Investigation of school principals' perceptions on self- leadership and positive childhood experiences[1]

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Abstract

The aim of this research is to determine the perceptions of school principals working in public schools in Bursa on self-leadership and positive childhood experiences. The research is descriptive research in survey model. A quantitative research design was used. According to the statistics of 2021-2022, the research population consists of 221 school principals working in public schools in Bursa. Simple random sampling method was used in the research, it was based on voluntariness. Self-Leadership Scale, Positive Childhood Experiences Scale and Personal Information Form prepared by the researchers were used as data collection tools in the research. According to the results of the research, it was seen that the perceptions of the school principals regarding positive childhood experiences and self-leadership did not differ statistically according to gender, school level, professional seniority and educational status. In the sub-dimension of self-speaking, which is one of the sub-dimensions of self-leadership, it was observed that the views of the school principals differed significantly according to gender, and the perceptions of female school principals were higher than male. It has been found that there is a low-level positive relationship between positive childhood experiences and self-leadership. In this context, as school principals' level of positive perception of childhood experiences increases, their self-leadership perceptions also increase, and as their level of positive perception of childhood experiences decreases, self-leadership perceptions decrease. The fact that the manager candidates have experienced enough positive childhood experiences supports the managers as an effective leader. Managerial training programs should be organized on self-leadership strategies, the use and applications of self-leadership skills by increasing the awareness of manager candidates about self-leadership skills.

Keywords: school principals, positive childhood experiences, self-leadership

Okul müdürlerinin öz-liderlik ve olumlu çocukluk yaşantılarına yönelik algılarının incelenmesi

Özet

Bu araştırmanın amacı Bursa ili resmi okullarda görev yapan okul müdürlerinin öz-liderlik ve olumlu çocukluk yaşantılarına ilişkin görüşlerinin belirlenmesidir. Araştırma tarama modelinde betimsel bir araştırmadır. Nicel araştırma deseni kullanılmıştır. Araştırma evrenini 2021-2022 istatistiklerine göre Bursa ilinde Bursa ilinde resmi okullarda görev yapan 221 okul müdürü oluşturmaktadır. Araştırma basit rastgele örnekleme yöntemi kullanılmış, gönüllülük esas alınmıştır. Araştırmada veri toplama aracı olarak araştırmacılar tarafından hazırlanan Kişisel Bilgi Formu, Öz-Liderlik Ölçeği ve Olumlu Çocukluk Yaşantıları Ölçeği kullanılmıştır. Yöneticilerin olumlu çocukluk yaşantılarına ve öz-liderliğe ilişkin algılarının cinsiyete, görev yaptıkları okul düzeyine, mesleki kıdeme ve eğitim durumuna göre istatistiksel olarak anlamlı olarak farklılaşmadığı görülmektedir. Öz-liderliğin alt boyutlarından kendi kendine konuşma alt boyutunda yöneticilerin görüşlerinin cinsiyete göre anlamlı olarak farklılaştığı, kadın yöneticilerin erkek yöneticilere göre öz-liderliğin kendi kendine konuşma alt boyutunda algılarının daha yüksek olduğu görülmüştür. Olumlu çocukluk yaşantıları ve öz-liderlik arasında düşük düzey pozitif bir ilişki olduğu bulunmuştur. Bu bağlamda, okul müdürlerinin çocukluk deneyimlerini olumlu algılama düzeyleri arttıkça öz liderlik algılarının arttığı, çocukluk deneyimlerini olumlu algılama düzeyleri düştükçe öz liderlik algılarının azaldığı söylenebilir. Yönetici adaylarının olumlu çocukluk yaşantılarını yeterince deneyimlemiş olmasının yöneticileri etkili bir lider olarak destekleyeceği gibi öz-liderlik becerileri konusunda yönetici adaylarının farkındalıkları artırılarak öz-liderlik stratejileri, öz-liderlik becerilerinin kullanımı ve uygulamaları konusunda yönetici eğitim programları düzenlenmelidir.

Anahtar Kelimeler: okul müdürleri, yöneticiler, olumlu çocukluk yaşantıları, öz-liderlik

Introduction

Childhood experiences lay the basis of many positive or negative behaviors in other developmental periods of the individual. Particularly, positive childhood experiences are among the most important dynamics of the individual's happiness and health in later life processes. It can be said that positive childhood experiences are the sum of all life experiences necessary for the child's physical, psychological, individual and social development and support. The positive or negative experiences of individuals during their childhood can affect their adult lives, and they may encounter many experiences that will contribute to the development of their mental and physical health or that will destroy their mental and physical health. While growing up in a happy and loving environment has positive results in their later years, children who grow up in the opposite case are also exposed to negative experiences, which have negative psychological and physical consequences (growth and development problems, cardiovascular diseases, cancer, smoking, diabetes, obesity, asthma, depression etc.) (Baltaş, 2022; Sezer, Uyanık, Karabulut and Sazlı, 2019). Boullier and Blair (2018) defined negative life experiences as potentially traumatic events that may have negative lasting effects on health and well-being. Negative life experiences negatively affect their development as well as traumatic events such as neglect and abuse. On the other hand, positive experiences make serious contributions to children's school success, successful interpersonal relationships, from being a happy individual to being a physically healthy adult in a wide perspective. It has been observed that difficult life events or negative life experiences in childhood change the molecular and genetic structure of the child, as well as affect the development and functioning of the neurological, immune and endocrine systems (Boullier and Blair, 2018; Srivastav, McRell and Koziarski, 2021).

According to some studies, loveless and uncompassionate approaches in infancy and early childhood leave indelible effects on the child and cause psychological problems to become permanent (Sargın, 2001: 40; Ali, Yıldırım, Hussain and Vostanis, 2020). It is stated that individuals who grow up in an unhealthy environment are more likely to encounter developmental, mental, interpersonal and social problems in their later years (Büyükcebeci, 2019; Merrick and Narayan, 2020; Manap, 2015). Doğan and Aydın (2020) stated that positive or negative experiences in childhood lead to the development of many realistic or unrealistic beliefs and thoughts about individuals, their environment, and their future, and also this significantly affects the mental health of individuals in their later life. Positive childhood experiences enable individuals to be psychologically strong in the future and create a positive perception of their own selves (Çiçek and Çeri, 2021; Bingöl, 2018).

Negative childhood experiences can be listed under ten headings as emotional abuse, physical abuse, sexual abuse, physical neglect, emotional neglect, parental separation or divorce, violence in the family, substance abuse in family members, mental health diseases in family members, imprisonment of one of the household members (Baltaş, 2022; Felitti, Anda, Nordenberg, Williamson, Spitz, Edwards, Koss and Marks, 1998; Pekdoğan, 2017; Büyükcebeci, 2019). Not experiencing negative experiences does not mean having a good childhood, and positive experiences should be experienced enough for a healthy childhood (Doğan and Yavuz, 2020; Çiçek and Çeri, 2021). Almeida, Guarda, and Cunha (2021) stated that the absence of positive childhood experiences or the lack of adequate experience harms the individual more than the presence of trauma throughout life.

Srivastav et al. (2021) analyzed positive childhood experiences under the following headings as feeling safe and protected at home, sense of belonging to school, presence of social

support in friends and social environment, being able to express their feelings easily, active participation in society, family support in difficult life events, being considered in the social environment outside the family, being cared for. Positive childhood experiences contribute significantly to the academic life of the child, while negative experiences lead to a decrease in the academic success of the child, and undesirable situations such as absenteeism and grade repetition (Crouch, Radcliff, Merrell, Hung and Bennet, 2021). Individuals who experience positive experiences adequately in childhood face fewer mental, emotional and physical health problems in adulthood.

Research reveals that negative childhood experiences cause the individual to be socially anxious and introverted, to develop personality traits such as fear of negative evaluations and criticism, and feel nervous, restless, insecure and emotional (Allen ve Lauterbach, 2007, cited in Elçi, 2019). In the study conducted by Süslü (2020), it was concluded that individuals with more negative childhood experiences, which can be called childhood traumatic experiences or traumas, have lower emotional intelligence scores. Low emotional intelligence causes individuals to have problems in their interpersonal relationships. In this context, it is expected that individuals who grow up in a healthy family environment, experience positive childhood experiences, have high emotional intelligence, are asked for their thoughts in decision-making processes, and can make choices as a result of their own will, away from pressure and obligations, have self-management and control skills called self-leadership.

Self-leadership is the practice of understanding who one is, identifying desired experiences, and deliberately directing oneself towards them. It is the state of being aware of what you do, why you do it, and how you do it (Neuhaus, 2020). Self-leadership is a concept related to individuals' recognizing their feelings, thoughts and goals, and it is a development process that starts with the individual's self-awareness. Uğurluoğlu (2010) defines self-leadership as the process of self-influence in order to provide the necessary motivation and self-management at the optimum level in order to perform work and duties, and emphasizes the necessity of individuals to seek motivation and control sources within themselves. Konan and Atik (2015) defined self-leadership as a set of strategies that focus on behaviors and thoughts that individuals can use to influence themselves. Browning (2018), on the other hand, defined self-leadership as a skill that affects the way you communicate, feel and behave while you progress in terms of who you are, what you can do, where you are going.

Self-leadership is the ability to develop and put into practice cognitive-behavioral strategies for observing, directing, controlling, directing, supervising and regulating one's self. There are opinions advocating that these skills can be learned or developed through awareness and experience (Tat and Zietel-Bank, 2013; Blanchard, Fowler and Hawkins, 2017:1; Neck and Manz, 1996). Hauschildt and Konradt (2012) emphasized that the leader should have these skills in essence when they say that "self-leaders set their own goals, monitor their own performance, motivate and reward themselves when they are successful, instead of relying on an external leader for guidance". When the relevant literature is examined, a common view is expressed that self-leadership is an important skill that an individual should acquire on the way to leadership (Hacker and Washington, 2018: 9; Fidan, 2018; Uğurluoğlu, 2010; Yadav and Mishra, 2019). Eraslan (2004) defined leaders as guides who can influence others, show where to go, and reveal their goals and objectives. In this context, it can be said that in order to be a leader, individuals must first be their own leader, be able to manage and control themselves and provide their own motivation. Individuals with self-leadership

skills may come to the fore with their leadership characteristics in the organization over time.

The aim of this research is to determine the views of school principals working in public schools in Bursa about self-leadership and positive childhood experiences. For this purpose, answers to the questions "What are the views of school principals working in Bursa province on self-leadership and positive childhood experiences? Is there a statistically significant relationship between school principals' views on self-leadership and positive childhood experiences? Do these views differ according to the demographic characteristics of school principals?" were searched in the research. This research is limited to the views of school principals working in public schools in Bursa in the 2021-2022 academic year. It was assumed that the school principals participating in the study answered the questions sincerely

Method

The research is descriptive research in survey model. A quantitative research design was used. Survey model aims to describe a past or present situation as it is (Karasar, 1999). In this study, it was aimed to reveal the views of school principals working in public schools in Bursa about self-leadership and positive childhood experiences.

Participants

According to the statistics of 2021-2022, the research population consists 221 school principals working in public schools in Bursa province. Simple random sampling method was used in the research and it was based on voluntariness.

Data Collection Tools

Personal Information Form prepared by the researchers, Self-Leadership Scale developed by Anderson and Prussia (1997) and adapted in Turkish by Tabak, Sığrı and Türköz (2013), and Positive Childhood Experiences Scale developed by Doğan (2020) were used as data collection tools in the research.

The Self-Leadership Scale consists of 8 sub-dimensions and 29 items: Focus thoughts on instrinsic motivators, self-reward, self-punishment, self-observation, self-cueing, visualizing successful performance, self-talk, evaluating beliefs and assumptions, 5th likert type rating was used. In the validity-reliability study of the scale, the internal consistency coefficients were found between .61 and .80, and the test-retest reliability coefficients were between .51 and .90. In this study, the Cronbach Alpha coefficient was calculated as .91.

The Positive Childhood Experiences Scale consists of 22 items and one factor. The Cronbach alpha internal consistency coefficient of the scale was .96 and the composite reliability coefficient was found as .97. In this study, the Cronbach Alpha coefficient was calculated as .96.

Data Analysis

Research data were collected by the researchers. The data were first processed in MS Excel program and then analyzed using SPSS 23 program. First, it was checked whether the data were normally distributed. According to Büyüköztürk (2004), the Shapiro-Walk Test is used if the group size is less than 50, and the Kolmogorov Smirnov Test is used if the group size is larger than 50, in order to examine the conformity of the scores to the normal distribution. If the calculated p value is greater than .05, it is interpreted that the scores do not deviate significantly from the normal distribution at this significance level. As a result of the

Kolmogorov Smirnov Test, it was measured as p =.200 (p>.005). For the 5% confidence interval of the skewness and kurtosis values, the statistical value interval is expected to be ±2.58, and for the 1% confidence interval, the statistical value interval is expected to be ±1.96 (Liu et al, 2005). Considering the results of the skewness and kurtosis test, it is seen that the skewness value is .170 and the kurtosis value is .230, and it is within the expected range at the 5% confidence interval. Frequency (f) and percentage (%) values were calculated for the demographic characteristics of the participants in the research group. The distribution of the students participating in the research by gender is presented in Table 1.

Table 1. Distribution of participants by gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
	Female	50	22.6	22.6	22.6
	Male	171	77.4	77.4	100.0
	Total	221	100.0	100.0	

According to Table 1, 22.6% of the school principals participating in the research are female and 77.4% are male. The distribution of the participants by school level is given in Table 2.

Table 2. Distribution of the Participants by School Level

School Level		Frequency	Percent	Valid Percent	Cumulative Percent
	Preschool Ed.	31	14.0	14.0	14.0
	Primary	73	33.0	33.0	47.1
	Secondary	37	16.7	16.7	63.8
	High School	58	26.2	26.2	90.0
	Other	22	10.0	10.0	100.0
	Total	221	100.0	100.0	

According to Table 2, 14% of the school principals participating in the research are pre-school, 33% are in primary school, 16.7% are in secondary school, 26.2% are in high school, and 10% are in other educational institutions. The distribution of the participants by professional seniority is given in Table 3.

Table 3. Distribution of the Participants by Professional Seniority

Professional Seniority		Frequency	Percent	Valid Percent	Cumulative Percent
	1-5	2	.9	.9	.9
	6-10	20	9.0	9.0	10.0
	11-15	37	16.7	16.7	26.7
	16-20	36	16.3	16.3	43.0
	21-25	46	20.8	20.8	63.8
	26 years and over	80	36.2	36.2	100.0
	Total	221	100.0	100,0	

According to Table 3, the professional seniority of .9% of the school principals participating in the research is 1-5 years, 9% of them 6-10 years, 16.7% of them 11-15 years, 16.3% of them 16-20 years, 20.8% It is 21-25 years, 36.2% of them are 26 years or more. The distribution of the participants by education level is given in Table 4.

Table 4. Distribution of the Participants by Education Level

Education Level	Frequency	Percent	Valid Percent	Cumulative Percent
Undergraduate	159	71.9	71.9	71.9
Master Program-Educational Administration	43	19.5	19.5	91.4
Master Program-Other	19	8.6	8.6	100.0
Total	221	100.0	100.0	

According to Table 4, 71.9% of the school principals participating in the research graduated from undergraduate programs, 19.5% of them graduated from educational administration graduate programs, and 8.6% of them graduated from other graduate programs. The Self-Leadership Scale and the Positive Childhood Experiences Scale are scaled with a 5-point Likert scale. The arithmetic mean evaluation intervals according to 5-point Likert scales are given in Table 5, and the findings are interpreted accordingly.

Table 5. The Arithmetic Mean Evaluation Intervals According to 5-point Likert Scales

Interval	Level
1.00-1.80	Low level (Not defined at all)
1.81-2.60	Partially low (Somewhat does not define)
2.61-3.40	Intermediate level (Defines Intermediate)
3.41-4.20	Partially high (Defines well)
4.21-5.00	High level (Defines very well)

According to Table 5, the increase in the scores indicates the higher self-leadership skills, the positive effect from childhood experiences, and the decrease indicates the low self-leadership skills and the decrease in the positive effects of childhood experiences. Since the research data has a normal distribution, parametric test statistics were used in the analysis.

Findings

Views of school principals' on positive childhood experiences and self-leadership are given in Table 7.

Table 7. Views of School Principals' on Positive Childhood Experiences and Self-Leadership

Variables	N	X̄	ss	Min	Max	Level
Positive Childhood Experiences	221	3.94	15.19	28,00	110,00	Partially high
Self-Leadership	221	3.87	12.99	77.00	145.00	Partially high
1. Visualizing successful performance	221	4.12	3.59	17.00	35.00	Partially high
2. Self-punishment	221	3.17	3.12	4.00	20.00	Intermediate level
3. Self-observation	221	4.15	1.94	10.00	20.00	Partially high
4. Self-cueing	221	3.86	1.83	2.00	10.00	Partially high
5. Evaluating beliefs and assumptions	221	4.19	1.80	11.00	20.00	Partially high
6. Self-reward	221	3.45	2.83	3.00	15.00	Partially high
7. Self-talk	221	3.61	2.70	3.00	15.00	Partially high

8.Focus thoughts on intrinsic motivators	221	4.18	1.21	5.00	10.00	Partially high

According to Table 7, when the findings on views of school principals' on positive childhood experiences and self-leadership are examined, it is seen that their views of school principals' on positive childhood experiences are partially high, the mean value is X̄=3.94, views of school principals' on self-leadership are also partially high, and the mean value is X̄=3.87. When the sub-dimensions are examined, it is seen that the views of the school principals on the sub-dimensions of self-leadership are partially high, while the views on the sub-dimension of self-punishment are moderate. The t-test results of school principals' on positive childhood experiences and perceptions of self-leadership by gender are given in Table 8.

Table 8. The t-test Results of School Principals' on Positive Childhood Experiences and Perceptions of Self-Leadership by Gender

Variables	Gender	N	$\overline{x}$	ss	sd	t	p
Positive Childhood Experiences	Female	50	4.07	15.62	218	1.534	.724
	Male	171	3.90	15.05			
Self-Leadership	Female	50	4.06	11.35	218	3.441	.434
	Male	171	3.81	13.06			
1. Visualizing successful performance	Female	50	4.22	3.03	218	1.543	.393
	Male	171	4.09	3.72			
2. Self-punishment	Female	50	3.24	3.11	218	.687	.575
	Male	171	3.16	3.13			
3. Self-observation	Female	50	4.42	1.80	218	2.373	.965
	Male	171	4.11	1.96			
4. Self-cueing	Female	50	3.98	1.84	218	.971	.458
	Male	171	3.83	1.82			
5. Evaluating beliefs and assumptions	Female	50	4.38	1.88	218	3.395	.124
	Male	171	4.13	1.72			
6. Self-reward	Female	50	4.01	2.23	218	5.106	.100
	Male	171	3.28	2.78			
7. Self-talk	Female	50	3.94	2.09	218	2.972	.002*
	Male	171	3.51	2.79			
8. Focus thoughts on intrinsic motivators	Female	50	4.31	1.03	218	1.836	.350
	Male	171	4.13	1.25			

*p<.05

When Table 8 is examined, it is seen that the perceptions of school principals regarding positive childhood experiences [t (218)= 1.534, p>.05] and self-leadership [t (218)= 3.441, p>.05] do not differ statistically according to gender. School principals' perceptions did not differ statistically according to gender on sub dimensions of self-leadership as visualizing successful performance [*t* (218)= 1.543, *p*>.05], self-punishment [*t* (218)= .687, *p*>.05], self-observation [*t* (218)= 2.373, *p*>.05], self-cueing [*t* (218)= .971, *p*>.05], evaluating beliefs and assumptions [*t* (218)= 3.395, *p*>.05], self-reward [*t* (218)= 5.106, *p*>.05], focus thoughts on intrinsic motivators [*t* (218)= 1.836, *p*>.05] . The perceptions of school principals on self talk sub-dimension [*t* (218)= 2.972, *p*<.05] differ according to gender. It was observed that female school principals (X̄=3.94) had higher perceptions of self-leadership in the self-talk sub-dimension than male school principals (X̄=3.51). ANOVA results of school principals'

perceptions on positive childhood experiences and self-leadership by school level are given in Table 9.

Table 9. ANOVA Results of School Principals' Perceptions on Positive Childhood Experiences and Self-Leadership by School Level

Variables	Source of Variance	Sum of Squares	df	Mean Squares	F	p	Difference
Positive Childhood Experiences	Between Groups	626.326	4	156.581	.674	.611	-
	Within Groups	50162.281	216	232.233			
	Total	50788.606	220				
Self-Leadership	Between Groups	1287.151	4	321.788	1.940	.105	
	Within Groups	35824.867	216	165.856			-
	Total	37112.018	220				
1. Visualizing successful performance	Between Groups	43.078	4	10.770	.833	.505	
	Within Groups	2791.691	216	12.924			-
	Total	2834.769	220				
2. Self-punishment	Between Groups	57.886	4	14.471	1.501	.203	
	Within Groups	2082.404	216	9.641			-
	Total	2140.290	220				
3. Self-observation	Between Groups	15.745	4	3.936	1.046	.384	-
	Within Groups	812.563	216	3.762			
	Total	828.308	220				
4. Self-cueing	Between Groups	19.297	4	4.824	1.458	.216	
	Within Groups	714.866	216	3.310			-
	Total	734.163	220				
5. Evaluating beliefs and assumptions	Between Groups	20.410	4	5.103	1.591	.178	
	Within Groups	692.821	216	3.208			-
	Total	713.231	220				
6. Self-reward	Between Groups	36.017	4	9.004	1.126	.345	
	Within Groups	1727.847	216	7.999			-
	Total	1763.864	220				

7. Self-talk	Between Groups	79.163	4	19.791	2.806	.056	
	Within Groups	1523.643	216	7.054			-
	Total	1602.805	220				
8. Focus thoughts on intrinsic motivators	Between Groups	10.212	4	2.553	1.776	.135	
	Within Groups	310.549	216	1.438			-
	Total	320.760	220				

*p<.05

When Table 9 is examined, it is seen that the perceptions of school principals regarding positive childhood experiences [$F_{(4,216)}$=.674, p>.05] and self-leadership [$F_{(4,216)}$=1.940, p>.05] do not differ statistically according to school level. School principals' perceptions did not differ statistically according to school level on sub dimensions of self-leadership as visualizing successful performance [$F_{(4,216)}$=.833, p>.05], self-punishment [$F_{(4,216)}$=1.501, p>.05], self-observation [$F_{(4,216)}$=1.046, p>.05], self-cueing [$F_{(4,216)}$=1.458, p>.05], evaluating beliefs and assumptions [$F_{(4,216)}$=1.591, p>.05], self-reward [$F_{(4,216)}$=1.126, p>.05], self-talk [$F_{(4,216)}$=2.806, p>.05], focus thoughts on intrinsic motivators [$F_{(4,216)}$=1.776, p>.05]. ANOVA results of school principals' perceptions on positive childhood experiences and self-leadership by professional seniority are given in Table 10.

Table 10. ANOVA Results of School Principals' Perceptions on Positive Childhood Experiences and Self-Leadership by Professional Seniority

Variables	Source of Variance	Sum of Squares	df	Mean Squares	F	p	Difference
Positive Childhood Experiences	Between Groups	1549.230	5	309.846	1.353	.243	
	Within Groups	49239.376	215	229.020			-
	Total	50788.606	220				
Self-Leadership	Between Groups	782.093	5	156.419	.926	.465	
	Within Groups	36329.925	215	168.976			-
	Total	37112.018	220				
1. Visualizing successful performance	Between Groups	39.998	5	8.000	.615	.688	
	Within Groups	2794.772	215	12.999			-
	Total	2834.769	220				
2. Self-punishment	Between Groups	71.826	5	14.365	1.493	.193	
	Within Groups	2068.464	215	9.621			-
	Total	2140.290	220				
3. Self-observation	Between Groups	18.481	5	3.696	.981	.430	-

	Within Groups	809.827	215	3.767		
	Total	828.308	220			
4. Self-cueing	Between Groups	24.922	5	4.984	1.511	.188
	Within Groups	709.241	215	3.299		-
	Total	734.163	220			
5. Evaluating beliefs and assumptions	Between Groups	5.960	5	1.192	.362	.874
	Within Groups	707.271	215	3.290		-
	Total	713.231	220			
6. Self-reward	Between Groups	144.497	5	28.899	3.837	.202
	Within Groups	1619.367	215	7.532		-
	Total	1763.864	220			
7. Self-talk	Between Groups	25.387	5	5.077	.692	.630
	Within Groups	1577.418	215	7.337		-
	Total	1602.805	220			
8. Focus thoughts on intrinsic motivators	Between Groups	2.103	5	.421	.284	.922
	Within Groups	318.657	215	1.482		-
	Total	320.760	220			

*p<.05

When Table 10 is examined, it is seen that the perceptions of school principals regarding positive childhood experiences [$F_{(5,215)}=1.353$, $p>.05$] and self-leadership [$F_{(5,215)}=.926$, $p>.05$] do not differ statistically according to professional seniority. School principals' perceptions did not differ statistically according to professional seniority on sub dimensions of self-leadership as visualizing successful performance [$F_{(5,215)}=.615$, $p>.05$], self-punishment [$F_{(5,215)}=1.493$, $p>.05$], self-observation [$F_{(5,215)}=.981$, $p>.05$], self-cueing [$F_{(5,215)}=1.511$, $p>.05$], evaluating beliefs and assumptions [$F_{(5,215)}=.362$, $p>.05$], self-reward [$F_{(5,215)}=3.837$, $p>.05$], self-talk [$F_{(5,215)}=.692$, $p>.05$], focus thoughts on intrinsic motivators [$F_{(5,215)}=.284$, $p>.05$]. ANOVA results of school principals' perceptions on positive childhood experiences and self-leadership by educational status are given in Table 11.

Table 11. ANOVA Results of School Principals' Perceptions on Positive Childhood Experiences and Self-Leadership by Educational Status

Variables	Source of Variance	Sum of Squares	df	Mean Squares	F	p	Difference
Positive Childhood Experiences	Between Groups	122.433	2	61.216	.263	.769	-
	Within Groups	50666.174	218	232.414			
	Total	50788.606	220				
Self-Leadership	Between Groups	671.468	2	335.734	2.008	.137	
	Within Groups	36440.550	218	167.158			-
	Total	37112.018	220				
1. Visualizing successful performance	Between Groups	45.587	2	22.793	1.782	.171	
	Within Groups	2789.183	218	12.794			-
	Total	2834.769	220				
2. Self-punishment	Between Groups	36.108	2	18.054	1.870	.157	
	Within Groups	2104.182	218	9.652			-
	Total	2140.290	220				
3. Self-observation	Between Groups	13.547	2	6.773	1.812	.166	-
	Within Groups	814.761	218	3.737			
	Total	828.308	220				
4. Self-cueing	Between Groups	11.141	2	5.570	1.680	.189	
	Within Groups	723.022	218	3.317			-
	Total	734.163	220				
5. Evaluating beliefs and assumptions	Between Groups	4.912	2	2.456	.756	.471	
	Within Groups	708.319	218	3.249			-
	Total	713.231	220				
6. Self-reward	Between Groups	2.694	2	1.347	.167	.847	
	Within Groups	1761.171	218	8.079			-
	Total	1763.864	220				
7. Self-talk	Between Groups	7.133	2	3.567	.487	.615	

	Within Groups	1595.672	218	7.320		-
	Total	1602.805	220			
8. Focus thoughts on intrinsic motivators	Between Groups	4.508	2	2.254	1.554	.214
	Within Groups	316.252	218	1.451		-
	Total	320.760	220			

*$p<.05$

When Table 11 is examined, it is seen that the perceptions of school principals regarding positive childhood experiences [$F_{(2,218)}=.263$, $p>.05$] and self-leadership [$F_{(2,218)}=2.008$, $p>.05$] do not differ statistically according to educational status. School principals' perceptions did not differ statistically according to educational status on sub dimensions of self-leadership as visualizing successful performance [$F_{(2,218)}=1.782$, $p>.05$], self-punishment [$F_{(2,218)}=1.870$, $p>.05$], self-observation [$F_{(2,218)}=1.812$, $p>.05$], self-cueing [$F_{(2,218)}=1.680$, $p>.05$], evaluating beliefs and assumptions [$F_{(2,218)}=.756$, $p>.05$], self-reward [$F_{(2,218)}=.167$, $p>.05$], self-talk [$F_{(2,218)}=.487$, $p>.05$], focus thoughts on intrinsic motivators [$F_{(2,218)}=1.554$, $p>.05$]. The results of Pearson Moment Correlation Coefficient Analysis on perceptions of school principals' positive childhood experiences and self-leadership are given in Table 11.

Table 12. The Results of Pearson Moment Correlation Coefficient Analysis on Perceptions of School Principals' Positive Childhood Experiences and Self-Leadership

Variables		Positive Childhood Experiences	Self-Leadership
Positive Childhood Experiences	Pearson Correlation	1	.267**
	p		.000*
	N	221	221
Self-Leadership	Pearson Correlation	.267**	1
	p	.000*	
	N	221	221

$p<.01$

When Table 11 is examined, it is seen that there is a low-level positive relationship (r = .267, p < .01) between positive childhood experiences and self-leadership. A correlation coefficient between 0.70-1.00 in absolute value can be defined as a high level, between 0.70-0.30 as a medium, and between 0.30-0.00 as a low level correlation (Büyüköztürk, 2004). It can be said that as school principals' level of positive perception of childhood experiences increases, their self-leadership perceptions also increase, and as their level of positive perception of childhood experiences decreases, self-leadership perceptions decrease.

Results, Discussion and Recommendations
The results of the study carried out with the participation of 221 school principals in order to determine the views of school principals working in public schools in Bursa on self-leadership and positive childhood experiences are as follows.

When the findings on school principals' positive childhood experiences and views on self-leadership are examined, it is seen that their perceptions of positive childhood experiences and their views on self-leadership are partially high. The views of the school principals on the sub-dimensions of self-leadership are partially high, while the views on the sub-dimension of self-punishment are moderate.

It is seen that school principals' perceptions of positive childhood experiences and self-leadership do not differ statistically significantly according to gender, school level, professional seniority and educational status. It was observed that the views of school principals in the self-talk sub-dimension, one of the sub-dimensions of self-leadership, differed significantly according to gender, and female school principals had higher perceptions of self-leadership in the self-talk sub-dimension than male school principals.

It can be said that there is a low level of positive relationship between positive childhood experiences and self-leadership, as school principals' positive perception of childhood experiences increases, self-leadership perceptions increase, and as the level of positive perception of childhood experiences decreases, self-leadership perceptions decrease. The low level of positive relationship between positive childhood experiences and self-leadership is thought to be related to the sample size of the study. In order to test this result again, it may be recommended to work with a larger sample group.

Emotional intelligence, positive self-perception, communication, human relations and decision-making skills are the features that come to the fore and support leadership in self-leadership. AlShawi and Lafta (2014) emphasized the importance of childhood experiences in facilitating individuals' adaptation to life and creating a positive self-perception. In a study conducted by Uzman and Maya (2019), they found that there is a positive and meaningful relationship between the use of self-leadership strategies and self-esteem and life satisfaction. Zigarmi, Fowler, and Houson (2020) state that employees with advanced self-leadership skills have more positive attitudes and thoughts about their jobs and themselves, they have high performance with high work passion, and they are individuals with high autonomy and competence who positively support the organization. Managers or leaders of the information age must have managerial, conceptual, analytical skills, communication skills, human relations, decision-making and technical knowledge (Kösterelioğlu, 2021). Today, the development of self-leadership skills of managers or leaders carries them to a more effective position in terms of communication and human relations, while at the same time, it helps to exhibit strong leadership characteristics by making a positive contribution to their self-perception or self-esteem.

Considering the positive contribution of the existence and enough of positive childhood experiences in the past life of the administrators to their spiritual, emotional, physical, mental and social development, it can be said that these administrators should be self-sufficient, self-managed and self-controlled individuals. It can be thought that the fact that an administrator has experienced positive childhood experiences sufficiently is a life experience that supports his managerial characteristics, and that institutions managed by school principals with self-leadership skills will continue to exist in the system more efficiently and effectively as self-organizing, managing and supervising institutions. At the same time, it can be predicted that positive childhood experiences can have a positive impact on organizational culture and climate as well as fostering self-leadership. In this sense, school principals' development of self-leadership skills by being aware of the positive or negative effects of their childhood experiences will contribute to their own lives and psychological well-being, and will also be supportive for the organization. The fact that the

manager candidates have experienced enough positive childhood experiences supports the managers as an effective leader. Managerial training programs should be organized on self-leadership strategies, the use and applications of self-leadership skills by increasing the awareness of manager candidates about self-leadership skills.

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Conflict of Interest

The authors declare there is no conflict of interest in this study.

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