Determining the Level of Teachers' Self-leadership

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Abstract

Self-leadership is one's ability of comprehending his/her skills and using them in short and long-term achievement. For that reason, it was discussed in different researches and factors affecting self-leadership were introduced. In this study, it was aimed to determine the level of teachers' self-leadership. For the study, survey method was used. For data collection self-leadership questionnaire was used as measurement instrument. A total number of 43 teachers working in different teaching branches participated in the study. 29 teachers were working as elementary science teachers and rest of the teachers were working in different teaching branches. Self-leadership questionnaire consisted of 29 items with likert type response setting. Normality analyses were carried out to determine whether the data might be generalized to the population. Normality analysis revealed data was normally distributed. In findings section, each item's score and standard deviation was indicated in Table 2. It was revealed that teachers' self-leadership values were negative on item 12 and item 21. Teachers' responses indicated that teachers' self-leadership were mostly positive and overall scale score was 3.83 indicating positive self-leadership values. On the other hand, teachers' responses were not higher than 4 on any item. It was concluded by the study that teachers' self-leadership values might be increased.

Keywords: Leadership, Self-leadership, Teachers

INTRODUCTION

Self-leadership might be defined as one's ability of exhibiting patterns for desired achievement or positions. Thus, self-leadership is also related with long term ambitions and management of internal and external motivation, and exhibiting behaviors for the purpose (Manz, 1986). Specifically, self-leadership term is related with practice of strategies of individual's self-influence and self-motivation (Tabak et al., 2013). These strategies are self-observation, self-management of learning, aim setting, self-critism and rehearsal. Due to those strategies self-leadership used to be studied mainly by management researchers and social learning theorists (Stewart et al., 2011).

Researchers are interested in self-leadership and researches are being carried out to investigate its possible relationship with education. For example, Sesen et al. (2017) carried out a research with primary school teachers and examined self-leadership and educational administration structure relationship. Results revealed that self-leadership might be used to explain some factors or have relationship with some factors. Lee et al. (2014) concluded that

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self-leadership may explain college students' life satisfaction. Marshall et al. (2012) carried out a research with teachers and concluded that self-leadership is related with conscientiousness, transformational leader behaviors and self-efficacy.

Teachers with high self efficacy values are also keen to use different instructional methods which in return increase students' academic and social skills and provide benefits to students (Berg & Smith, 2016; Bursal, 2010; Karabatak & Turhan, 2017). For example, cooperative learning model creates small cooperative learning groups and makes students responsible for each group member's success (Lin, 2003). Making teamwork and sharing knowledge increase students' leadership skills. Even, shy students participate in group work and gain leadership skills (Baghcheghi et al., 2011). Eventually, strategies used in self-leadership are also used in cooperative learning methods (Hwang et al., 2012; Nam & Zellner, 2011; Stewart et al., 2011). One of another learning method is role playing technique of drama method. Through the observing the redesigned scenario, students' observation skills develops. By making inferences or creating alternative responses students develop their cognitive functions. Eventually, role playing technique has positive effects on students' leadership skills. Even, one of the techniques of drama method is participant leadership (Bozoğlu, 2007; Kavak, 2004; Sadowski, Seager, Selinger, Spierre, Whyte, 2013).

Relationship of self-leadership with academic achievement, social and cognitive developments were put out by few studies (Eun-Jung & Song, 2018; Jung, 2018) For example, studies carried out with elementary school students revealed that self-leadership can predict students' critical thinking skills and is associated with cognitive skills. Self-monitoring, goal setting, intrinsic rewards, focusing on tasks and assessing their own ideas affect self-leadership (Maksum et al., 2020). In that sense, teachers' attributes and students' development are both in direct and indirect interaction and have effects upon each other (Asio & Riego de Dios, 2018). For that reason having knowledge upon the teachers' self-leadership is important. In that context, purpose of this study was to determine the self-leadership of elementary science teachers.

METHOD

Research Design
Questionnaires are useful in collecting data from a large sample in short time. In addition data obtained through questionnaires might generalize the results. For that reason, questionnaire method was used as data collection method (Karasar, 2009; Ponto, 2015).

Sampling Method
Purposive/convenience sampling method was used for the study. This sampling method is useful in accessing the sampling for the convenience of the research or researcher (Büyüköztürk et al., 2009).

Study Group
Participation in the study was based on voluntary basis. Thus, a web link to an online self-leadership scale was sent to teachers who agreed to participate in the study. 29 elementary

science teachers, 4 elementary mathematics teachers, 3 classroom teachers, 2 early childhood teachers and 5 teachers were from different branches. Thus, in total 43 teachers participated in the study. 33 teachers were female and 10 teachers were male.

Data Collection Tools

Self-leadership questionnaire (SLQ)

Self-leadership questionnaire (SLQ) was developed by Houghton & Neck (2002). Later, Tabak, Sığrı & Türköz (2013) adapted the questionnaire into Turkish. Self-leadership questionnaire consists of 29 five point scale likert type items. Lowest response attitude from to highest response attitude were "strongly disagree", "disagree", "nor disagree neither agree", "agree" and "strongly agree". Data analysis was done through SPSS package program. Lowest confirmation value labeled as 1 and highest confirmation value added as 5 in SPSS. Applied self-leadership questionnaire's Cronbach's Alpha value was found as .877 which indicated that results were "highly reliable" (Kalaycı, 2010).

Data Analysis

Analyzes for the normality of data

In order to determine correct analysis, normality of the data was checked for the data obtained from self-leadership questionnaire. Kolmogorov-Smirnov test was applied to confirm the normality of the data since it was advised for samples greater than N=29 (Kalaycı, 2010) and test results were shown in Table 1.

SLQ normality analyses

Kolmogorov-Smirnov test results are shown in Table 1.

Table 1. *Normality test results of self-leadership*

	Kolmogorov-Smirnov test		
	Statistics	df	Significance
Distribution	,072	43	,200

Data in Table 1 indicated that distribution of SLQ data fit to normal distribution (p= 0,200 > 0,05).

FINDINGS

Item Response Results

Table 2. *Students' responses to items*

Statement	N	M	SD
1. I use my imagination to picture myself performing well on important tasks	35	4,27	,701
2. Sometimes I find I'm talking myself (out loud or in my head) to help me deal with difficult problems I face	35	3,93	1,009
3. When I do an assignment especially well, I like to treat myself to some thing or activity I especially enjoy	35	3,60	1,049
4. I think about my own beliefs and assumptions whenever I encounter a difficult situation	35	4,14	,709

5. I tend to get down on myself in my mind when I have performed poorly	35	3,19	1,074
6. I make a point to keep track of how well I'm doing at work (school)	35	4,40	,659
7. I use written notes to remind myself of what I need to accomplish	35	3,35	1,212
8. I visualize myself successfully performing a task before I do it	35	3,79	1,081
9. Sometimes I talk to myself (out loud or in my head) to work through difficult situations	35	3,74	1,093
10. When I do something well, I reward myself with a special event such as good dinner, movie, shopping trip, etc.	35	3,30	1,165
11. I try to mentally evaluate the accuracy of my own beliefs about situations I am having problems with	35	4,28	,629
12. I tend to be tough on myself in my thinking when I have not done well on a task	35	2,81	1,052
13. I usually am aware of how well I'm doing as I perform an activity	35	3,84	,897
14. I try to surround myself with objects and people that bring out my desirable behaviors	35	4,00	,723
15. I use concrete reminders (e.g., notes and lists) to help me focus on things I need to accomplish	35	3,37	1,134
16. Sometimes I picture in my mind a successful performance before I actually do a task	35	3,74	1,048
17. I work toward specific goals I have set for myself	35	4,28	,766
18. When I'm in difficult situations I will sometimes talk to myself (out loud or in my head) to help me get through it	35	3,65	1,043
19. When I have successfully completed a task, I often reward myself with something I like	35	3,40	1,157
20. I openly articulate and evaluate my own assumptions when I have a disagreement with someone else	35	3,84	,843
21. I feel guilt when I perform a task poorly	35	2,91	1,191
22. I pay attention to how well I'm doing in my work	35	4,49	,550
23. I purposefully visualize myself overcoming the challenges I face	35	4,02	,886
24. I think about the goals that I intend to achieve in the future	35	4,16	,784
25. I think about and evaluate the beliefs and assumptions I hold	35	4,23	,610
26. I sometimes openly express displeasure with myself when I have not done well	35	3,72	,825
27. I keep track of my progress on projects I'm working on	35	4,28	,548
28. I consciously have goals in my mind for my work efforts	35	4,11	,822
29. I find my own favorite ways to get things done	35	4,20	,773

Mean point of the questionnaire is 3 on the other hand, it was noted that item 12 and item 21 were below 3 indicating teachers' values were negative. Item 2, 3, 5, 7, 8, 9, 10, 13, 15, 16, 18, 19, 20 and 26 were below 4 but higher than 3. Positive ideas positions' scores start from 4. Results indicated that item 1, 4, 6, 11, 14, 17, 22, 23, 24, 25, 27, 28 and 29 had scores higher than 4 which indicated positive values. Overall scale response score was 3,83 indicating tendency towards positive feeling positions.

DISCUSSION

Teachers' tendency on both item 12 and 21 were towards negative. On the other hand, those items indicate that teachers were aware of their skills and weren't though on themselves

if encountered poor performance. Overall scale mean response score was 3,83 indicating that teachers' positions on self-leadership were towards positive values. However, not obtaining higher overall score value more than 4,00 point also indicated that teachers' self-leadership values might be improved. In the light of results, it is believed a long term study might reveal more interpreting results since, SLQ values and its relationship with other factors could be investigated. Self-leadership is an important factor which affects and is affected by different factors. For example, a study done by Seo & Jeong (2018) on meta-cognition and learning program of nursing students revealed that program had positive effects on increasing self-leadership of students. McConnell (2017) noted that principals' self-leadership and student achievement has a weak significant relationship when socio-economic status is controlling factor. Gannouni & Ramboarison-Lalao (2018) revealed that self-leadership enhances students' confidence and motivation. Lee (2016) found self-esteem and club activities significantly influence the self-leadership. Choi (2016) revealed that self-leadership is related with happiness. Researcher also found relationship between self-leadership and character. Effect of self-leadership and relationship of self-leadership with other factors were studied also by other researchers (Hashemi & Shirpour, 2015; Houghton et al., 2012; Norris, 2008; Neck & Manz, 1992; 1996; Georgianna, 2007; Alves et al., 2006; Ross, 2014). As a result, it was concluded that increasing teachers' self-leadership beliefs might have positive effects on the educational settings.

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