RELATIONSHIP BETWEEN SELF-AWARENESS, SELF-CONTROL AND LECTURERS JOB PERFORMANCE IN COLLEGES OF EDUCATION IN BENUE AND KOGI STATE

AIJAEFM
Communicate Through Research

Jibrin Enejo Ibrahim
Department of Educational Psychology,
Guidance and Counselling
Kogi State College of Education, Ankpa.
Jibrihima8@gmail.com

Prof. Gabriel Terzungwe Akume
Department of Educational Foundations
Benue State University, Makurdi

Dr. Joseph Audu Obida
Department of Educational Foundations
Benue State University, Makurdi

Zainul Abideen Jibril
Department of Political Science
Adamawa State University, Mubi

*Corresponding author:
Jibrin Enejo Ibrahim
Department of Educational Psychology,
Guidance and Counselling
Kogi State College of Education, Ankpa.
Jibrihima8@gmail.com

ABSTRACT

The study investigated relationship between self-awareness, self-control and lecturers job performance in Colleges of Education in Benue and Kogi State. Two research questions and two hypotheses guided the study. Correlation research design was used for the study. The population was 1542 lecturers in 6 public Colleges of Education in Benue and Kogi States, Nigeria, 595 Lecturers in Benue and 947 Lectures in Kogi States. A sample size of 306 lecturers using Krejcie and Morgan (1970) table for determining sample. Multi-stage sampling technique was employed for the study, which included stratified, proportional and simple random sampling techniques. The data were collected through researchers-structured questionnaire titled 'self-awareness, self-control and lecturers job performance Questionnaire' (SASCLJPQ). The structured questionnaire developed by the researchers was subjected to scrutiny by two experts from Guidance and Counselling and one from Test and Measurement, all in the Faculty of Education, Benue State University Makurdi. The reliability co-efficient of self-awareness was 0.77 and self-control was 0.67. Data were analyzed using Pearson Moment Product Correlation to answer the research questions and linear regression was used to test the hypotheses at the 0.05 level of significance. Findings showed that self-awareness, self-control increases so also lecturers job performance increases in Colleges of Education in Benue and Kogi States.

Introduction

Job performance of lecturers' world over goes a long way in determining the success of educational institution. Job performance denotes a situation where a person does his job well. It is an extremely important criterion that relates to organizational outcomes and success. Higher institutions like Colleges of Education rely extensively on their lecturers' job performance, in the realization of their aims and objectives. Lecturers' job performance seems to depend on the joy they derive from the job. Nigeria, like many countries in Africa, recognizes lecturers in Colleges of Education as key elements in the training of teachers who are going to teach at foundation of education.

Job performance refers to the efficiency and effectiveness with which an individual executes their job responsibilities and tasks. It encompasses the quality, quantity, and timeliness of the work produced, adherence to organizational policies and procedures, and the ability to achieve set goals and objectives. High job performance is often characterized by strong productivity, a proactive approach to problem-solving, effective teamwork, and the ability to adapt to changing work demands. It is a critical factor in career advancement and organizational success, as it directly impacts overall productivity and business outcomes. Job performance, according to Akosu (2014), is measured by the level of profit a company is able to realize at the end of every production year. In the views of Ndulue and Ekechukwu (2016) teachers' performance is a degree of accomplishment of task(s) that make up an employee's job and self-awareness.

Self-awareness is the ability for one to recognize one's emotions, goals, needs, values, limitations and boundaries. Self-awareness consists of emotional abilities that enable lecturers to be more effective and form outstanding relationships in the work place (Atuma & Agwu, 2020).According to Hall-stigart (2015), self-awareness is the process of understanding one's own character, feelings, motives and desires; it is an essential step in early self-development and a critical step in defining who one is. Emotional self-management is defined by Robbins, Judge and Sanghi (2009) as the ability to regulate one's emotions such that accepted standard behaviours or norms (rules, ethics or code of conduct) are not violated.(Klassen & Klassen, 2018). Self-aware people have the "ability to accurately perceive own emotions and stay aware of them as they happen. Self-awareness is way beyond simply having adequate knowledge about ourselves but rather extends to being in position to interpret knowledge for the purpose of learning more about one self (Dirette, 2010).Grayson, (2013) defined self-awareness as the ability to recognize one's feelings, to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. As discussed by Dirette (2010), self-awareness is broken down into four levels of Arousal and attention, Sensory and motor, Cognitive and lastly Psychosocial. To them at the arousal and attention, attention to ideas developed or any arousal is either very slow or poor due to our inability to pay attention or respond with close concentration as a result of distracting surrounding us.

Self-control is also a key component of emotional intelligence. it is the ability to recognize and manage one's own emotions and those of others. Lecturers with strong emotional intelligence can handle difficult situations with students or colleagues in a calm and professional manner, which can enhance their reputation and effectiveness in the classroom. Self-control is the ability to stop doing things that one desires to do but are not in one's best interests (Goleman, 2015). It is also the self-initiated regulation of thoughts, feelings, and actions when enduringly valued goals conflict with momentarily more gratifying

goals. Self-control is the ability to regulate and manage one's thoughts, feelings, and actions in order to achieve a desired outcome. It involves restraining impulses, delaying gratification, and making choices that are in line with long-term goals and values (Jehangir& Akhtar, 2016). Self-control is the ability to override or change one's inner responses as well as to interrupt undesired behaviour tendencies (such as impulses) and refrain from acting on them (Benjamin, Edwin& Arnold, 2015, p. 274). It includes controlling or regulating thoughts, moods, and emotions, restraining undesirable impulses, resisting temptations, breaking bad habits, keeping good self-discipline, maintaining motivation, and persisting when problems/difficulties arise.

Statement of Problem

Job performance of staff, world over, goes a long way in determining the success of an organization. It is that behaviour which a particular organization condones and probably rewards. Job performance denotes a situation where a person does his job well. It is an extremely important criterion that relates to organizational outcomes and success. However, interaction with lecturers of colleges of Education in Benue and Kogi States of Nigeria seem to indicate that many lecturers are not performing their duties of imparting knowledge in students. This could possibly be attributed to the inability of lecturers to develop emotional intelligence like self-awareness, self-controlto handle situations they have found themselves in these public Colleges of Education. Conversely, poor job performance and low emotional intelligence lead to disengagement, academic underperformance, and increased stress among students, parents, teachers, guidance counselors, school administrators and the general public are all worried about this ugly trend. Parents blame teachers for lack of dedication to duties. The teachers blame government for poor salaries hence they are poorly motivated, parents also accuse government for not equipping the school with facilities and governments blame parents for not doing homework and students are blamed for lack of discipline and dedication to studies

However, interaction with lecturers of colleges of Education in Benue and Kogi States of Nigeria may indicate that many lecturers are not performing their duties of imparting knowledge in students. This may possibly be attributed to the inability of lecturers to develop emotional intelligence like self-awareness, self-control, to handle situations they may found themselves in. It is against this background that the present study intends to investigate self-awareness, self-control and job performance of lecturers in Colleges of Education in Benue and Kogi States, Nigeria.

Purpose of the Study

The purpose of this study was to investigate the relationship between self-awareness, self-control and job performance of lecturers in Colleges of Education in Benue and Kogi States, Nigeria. Specifically, the study sought to:

i. Determine the relationship between self-awareness and job performance of lecturers in Colleges of Education in Benue and Kogi States

ii. Ascertain the relationship between self-control and job performance of lecturers in Colleges of Education in Benue and Kogi States

Research Questions

The following research questions guided the study:

i. What is the relationship between self-awareness and job performance of lecturers in Colleges of Education in Benue and Kogi States

ii. What is the relationship between self-control and job performance of lecturers in Colleges of Education in Benue and Kogi States

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

i. There is no significant relationship between self-awareness and job performance of lecturers in Colleges of Education in Benue and Kogi States

ii. There is no significant relationship between self-control and job performance of lecturers in Colleges of Education in Benue and Kogi States

Methodology

The design of the study was a correlation research design. This is type of research design that investigates the relationship between one variable and another. Correlational research design investigates one or more characteristics of a group to discover the extent to which the characteristics are related. The study area was Colleges of Education in Benue and Kogi States, Nigeria. The population of the studywas 1542 lecturers in 6 public Colleges of Education in Benue and Kogi States, Nigeria, 595 Lecturers in Benue and 947 Lectures in Kogi States respectively Sample size was 306 lecturers using Krejcie and Morgan (1970) table for determining sample. Multi-stage sampling technique was employed for the study, which included stratified, proportional and simple random sampling techniques.

The instrument constructed by the researchers titled: self-awareness, self-control and lecturers job performance questionnairewas used for the study. The instrument was divided into Clusters A, B and C. Cluster A contained items 1-5 which elicited response on self-awareness. Cluster B contained items 6-10 which elicited response on self-control, while cluster C contained items 11-15 which elicited response on lecturers' job performance. The instrument was a 4-point rating scale with the response mode of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1. The structured questionnaire developed by the researchers was subjected to scrutiny by two experts from Guidance and Counselling and one from Test and Measurement, all in the Faculty of Education, Benue State University Makurdi.306copies of the questionnaire were administered to the respondents on the spot using the face-to-face method and were collected immediately. Data were analyzed using Pearson Moment Product Correlation to answer the research questions and linear regression was used to test the hypotheses at the 0.05 level of significance.

Results

Research Question 1

What is the correlation between self-awareness and lecturers' job performance in Colleges of Education in Benue and Kogi States, Nigeria?

Table 1: Pearson Product Moment Correlation Scores on Correlation between Self-Awareness and Lecturers' Job Performance in Colleges of Education in Benue and Kogi States, Nigeria?

		Self-Awareness	Lecturers' Job Performance
Self-Awareness	Pearson Correlation	1	0.845**
	Sig. (2-tailed)		0.000
	N	306	
Lecturers' Job Performance	Pearson Correlation	0.845**	1
	Sig. (2-tailed)	0.000	
	N	306	306

Table 1 result showed correlation coefficient of 0.845. It therefore indicated that, there was a positive correlation between self-awareness and lecturers' job performance in Colleges of Education in Benue and Kogi States. This implies that, as self-awareness increases, lecturers' job performance in colleges of education in Benue and Kogi States also increases.

Research Question 2

What is the correlation between self-control and lecturers' job performance in Colleges of Education?

Table 2: Pearson Product Moment Correlation Scores on Correlation between Self-Control and Lecturers' Job Performance in Colleges of Education

		Self-Control	Lecturers' Job Performance
Self-Control	Pearson Correlation	1	0.896**
	Sig. (2-tailed)		0.000
	N	306	
Lecturers' Job Performance	Pearson Correlation	0.896**	1
	Sig. (2-tailed)	0.000	
	N	306	306

Table 2 result showed correlation coefficient is 0.896. It therefore indicated that, there was a positive correlation between self-control and lecturers' job performance in Colleges of Education in Benue and Kogi States. This implies that, as self-control increases, lecturers job performance also increases.

Hypothesis 1

There is no significant correlation between self-awareness and lecturers' job performance in Colleges of Education in Benue and Kogi States.

Table 3: Linear Regression Showing Correlation between Self-Awareness and Lecturers' Job Performance in Colleges of Education in Benue and Kogi States

Variable	R	R^2	F	B	T	Sig
(Constant)	0.845	0.715	960.090	39.902		0.000
Self Awareness						0.000

F (1, 384) = 960.090 P < 05

Table 3 result:F $(1, 384)$ = 960.090, R= 0.845, R^2=0.715, B 39.902, P < 0.05 since p0.000 is less than P.0.05, the null hypothesis which stated that self-awarenesshas no significant correlation with lecturers' job performanceis rejected. This implies that there is a significant positive correlation between self-awareness and lecturers' job performancein Colleges of Education in Benue and Kogi States

Hypothesis 2

There is no significant correlation between self-control and lecturers' job   performance in Colleges of Education.

Table 4: Linear Regression Showing Correlation between Self-Control and Lecturers' Job Performance in Colleges of Education

Variable	R	R^2	F	B	T	Sig
(Constant)	0.896	0.803	1560.230	529		0.000
self-control						
						0.000

F $(1, 384)$ = 1560.230, P < 05

Table 4 result: F $(1, 384)$ = 1560.230, R= 0.896, R^2=0.803, B 529, P < 0.05 since p0.000 is less than P.0.05, the null hypothesis which stated that self-control has no significant correlation with lecturers' job performance is rejected. This implies that there is a significant positive correlation between self-control and lecturers' job performance in Colleges of Education in Benue and Kogi States

Finding

Findings based on research question one and hypothesis one revealed that self-awarenesshas a positive significantcorrelation with lecturers' job performance in Colleges of Education in Benue and Kogi States.This implies that, self-awareness increases and lecturers job performance also increases. The findings agreed with Mafuzah and Juraifa (2016), who revealed that self-awareness has a greater impact on teachers' job performance. This implies that fostering self-awareness in teachers may enhance their professional effectiveness, which could positively impact their teaching practices and interactions with students. The findings agreed with Agbe, Gbenda, Ortese and Yusuf (2012), who showed that self-awareness; Self-management; and social awareness were significant predictors in relation to career performance of the police in Benue State Command.

The results of the finding based on research question two and hypothesis two showed that self-control has significant positive correlation with lecturers' job performance in Colleges of Education. This implies that, self-control increases so alsolecturers job performance also increases. The finding agreed with Olise (2018),who found that there is significant positive relationship between self-control and employees' performance. This finding agreed with Nosike, Kekeocha and Okeke (2022),who showed that self-control has a statistically significant influence on employees' creativity in secondary schools. This implies that employees with higher levels of self-control are better equipped to manage impulses, distractions, and emotional responses, which allows them to focus more effectively on creative problem-solving and innovative thinking.

Conclusion

This study reveals that self-awareness and self-control positively related to lecturers' job performance in Colleges of Education in Benue and Kogi States, Nigeria. As the levels of self-awareness and self-control among lecturers increase, so does their job performance. It also confirm their personal attributes and professional effectiveness, emphasizing the importance of emotional and cognitive self-regulation for optimal teaching outcomes.

Recommendations

Based on the findings of the study, the following recommendations are made:

i. Institutions should implement regular training workshops focused on enhancing self-awareness and self-control skills among lecturers. This will not only improve personal well-being but also translate into better classroom performance and student outcomes.

ii. Colleges should establish policies that promote emotional well-being, including access to counseling services. Providing lecturers with resources to manage stress and improve self-control will further enhance their teaching effectiveness and job satisfaction.

References

Agbe, D., Gbenda, E., Ortese, I., & Yusuf, N. (2012). Emotional intelligence and career performance of police personnel in Benue State Command. *Journal of Social and Management Sciences*, 1(1), 12-23.

Akosu, F. (2014). Job performance and organizational productivity. *Journal of Management and Entrepreneurship*, 8(1), 12-25.

Atuma, O. E., & Agwu, A. E. (2020). Emotional intelligence and lecturers' effectiveness in Nigerian Colleges of Education. *International Journal of Educational Administration and Policy Studies*, 12(2), 148-158.

Benjamin, L. T., Edwin, B., & Arnold, C. A. (2015). Self-control, self-regulation, and education. *Journal of Educational Psychology*, 107(2), 274-285.

Dirette, D. (2010). Self-awareness: Understanding oneself. *Journal of Educational and Psychological Studies*, 10(1), 34-43.

Goleman, D. (2015). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

Grayson, J. (2013). Self-awareness: A foundational element of emotional intelligence. *Journal of Leadership and Organizational Studies*, 20(1), 87-95.

Hall-stigart, A. (2015). The importance of self-awareness in personal and professional development. *Journal of Management and Social Sciences*, 4(1), 23-31.

Jehangir, K., & Akhtar, M. N. (2016). Self-control and emotional intelligence: Predicting job performance. *Journal of Business and Management,* 18(2), 123-135.

Klassen, R. M., & Klassen, J. R. (2018). *Self-awareness and teacher effectiveness.* Teaching and Teacher Education, 69, 281-291.

Mafuzah, K., & Juraifa, M. (2016). The impact of self-awareness on teachers' job performance. *Journal of Education and Human Development*, 5(1), 1-9.

Ndulue, A. U., & Ekechukwu, R. N. (2016). Teachers' performance and students' academic achievement. *International Journal of Educational Research and Development*, 4(2), 12- 21.

Nosike, P. N., Kekeocha, J. N., & Okeke, C. C. (2022). Self-control and employees' creativity in secondary schools. *Journal of Educational and Social Research*, 12(2), 123-135.

Olise, F. C. (2018). Self-control and employees' performance in selected organizations. *International Journal of Business and Management*, 13(10), 123-133.

Robbins, S. P., Judge, T. A., & Sanghi, S. (2009). *Organizational behaviour.* Pearson Education.