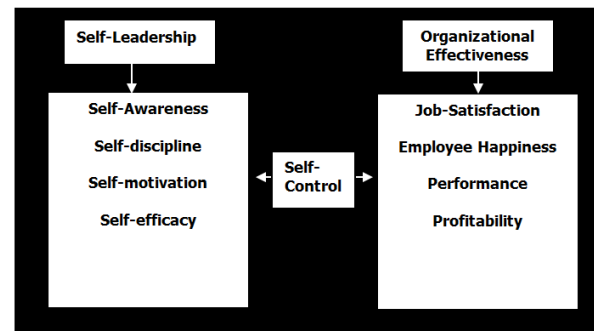


Figure 1. Self-leadership and Organizational Effectiveness Model.

Source: Author Designed (2021)

Factors of self-awareness, self-discipline, self-motivation and self-efficacy enhance behaviour modification and change. These are crucial elements that reinforce self-control and the culture of performance, and organizational effectiveness. Organizational effectiveness manifests not only in performance and profitability, but also in job satisfaction and employee happiness. Job satisfaction promotes psychological well-being, self-satisfaction and organizational citizenship behaviour. Happy people are characterized by their believe that they are able to control their situation; whereas, unhappy people tend to believe that they are manipulated by other forces or people. Happiness reinforces positive work behaviour in groups and organizations, enhances shared responsibilities, greater professional performance and success [20-23]. Self-leadership promotes diversity management through harnessing employee values, experiences and talents to achieve superior performance. According to O'Neil, et al [24] value awareness is essential for value reinforcement, enactment and performance. Discussion on leadership almost always involves discussion on followership because they are interrelated. However, in contrast to huge research on leadership, the area of followership cannot be said to have been very extensively reported upon. Rather, research evidence on leadership literature suggests that leader and follower roles are significantly differentiated. To this extent, the traditional leadership view sees followers as passive, or people waiting to be led, while a more contemporary view regards the follower role as an active one with the potential for leadership. In other words, the follower role has alternatively been viewed as one of self-leadership as the follower assumes responsibility for influencing his or her

own performance. This perspective of leadership emphasizes the follower's individual responsibility and self-control [25]. Leadership and followership literature postulates that self-led followers perform naturally motivating roles or tasks and also carry out work activities that must be done, but which is not naturally motivating to them. Therefore, self-leadership enables follower's to be self-disciplined and effective, which forms the essential first steps towards becoming a good leader, against the idea that most subordinates are only transactional followers [26-28]. People are often motivated in different ways; therefore, self-leadership can always highlight signs of visionary and transactional leadership styles. The visionary approach is necessary to visualize the organization and its potentials, while the transactional approach stands to realize that some people follow only for what they stand to gain. Self-leadership also involves engaging in transformational leadership behaviours like role modeling, by creating fair processes and by allowing team members to participate in decision-making [29-30]. Self-leadership approach provides the opportunity for effectively leading people to lead themselves [31-32].

## 2. Literature Review

The Ohio State University Studies on Leadership emphasize that the leader influences the role of his subordinates in the search for goal attainment. This includes behaviour that attempts to organize work, and work relationships with *consideration*. *Consideration* is then defined as the extent to which a person is likely to have job relationships that will be characterized by mutual trust, respect for subordinates ideas and regard for their feelings. Self-leadership behaviour is based on the concern for people and concern for organizational effectiveness. It emphasizes interpersonal relations in accomplishing group's task without compromising the interest of members; and also with all due regard to the leadership above. It encourages social networking and the empowerment of people towards the achievement of goals. Ali [33] opines that social networking and empowerment of people are critical ingredients for performance effectiveness. Empowerment is necessary in building self-leadership as the process of transferring control of individual's work behaviour from the manager to the employee. To this extent, behaviour modification is the basis of self-leadership because not all human behaviour is effectively regulated. This is because, according to control theory, human beings lack standards. Watson and Tharp [34] state that in control theory, the argument seems to be that the human being is so constructed that sensing and comparing standards, *automatically* produce action. In effect, the argument is that human beings are motivated to behave in the way they do, and no further explanation is needed on the

psychological level. Therefore, self-leadership is *intrinsically* related to skills in self-direction which includes choosing goals and designing strategies to meet them, evaluating outcomes, changing tactics when required, as well as consolidating achievements. Effective self-leadership requires will power which involves standing up in the face of difficulties, and refusing to do what is wrong in attempts to achieve success. It uses foresight, self-analysis and self-planning to promote organizational effectiveness [35]. For many years leadership researchers have almost reached a chorus of agreement that no psychological concept has had a greater influence on leadership development and organizational effectiveness than the construct of emotional intelligence [36]. For example, according to Goleman [37] self-awareness is characterized by a deep understanding of one's emotions, strengths, and weaknesses, and the ability to accurately and honestly embark on accurate self-assessment. Also, according to him, self-management involves a person's ability to control and regulate emotions, ability to stay calm and focused. He emphasizes that self-control is the ability to manage one's own disruptive and distressing emotions and impulsive feelings by keeping them in check. The relationship management factor of emotional intelligence emphasizes the importance of teamwork and collaboration. It involves creating group synergy, which fosters the ability to work with others in pursuing collective goals. This suggests that leaders must also be able to recognize the need for change, remove barriers and enlist the support of others in pursuit of new initiatives for the achievement of objectives [38-40]. For example, according to Rahman and Taniya [41] leadership style, also called management style, defines the approach managers use to deal with people in their work teams. It emphasizes sharing common goals and can have positive influence on employee performance and organizational effectiveness [42-44]. It is imperative in team-building, because the quality of leadership exhibited by an organization is a critical determinant of success. Organizational theory implies that effective leadership must be based on understanding rather than on techniques alone, on relationships of mutual trust rather than on manipulation. It should be based on an indept communication instead of on superficial verbal transactions that may not be able to transmit the desired meanings and results [45-49].

### 2.1. Leadership Styles

Many leadership styles in pursuit of performance and organizational effectiveness have emerged in many years. Prominent among the styles include: charismatic-leadership, transactional-leadership, transformational-leadership, autocratic-leadership, bureaucratic-leadership, and democratic-leadership [50]. While the transactional-leadership style defines the exchange of rewards and goals



between employees and management, transformational-leadership on the other hand, encourages employees or followers to be expressive and adaptive to new and improved practices and changes in any environment. Bureaucratic-leadership relies on procedure and policy to achieve objectives, and democratic-leadership emphasizes decentralized decision-making and employee participation. Because of the weakness of democratic-leadership associated with poor decision-making and goal execution, autocratic-leadership uses strong, directive, controlling actions to enforce the rules, regulations, activities, and relationships in the work environment to achieve the required level of effectiveness [51-52]. The construct of visionary-leadership focuses on leaders who are visionaries, people-focused, motivators, legacy thinkers, and high achievers of all time. These are people concerned with the common good [53]. Today, the concept of servant-leadership has also emerged to stress the philosophy that leaders are stewards who should see leadership as a trust and therefore, the desire to leave the organization in a better shape for future generations. It is a form of sustainable-leadership that, while protecting the interests of the current generation does not compromise the interests of the future generations. Sustainable-leadership is concerned with the growth, survival and sustainability of the organization [54]. Traditional management or leadership approach views employees as passive and without potential for leadership. But a more contemporary view as reflected by self-leadership suggests that the employee can assume responsibility for influencing his own performance. This approach emphasizes individual responsibility and self-control. According to Nelson and Quick [4] self-leadership embraces self-discipline which is needed in leadership and organizational effectiveness [55]. The great news now is that self-leadership style enhances interpersonal effectiveness which is of vital importance in leadership and organizational effectiveness [56-57]. Leadership styles and work outcomes cannot be easily divorced from each other because leadership and motivation theories suggest that if people at work are addressed and treated as responsible and self-motivated they will subsequently behave in a responsible and motivated manner towards organizational effectiveness. Torrington, et al [58] posit that expectancy theory of motivation recognizes that, the extent to which the employee feels he or she can realistically meet the target will have an effect on whether such an individual is motivated even to attempt. In the case of heroic or transformational leadership, they also argue that employees' can be inspired to achieve beyond the normal level, partly because the leader has high expectations of the employees and in addition the leader expresses the confidence that the employees are capable of accomplishing great target. These authors explain further that from a different perspective, the post-heroic or empowering leader

concept is based on trusting employees and other organizational members to play their roles effectively, trusting them with necessary information, and then expecting them to use such data properly for the overall good and prosperity of the organization [59-64].

## 2.2. Leadership and Performance

It is generally believed that an organization's success depends on leadership. Leadership as the process of influencing the behaviour of others is a key factor over employee behaviour in achieving organizational performance. Since leading faces diverse issues in dealing with the workforce it is imperative to build team spirit so as to enhance performance. Also, trust is cited as an essential element in leadership. It is the willingness to be accountable for the actions of another. Trustworthiness is one of the competencies that facilitates effective performance. This means that when team members trust each other, they have a better chance of performance effectiveness. In terms of organizational productivity and effectiveness, the mediating influence of leadership cannot be *over-emphasized* because it is responsible for defining strategies for stakeholder's satisfaction and designs for effectiveness and efficiency in performance. Performance as the level of an individual's work achievement is critical and the primary contributor to organizational effectiveness. The essence of leadership in organizations is performance, and many studies find positive relationship between leadership and performance. Leadership has the potential of reforming and or creating a sound organizational culture which will in turn have positive influence on employees' commitment, performance and organizational effectiveness [65]. The goal of any organization is not only to survive, but also to sustain its existence by improving the quality of its performance. Improving performance is highly dependent on the quality of organizational leadership architecture. The role of organizational leadership in ensuring excellent organizational performance involves adequate motivation of managers and other employees, suitable work environment, adequate compensation package, including incentives for training, development and promotion, efficient two-way communications, as well as involvement in decision-making and disciplinary processes. Involvement in disciplinary processes provides the opportunity to de-escalate issues that might otherwise graduate to grievances. This is important because an excessive disciplinary measure opens the doors to both voluntary and involuntary exits that often jeopardize quality performance, efficiency and overall organizational effectiveness. Building trust and commitment through effective leadership plays a pivotal role in shaping collective norms, helping teams to cope with work challenges and promoting collective performance for organizational growth [66]. Self-leadership effectively promotes *vicarious learning*, and linking it and organizational learning. Senge [67] posits that organizations learn only through individual who learn.

Individuals’ learning does not guarantee organizational learning. But without it no organizational learning occurs [68-69].

### 3. Research Methodology

The empirical research design was adopted for the study. Empirical research involves identifying the factors to be studied, gathering the relevant data, analyzing them and drawing conclusions from the result of data analysis.

#### 3.1. Population of the Study

The population composed of the people in South-East Nigeria comprised of 5 out of the 36 states in Nigeria. Based on the 1/10<sup>th</sup> principle, it was assumed that the opinion of the people in this geopolitical area is representative of the opinion of the people in Nigeria.

#### 3.2. Sample and Sample Size

The sample was selected through the purposive method while the sample size was determined by the sample ratio technique.

#### 3.3. Data Collection Method

Data were generated through primary and secondary sources such as interviews, observations, journal articles, newspapers, books, among others. A 5-point Likert-type questionnaire was used for data collection.

#### 3.4. Decision Rule

The cut-off point for the acceptance or rejection of responses to the research questions was at 3 points.

#### 3.5. Data Analysis

Data were analyzed through descriptive and regression statistical methods The Ordinary Least Square (OLS)

technique was adopted for the regression analysis. The OLS is a method used to estimate the unknown parameter in a linear regression model with the goal of minimizing the differences between observed variances in a dataset. The method was not chosen because of its simplicity, but due to its unique properties of linearity, efficiency, sufficiency, least-variances and unbiasedness. The F-test and t-test were used to determine the overall adequacy of the regression model, using E-Views Statistical Package.

#### 3.6. Model Specification

Model specification is the expression of a relationship into precise mathematical form. According to Koutsoyiannis [70] economic theory does not indicate the functional form of any relationship. This means that economic theory does not state whether a relationship will be expressed in linear form, quadratic form, or in a cubic-form. On the basis of these, it was decided to specify the relationship between organizational effectiveness (OE) and Self-leadership (SL) as follows:

$$OE = b_0 + b_1SA_t + b_2SD_t + b_3SM_t + b_4SE_t + u_t$$

Where:

OE=Organizational Effectiveness

SA=Self-Awareness

SD=Self-Discipline

SM=Self-Motivation

SE=Self-Efficacy

b<sub>0</sub>=Constant term

b<sub>1</sub>, b<sub>2</sub>, b<sub>3</sub>, b<sub>4</sub>=Coefficient attached to explanatory variables

t=Time period

u=Stochastic error term.

**Table 1.** Characteristics of Respondents (n=107).

| S/N | Description | Category         | Total | Percentage |
|-----|-------------|------------------|-------|------------|
| i   | Gender      | a) Female        | 60    | 56.07      |
|     |             | b) Male          | 47    | 43.93      |
| ii  | Education   | a) Diplomas      | 30    | 28.04      |
|     |             | b) Degrees       | 57    | 53.27      |
|     |             | c) Others        | 20    | 18.69      |
| iii | Age         | a) 18 – 30 years | 40    | 37.38      |
|     |             | b) 31 – 45 years | 50    | 46.73      |
|     |             | c) 32 – 70 years | 17    | 15.89      |
| iv  | Experience  | a) 5 - 10 years  | 45    | 42.06      |
|     |             | b) 11 – 25 years | 35    | 32.71      |
|     |             | c) 26 – 35 years | 27    | 25.23      |
| v   | Status      | a) Low           | 37    | 34.58      |
|     |             | b) Middle        | 48    | 44.86      |
|     |             | c) High          | 22    | 20.56      |

Source: Fieldwork (2021)

**Table 2.** Frequency and Mean for Responses to Research Questions.

| S/N | Restatement of Research Questions                              | Scores |    |   |    |    | $\Sigma x$ | $\bar{n}$ | $\bar{x}$ | Decision rule @ 3 points | Grand Mean |
|-----|--|--------|----|---|----|----|------------|-----------|-----------|--------------------------|------------|
|     |  | SA     | A  | N | D  | SD |            |           |           |                          |            |
|     |  | 5      | 4  | 3 | 2  | 1  |            |           |           |                          |            |
| i   | Self leadership does not lead to job satisfaction              | 10     | 15 | 1 | 12 | 69 | 206        | 107       | 1.93      | Rejected                 | 3.13       |
| ii  | Self-discipline is critical for organizational effectiveness   | 50     | 30 | 2 | 5  | 20 | 406        | 107       | 3.79      | Accepted                 |            |
| iii | Self-awareness relates to self-leadership                      | 60     | 25 | 3 | 2  | 17 | 430        | 107       | 4.02      | Accepted                 |            |
| iv  | Self-efficacy is not necessary in organizational effectiveness | 15     | 12 | 4 | 3  | 73 | 214        | 107       | 2.00      | Rejected                 |            |
| v   | Self-motivation promotes performance                           | 55     | 30 | 1 | 2  | 19 | 421        | 107       | 3.93      | Accepted                 |            |

Source: Fieldwork (2021)

**Table 3.** Regression Analysis.

| Variables           | Coefficient | Std. Error             | t-Statistic | Prob.  |
|---------------------|-------------|------------------------|-------------|--------|
| C                   | -4.038770   | 0.159212               | -15.24423   | 0.0000 |
| OE                  | 0.002767    | 0.001787               | 0.894178    | 0.3850 |
| R-squared           | 0.930150    | Mean dependent var     | 4.003459    |        |
| Adj. R-squared      | 0.921120    | S. D. dependent var    | 0.003459    |        |
| S. E. of regression | 0.164385    | Akaike info criterion  | -0.673142   |        |
| Sun squared resid   | 3.000150    | Schwarz criterion      | -0.714960   |        |
| Log likelihood      | 52.60625    | Hannan-Quinn criterion | -0.815864   |        |
| F-Statistic         | 94.47020    | Durbin-Watson Stat     | 1.912320    |        |
| Prob (F-statistic)  | 0.000000    |                        |             |        |

Source: E-View Statistical Package

## 4. Presentation of Result

### 4.1. Discussion

Available literature indicates that leadership style influences organizational effectiveness [71]. Organizations today are facing problems of failure associated with bad management and organizational leadership. Self-leadership is the type of leadership style that reduces interpersonal anxiety, promotes group cohesion and motivates people to develop their own work processes aligned with organizational goals so as to achieve objectives. The respondents comprised of 60 males and 47 females, ranging in age between 18 and 70 years. They attained different levels of education with significant levels of industrial work experiences, spanning between 5 and 35 years, and falling within the low, middle and high income levels. In view of their qualifications and experiences as shown in table 1, they provided useful data for the study. In table 2 (i) the respondents disagreed at 1.93 points that self-leadership does not lead to job satisfaction. This supports Dirks and Ferrin [29] that leadership helps to build job satisfaction. At 3.79 points in table 2(ii) they agreed that self-discipline helps to promote organizational effectiveness [13]. It was agreed at 4.02 points in table 2(iii) that self-awareness is important in leadership, to support the earlier views of Cherniss [26]. The respondents at 2.00 points in table 2(iv) did not agree that self-efficacy does not promote organizational effectiveness. This agrees with Parker [15] that self-efficacy is important in leadership strategy. According to the respondents in table 2(v) self-motivation is necessary in promoting performance [72]. At a grand mean

of 3.13 points over the decision mean of 3.00 the respondents suggest that self-leadership contributes to organizational effectiveness. As in table 3, in regression analysis, there is an important measure  $R^2$ , which measures the highest percentage value that the independent variable(s) explains in the dependent variable. In this investigation, the  $R^2$  value of 0.93 showed that about 93 percent variation in the dependent variable is explained by the independent variable(s). The adjusted  $R^2$  value of 0.92 showed that the goodness-of-fit test of the model of the study is excellent. The value of the Durbin-Watson is 1.9 that is within the range between 1.5 and 2.5. In view of this, it can be stated that there is no autocorrelation among the independent variables of interest. In the circumstance therefore,  $H_0$ : was rejected and  $H_1$ : accepted to state that self-leadership explains organizational effectiveness. This is the interest of the study.

### 4.2. Scope for Further Study

In view of increasing employee turnover rates, further study could examine the relationship between disciplinary procedure management and enterprise sustainability as a way of finding measures to wedge the tide.

### 4.3. Recommendations

- Organizations should enforce suitable disciplinary procedures to ensure job satisfaction and performance effectiveness.
- Management should increase the opportunities for self-leadership to provide incentive for employees to develop their fullest potentials. This is important to allow people to make more meaningful contributions to sustainable

development.

- iii. Training and development related to emotional and social competencies in organizations will help to improve interpersonal relationships necessary for performance effectiveness.
- iv. At the beginning of an employment relationship, there are mutual expectations from the employees on the one hand, and the employers on the other. Management should always ensure to foster a balance, to enhance individual and group performance necessary for organizational effectiveness.
- v. Organizations should regularly organize leadership training for their managers to improve motivation and managerial effectiveness.

## 5. Conclusion

Competent leadership style is crucial for organizational effectiveness. Self-leadership promotes group cohesion and allows people to develop their potentials to the highest possible levels. Showing concern for both people and productivity is the essence of self-leadership. This leadership style hinges on self-awareness and positive behaviour to enhance performance. 107 respondents participated in the study conducted through the empirical research design, and the result showed positive relationship between self leadership and organizational effectiveness.

## Contribution/Originality

This work is one of the few new studies in Nigeria to evaluate the relationship between self-leadership and its influence on organizational effectiveness. As contribution to knowledge in these areas, it focuses on the assumption that self-awareness, self-efficacy, self-motivation are critical components in self-leadership necessary for performance and organizational effectiveness.

## Research Funding

No funding was received from any quarters whatsoever for this original investigation, authorship, and/or publication of this paper.

## Declaration of Conflicting Interests

This author declares no potential conflicts of interest to this research, authorship, and/or publication of this paper.

## Acknowledgements

The author likes to acknowledge Professor Charles C. Manz as the first person to use the term *self-leadership* in 1983 and also describing it as a comprehensive *self-influence* approach which involves leading oneself to achieve success. I also appreciate his work on *super-leadership*.

## References

- [1] Gandhi, M. and Schdeva, T. (2018) Impact of Diverse Values of Employees in Organizational Effectiveness. *Amity Business Journal*, 7 (1): 1-17.
- [2] Leithy, W. E. (2017) Organizational Culture and Organizational Performance. *International Journal of Economics & Management Sciences*, 6 (4): 1-6.
- [3] Gomez-Mejia, L. R. and Balkin, D. B. (2002) Leading and Motivating Others. In L. R. Gomez-Mejia and D. B. Balkin (eds) Management. Boston, McGraw-Hill Irwin. pp: 285-317. ISBN: 0-256-25256-4.
- [4] Nelson, D. L. and Quick, J. C. (2003<sup>a</sup>) Recent Developments in Leadership Theory. In D. L. Nelson, and J. C. Quick (eds) Organizational Behaviour: Foundations, Realities & Challenges 4<sup>th</sup> edition. Australia, Thomson, South-Western. (pp: 405-422). ISBN: 0-324-11695-0.
- [5] Ugoani, J. N. N. (2018) Influence of Job Satisfaction on Organizational Citizenship Behaviour in Nigeria. *Advances in Applied Psychology*, 3 (4): 56-64.
- [6] Rana, G. Rastogi, R. and Garg, P. (2016) Work Values and Its Impact On Managerial Effectiveness: A Relationship In Indian Context. *Vision*, 20 (4): 300-311.
- [7] Gotgis, G. Grimani, K. (2016) Diversity As An Aspect of Effective Leadership: Integrating And Moving Forward. *Leadership & Organization Development Journal*, 37 (2): 241-264.
- [8] Hopkins, W. E. and Scott, S. G. (2016) Value based leadership effectiveness in culturally diverse work places. *Cross cultural & Strategic Management*, 23 (2): 363-385.
- [9] Johnson, J. L. Markin, K. O. and Saini, A. (2011) Strategic Culture and Environmental Dimension as Determinants of Anomie in Publicly-Traded and Privately Held Firms. *Business Ethics Quarterly*, 21 (3): 473-502.
- [10] Schwegter, C. H. and Good, G. J. (2010) Transformational Leadership and Its Impact on Salesforce Moral Judgment. *Journal of Personal Selling and Sales Management*, 30 (4): 299-318.
- [11] Ukeje, I. O. Abraham, E. M. and Ndukwe, C. (2015) Effects of Leadership influence on labour-management relations: Case Study of Ebonyi State University, Southeastern Nigeria. *International Journal of Advancement in Research & Technology*, 4 (7): 44-49.
- [12] Accariva, Z. and Khalil, M. (2016) The Relations Between Management Style, Work Motivation and Feeling of Stress Among The Arab School Community. *Creative Education*, 7 (14).
- [13] Adair, J. (2002) Effective Strategic Leadership, London. McMillan.



- [14] Cervone, D. (1997) Social-Cognitive Mechanisms and Personality Coherence, Self-Knowledge, Situational Self-efficacy. *Psychological Science*, No. 8.
- [15] Parker, L. E. (1993) When to fix it and when to leave: Relationships Among Perceived Control, Self-Efficacy, and Exit. *Journal of Applied Psychology*, No. 78.
- [16] Serrat, O. (2017) Understanding and Developing Emotional Intelligence. *Knowledge Solutions*. (pp: 329-339).
- [17] Sony, M. and Mekoth, N. (2016) The Relationship between emotional intelligence, frontline employee adaptability, job satisfaction and job performance. *Journal of Retailing and Consumer Services*, 30 (3): 20-32.
- [18] Keeves, J. P. (1997) Models and Model Building. In J. P. Keeves (ed) Educational Research, Methodology and Measurement. An International Handbook. 2<sup>nd</sup> edition Cambridge, U.K. Pergamum, pp: 43-50.
- [19] Meredith, J. (1993) Theory Building Through Conceptual Methods. *International Journal of Operations & Production Management*, 13 (5): 3-11.
- [20] Veeuhoven, R. (1997) Advances in the understanding of happiness. *Revue Quebecoise de Psychologies*, vol. 18, pp: 267-293.
- [21] Heylighen, F. (1992) A Cognitive-Systemic Reconstruction of Maslow's Theory of Self-Actualization. *Behavioural Science*, vol. 37, pp: 39-58.
- [22] Amah, E. and Ahiann, A. (2014) Shared Values and Organizational Effectiveness: A Study of the Nigerian Banking Industry. *Journal of Management Development*. 33 (7): 694-728
- [23] Busse, R. (2017) Value Diversity and Performance in Small Groups. Empirical Evidence From Chinese Management Students in Germany. *Journal of Chinese Human Resource Management*, 8 (2): 114-128.
- [24] O'Neil, G. Travashlione, A. Meshana, G. Hancock, J. and Chang, J. (2017) Converting Values Awareness to Values Enactment Through Frame-of-Reference Training. *International Journal of Organizational Analysis*, 25 (3): 536-558.
- [25] Sims, Jr. H. P. and Manz, C. C. (1996) *Company of Heros: Unleashing the Power of Self-leadership*. New York. John Wiley & Sons.
- [26] Yammarino, F. J. Danserean, F. and Kennedy, C. J. (2001) A Multiple-Level Multidimensional Approach to Leadership: Viewing Leadership through an Elephant's Eye. *Organizational Dynamics*, 29: 149-163.
- [27] Alimo-Metcalfe, R. J. (2001) The Development of a New Transformational Leadership Questionnaire. *Journal of Occupational and Organizational Psychology*, vol. 74, pp: 1-27.
- [28] Ekundayo, J. (2021) Most Nigerians are transactional followers. *The Nation Sunday*, vol. 14, No. 5297, pp: 25, ISSN. 1115-5302.
- [29] Dirks, K. T. and Ferrin, D. (2002) Trust in Leadership: Meta-Analytic Findings and Implications for Research and Practice. *Journal of Applied Psychology*, pp: 611-628.
- [30] Ogaziechi, N. (2021) Youths demand humility, empathy and inclusive visionary leadership. *The Nation Sunday*, vol. 14, No. 5297, pp: 10, ISSN: 1115-5302.
- [31] Manz, C. C. and Sims, Jr. H. P. (1990) *Super-leadership*. New York, Berkeley.
- [32] Manz, C. C. and Sims, Jr. H. P. (1991) *Super-leadership: Beyond the Myth of Heroic Leadership*. *Organizational Dynamics*, vol. 20, pp: 18-35.
- [33] Ali, M. M. (2017) Testing the theory of social networking on empowerment of people specially women at two villages in Bangladesh: A field investigation *Ecoforum*, vol. 6, No. 2.
- [34] Watson, D. L. and Tharp, R. G. (1985) *Self-Directed Behaviour: Self-Modification for Personal Adjustment*. 4<sup>th</sup> edition California, Brooks/Cole Publishing Company. ISBN: 0-534-04776-9.
- [35] Teece, D. (2010) Business Models, Business Strategy and Innovation. *Long Range Planning*, 43 (2-3): 172-194.
- [36] Cherniss, C. (2001) Emotional Intelligence And Organizational Effectiveness. In C. Cherniss, and D. Goleman (eds) *The Emotionally Intelligent Workplace*. San Francisco, CA, Joseey Bass. Pp: 3-12. ISBN: 0-7879-5690-2.
- [37] Goleman, D. (1998) *Working With Emotional Intelligence*. Bantam Books, New York, N.Y, ISBN-0-553-84023-1.
- [38] Batool, B. F. (2013) Emotional Intelligence and Effective Leadership. *Journal of Business Studies Quarterly*. 4 (3): 85-92.
- [39] George, J. M. (2000) Emotions and Leadership: The Role of Emotional Intelligence. *Human Relations*, 53 (8): 53-58. ISBN: 978-0-553-38449-9.
- [40] Foltin, A. and Keller, R. (2012) Leading Change with Emotional Intelligence. *Nursing Management*, vol. 43, pp: 20
- [41] Rahman, M. S. and Taniya, R. K. (2017) Effect of Employee Relationship Management (ERM) on Employee Performance: A Study on Private Commercial Banks in Bangladesh. *Human Resource Management Research*, 7 (2): 90-96.
- [42] Hayward, B. A. (2005) Relationship between employee performance, leadership and emotional intelligence in a South African Parastatal Organization. Rhodes University-Master's Thesis.
- [43] Vigoda-Gadot, E. (2007) Leadership Style, Organizational Politics, and Employees Performance: An empirical examination of two competing models. *Personnel Review*, 36 (5): 661-683.
- [44] Ugoani, J. N. N. (2015) KICS: A Model of Motivational Leadership in Organizations. *Independent Journal of Management & Production*, 6 (3): 585-602.
- [45] Dirks, K. T. (2000) Trust in Leadership and Team Performance: Evidence from NCAA Basketball. *Journal of Applied Psychology*, vol. 85, pp: 1004-1012.
- [46] Orekoya, T. (2019) Leadership is everything. *The Nation, Sunday*, vol. 14, No. 485, pp: 34. ISSN: 1115-5302.
- [47] Njoku, D. (2017) *Human Capital Management & Corporate Ethics: Theories and Practices*. Owerri Kriscona Publishers. ISBN: 978-0-324-11695-0.

- [48] Goleman, D. (2006) Beyond IQ, Beyond Emotional Intelligence, Social Intelligence: The Revolutionary New Science of Human Relationships. New York, Bantam Book. ISBN: 978-0-553-38449-9.
- [49] Ismail, M. Halim, F. A Munna, D. N. Abdullah, A. Shminan, A. S. and Muda, A. L. (2009) The Mediating Effect of Empowerment in the Relationship Between Transformational Leadership and Service Quality, *Journal of Business Management*, 4 (4): 3-12.
- [50] Rowe, W. G. (2001) Creating Wealth in Organizations. The Role of Strategic Leadership. *The Academy of Management Executive*. 15 (1): 81-94.
- [51] Nelson, D. L. and Quick, J. C. (2003<sup>b</sup>) Job Satisfaction. In D. L. Nelson and J. C. Quick (eds) *Organizational Behaviour: Foundations, Realities & Challenges*. 4<sup>th</sup> edition. Australia. Thomson South-Western. (pp: 120-123). ISBN: 0-324-11695-0.
- [52] Zhu, W. Chew, I. K. H. and Spangler, W. D. (2005) CEO Transformational Leadership and Organizational Outcomes: The Mediating Role of Human Capital Enhancing Human Resource Management. *The Leadership Quarterly*, 16 (1): 39-52.
- [53] Adukwu-Bolujoko, S. N. (2010) Inspired Leadership. *Management in Nigeria*, 46 (3): 5.
- [54] Wales, T. (2013) Organizational Sustainability: What Is It And Why Does It Matter? *Review of Enterprise and Management Studies*, 1 (1): 38-49.
- [55] Kieu, H. Q. (2010) Leadership Styles and Organizational Performance: A Predictive Analysis. ERIC.
- [56] Riggio, R. E. (2014) Cutting-Edge Leadership-What Is Social Intelligence? Why Does It Matter?
- [57] Arslan, A. and Staub, S. (2013) Theory X and Theory Y Type Leadership Behaviour and Its Impact on Organizational Performance: Small Business Owners in the Azishane lighting and Chandelier District. *Procedia-Social and Behaviour Sciences*, vol. 75, pp: 102-111.
- [58] Torrington, D. Hall, L, and Taylor, S. (2005<sup>a</sup>) Leadership and Motivation. In D. Torrington, L. Hall, and S. Taylor (eds) *Human Resource Management*. 6<sup>th</sup> edition. England. Prentice Hall. Pp: 553-572. ISBN: 10:0-273-68713-1.
- [59] McClelland, D. C. (1971) *Motivational Trends in Society*. Morriston, N.J. General Learning Press.
- [60] Kotter, J. (1990) *A Force for Change: How Leadership differs from Management*, New York, Free Press.
- [61] William, M. (2000) *The War for Talent: Getting the best from the best-London* CIPD.
- [62] Zhang, X. Qian, J. Wang, B. Jin, Z. Wang, J. and Wang, J. and Wang, Y. (2017) Leaders' Behaviours Matter: The Role of Delegation in Promoting Employees' Feedback-Seeking Behaviour. *Frontiers in Psychology*. 8: 920, Doi: 10:3389/fpsy:2017/00920.
- [63] Pedler, M. and Boursoyne, J. (1994) *A Manager's Guide to self-development*, McGraw-Hill, Maiden head.
- [64] Knies, E. and Leisink, P. (2014) Leadership Behaviour in Public Organizations: A Study of Supervisory Support by Police and Medical Center Middle Managers. *Review of Public Personnel Administration*, vol. 34, pp: 108-127.
- [65] Drucker, P. F. (2007) *Management Challenges For The 21<sup>st</sup> Century*. Routledge.
- [66] Gregory, B. T. Harris, S. G. Armenakis, A. A. and Shook, S. L. (2009) Organizational Culture and Effectiveness: Outcomes. *Journal of Business Research*, vol. 62, pp: 673-679.
- [67] Senge, P. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organization*. Doubleday, London.
- [68] Torrington, D. Hall, L, and Taylor, S. (2005<sup>b</sup>) Grievance and Discipline. In D. Torrington, L. Hall, and S. Taylor (eds) *Human Resource Management*. 6<sup>th</sup> edition. England. Prentice Hall. Pp: 312-316. ISBN: 10:0-273-68713-1.
- [69] Gilbert, D. and Abosch, K. S. (1996) *Improving Organizational Effectiveness Through Braod banding*. American Compensation Association. Scottdale, Ariz.
- [70] Koutsoyainnis, A. (1977) *Theory of Econometrics*. Macmillan Education, London.
- [71] Bass, B. M. and Avolio, B. J. (1994) *Improving Organizational Effectiveness Through Transformational Leadership*. Thousand Oaks, CA: SAGE Publishers, Inc.
- [72] Sparr, J. L. Knipfer, K. and Willams, F. (2017) How leaders can get the most out of formal training: The Significance of Feedback-Seeking and Reflection as Informal Learning Behaviours. *Human Resource Development Quarterly*, 28 (1): 29-54.

## Biography



**John Nkeobuna Nnah Ugoani** is Associate Professor of Management at Rhema University, Nigeria. His research interest focuses on business, management, governance, leadership, and emotional intelligence. John is recognized for presenting the first best PhD Thesis in Management at the Faculty of Business Administration, Imo State University, Owerri, Nigeria. He has over 130 scholarly publications with full paper readership downloads and abstract views of over 8000 and 30000 respectively and ranked among Top Ten Authors by SSRN. Before entering academia, he was a senior manager at First Bank of Nigeria Plc.