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INTERNATIONAL JOURNAL ON LIFELONG EDUCATION AND LEADERSHIP

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The Perspective of Tolerance in the Context of Youth Civic Attitude

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Abstract

Ability to influence destiny, social and civic competence, sense of duty, tolerance, altruism and empathy are important qualities of a personality. These qualities are developed in family and at pedagogical process. The publication describes the importance of tolerance in the context of global development, significance and topicality of civic education in the pedagogical context and pedagogical values in the process of promoting the dimension of tolerance of young people. The aim of the publication is basing on the updating theoretical findings that characterize the dimension of tolerance, to carry out the questionnaire and determine students` self-esteem of tolerance, as well as awareness of young people and attitudes towards equal opportunities in comparison with different ethnic groups. Summarizing the findings of the study, it can be concluded that tolerance of the youth is an essential component in the process of acquiring civic education, which ensures respectful attitude and a civic position.

Keywords: civic education, civic position, tolerance, youth.

Introduction

With increasing threat of terrorism and its diverse manifestations in the world, issues of social security and human unity are becoming more topical. Integration of society means the mutual recognition and acceptance of different groups and individuals, understanding and cooperation for ensuring common unity, security, stability and growth. Today, the future of each individual and personal well-being are to a large extent linked to the functioning of social and political systems of the countries. Living in a multifaceted and versatile, but at the same time built on the democratic basis European space, as well as being aware of the challenges of intercultural conflict in the era of globalization (Huntington, 1996), a young generation must be prepared to accept diversity and to be respectful and tolerant. Tolerance is an essential aspect of the formation of a new citizen's personality, and one of the most influential factors determining his/her civic position and its manifestations.

The beginnings of the formation of tolerance are found in the system of interrelationships in the family, where the particular example of parents and their behavioral models play an important role. Being aware of the complex socioeconomic situation in the country, it can be observed in practice that communication of some parents and children is insufficient to provide and promote a positive understanding of social interaction, which creates a favorable soil for the development of negative qualities, mutual indifference and intolerance, stereotypes and hostility, as well as uncontrolled manifestations of aggressiveness. As the school is largely responsible for the formation of future citizens, it seeks to offset the shortcomings of family upbringing. It is definitely important for the young people's successful integration into society and the realization of their goals of life that are closely linked to the opportunities for education and the formation of a targeted civic position. The school's institutional norms, social structures, school culture and values based on tolerance are a good basis for promoting intercultural education, which ensures that the ideals of constructive social interactions are emphasized and implemented in action. In order for the society to become more open to change and overcoming problems, the level of civic education of the society must be high, which can be characterized by one of the essential components of the quality of social interaction - tolerance in active social co-responsibility and participation.

*The aim of the research is***:** basing on the updating theoretical findings that characterize the dimension of tolerance, to carry out the questionnaire and determine students` ((grade 9-12) of Liepāja (Latvia)) self-esteem of tolerance, as well as awareness of young people and attitudes towards equal opportunities in comparison with different ethnic groups.

The object of the research is: the implementation of civic education in the pedagogical process in secondary school.

*The subject of the research is***:** self-esteem of 9th - 12th grade students.

Research methodology and sample characteristics

In order to describe the manifestation of civic position of 9th - 12th grade students in the dimension of tolerance, a survey was carried out. The questionnaire included issues that highlight the research of the dimension of tolerance in the following criteria: (I) diversity of opinions (II) religious tolerance; (III) ethnic tolerance; (IV) the attitude of young people towards equal opportunities of different ethnic groups.

The research sample consists of 825 respondents, 9th – 12th grade students that is 38.35% of the total number of students in Liepaja (total number of students in the 9th – 12th grade group: 2151 students), which ensures the reliability and validity of the study. Research data gain confirmation ability (Lincoln, Guba, 1985) and the results of the study are valid because it demonstrates accuracy. The survey was carried out between November 2016 and February 2017 in all comprehensive schools of Liepaja. The average age of respondents is 16 years, including 18 students (2.18%) at the age of 14; 258 students (31.27%) at the age of 15; 206 students (24.97%) at the age of 16, 179 students (21.70%) at the age of 17; 124 students (15.03%) at the age of 18 years; 13 students (1.58%) at the age of 19 and 27 students (3.27%) at the age of 20. The characteristics of respondents' age and gender are described in Figure No.1.

Age	14	15	16	17	18	19	20
▪ Female	10	146	125	109	73	5	19
▪ Male	8	112	81	70	51	8	8
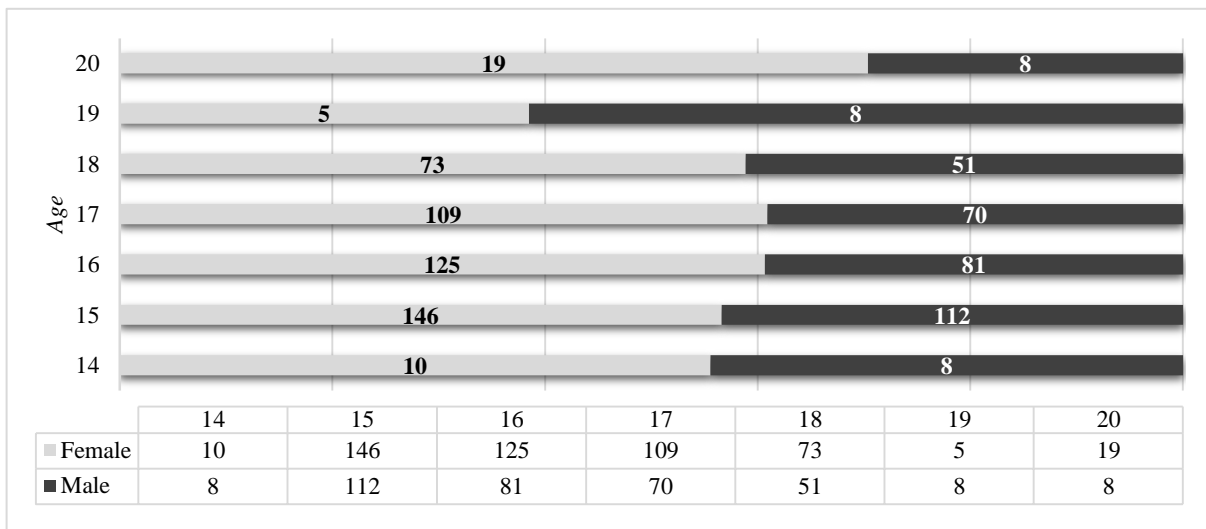
Figure 1. Respondents' characteristics: gender and age (n=825)

1. The Dimension of tolerance: Theoretical Review

Tolerance, as respect for diversity in society, promotes peaceful coexistence between different ethnic groups, ensuring their self-realization. The researchers of tolerance theory emphasize that an individual is tolerant if he/she has a certain value system that is formed by various factors (family, socialization, socio-economic situation, and government policies) (Cotneo, Jeane, 2009). Tolerance is the ability to co-operate, to accept opposite values. It reflects to human experience, culture, temperament. People can vary greatly in their tolerance, taking into account the individual's upbringing in the family, his experience, the existing cultural environment and cultural traditions. In addition, the borderline between what is tolerant and what is tolerable in Europe is becoming increasingly fragile, marked on this background by the so-called "new liberal intolerance" that can lead to "national intolerance" (Dobbernack, Modood, Triandafyllidou, 2013).

It should be noted the idea of researcher Raphael Cohen-Almagor: "Nowadays tolerance is one of the underpinning foundations of liberal democracy, and the practice of tolerance is perceived to be in the core of moral life. Tolerance has been described as a claim of our conscience, part of our conception of justice, a virtue acknowledged of being the distinction of the best people and the best societies. Tolerance has been perceived as a good in itself, not as a mere pragmatic device or prudential expedient. It is assumed that tolerance had to prevail to make living together possible. As no society is homogeneous, having diverse national religious and/or cultural conceptions of the good, living together requires tolerance toward plurality of ideas and ways of life. Tolerance is essential for finding a modus vivendi and common denominator to establish a society with a shared system of beliefs, a community of citizens who respect pluralism, diversity, and difference." (Cohen-Almagor, 2016).

In the multicultural society, tolerance is an essential precondition for intercultural cooperation and peacekeeping. The research carried out by European Commission in 2015 (*Special Eurobarometer 437 –*

Discrimination in the EU in 2015) highlights that two out of three Europeans have friends with different religions or beliefs (73% of respondents) (total number of respondents 27,718), but three out of five Europeans have friends with different ethnic origins (67% of respondents). The most widespread forms of discrimination in the European Union are ethnic origin - 64%, sexual orientation - 58%, and attitudes towards transgendered persons - 56% (European Commission, 2015).

In the process of tolerance formation, personal development is promoted and person`s emotional intelligence is developed. It must be admitted that individual tolerance criteria that promote active civic position and individual's psychological readiness to be tolerant and create positive interactions when a person comes into contact with the different, are different: (I) stability of personality; (II) empathy - an adequate understanding of what is happening in the inner world of another person; (III) thinking divergence - the ability to deal with common tasks in an unusual way; (IV) elasticity of behavioral patterns - the ability to change the tactics depending on the situation; (V) social activity - an individual activity for building constructive relationships in society (Osis, Ose, 2006).

The acquisition of civic education at school boosts social capital (Heggart, 2015), promotes capacity of democracy (Martens, Gainous, 2012), promotes collective action (Kanter, Schneider, 2013) and the preparedness of schoolchildren for multicultural democracy (Macedo, 2003), creating tolerant student attitudes in the existing pluralism (Wolf, Macedo, 2004) and understanding of democratic values (Kuran, 2014). In a complex and multi-faceted pedagogical process, the implementation of civic education cannot be disconnected from the existing changing reality and the content of the common education: "the process of learning has to work with the realities, then it will be possible to educate people to be people" (Šteiners, 2007, p. 42). As the educator D. Prets stresses, "education is not the process of filling the vacuum or correcting the deficiencies, but providing the conditions in which the opportunities included in a person develop in their entirety. Learning, on the other hand, is a moral achievement when a person chooses altruism instead of self-interest, reconciliation rather than conflict, excellence rather than mediocrity, work rather than laziness, justice rather than repression" (Prets, 2000, p. 21, p. 36). One of the aims of civic education is to create a civically active person's position to take the responsibility for his/her life and the life of others. Promoting tolerance is important pedagogical value in the process of acquisition of civic education, because tolerance is a prerequisite for people's mutual understanding (Ильин, 2009). It is the ability of a person to understand different looking for peaceful resolution of conflicts, reducing and eliminating various barriers.

The quality of the content and acquisition of civic education directly affects the quality of life of each person and society. Personality traits such as self-confidence, ability to influence one's destiny, social and civic competence, obligation consciousness, tolerance, altruism and empathy are no less important than cognitive abilities. Cultural education, as described by the educational researcher T. Erlih, is a combination of knowledge, skills, values and motivation that allows the quality of society to be promoted, while in the center of civic education there is a tolerant, moral and civic citizen (Ehrlich, 2000). Thus, civic education can be characterized, among other things, as one of the preconditions for the development of tolerant attitude of young people towards themselves, their peers and the environment.

The knowledge and experience of world history allows us to be aware of the possible consequences of intolerance, which has become an extremeness of national chauvinism, which served as one of the causes for both the First World War and the Second World War. In order to prevent and mitigate possible geopolitical provocations of the 21st century and ensure the coexistence of different people, thinking about common future challenges and finding common elements in the common history, more attention needs to be paid to the issues of tolerance in school education. It should be noted that in the preamble of tolerance of The United Nations Organization for Education, Science and Culture (*UNESCO*), the most effective means of promoting tolerance and reducing intolerance is education (UNESCO, 1995).

2. Youth Tolerance: Survey Results (summary)

The gathered results (Figure No.2) highlight the young people involved in the study are tolerant individuals, both in terms of tolerance towards people with different views and in terms of ethnic and religious tolerance, as reflected in the study data:

• 627 respondents (76%, most of the students involved in the study) expressed tolerance towards different view, only 29 (3.52%) of respondents have never been thinking about it, but 124(15.03%) respondents admitted that it was difficult to assess their attitude, while 45 (5.45%) but 124 respondents consider themselves as intolerant towards a different view;

• 568 (68.85%) respondents said that they are tolerant towards people with different religious belief, 82 (9.94%) have never been thinking about it, 108 (13.09%) respondents admitted that it was difficult to assess their attitude, while 67 (8.12%) respondents consider themselves intolerant towards a person with different religious belief;

• 646 (78.3%) respondents expressed their tolerance towards other races, 51 (6.18%) have never been thinking about it, 68 (8.24%) respondents admitted that it was difficult to assess their attitude, while 60 (7.27%) consider themselves intolerant towards another race.

	Are you tolerant to the differing opinions of the others?	Are you tolerant of a different religion?	Are you indifferent to people of another race?
No	45	67	60
I haven't thought about it	29	82	51
Yes	627	568	646
Difficult to answer	124	108	68
Female (affirmative)	79,47%	73,51%	82,34%
Male (affirmative)	71,00%	62,13%	72,48%
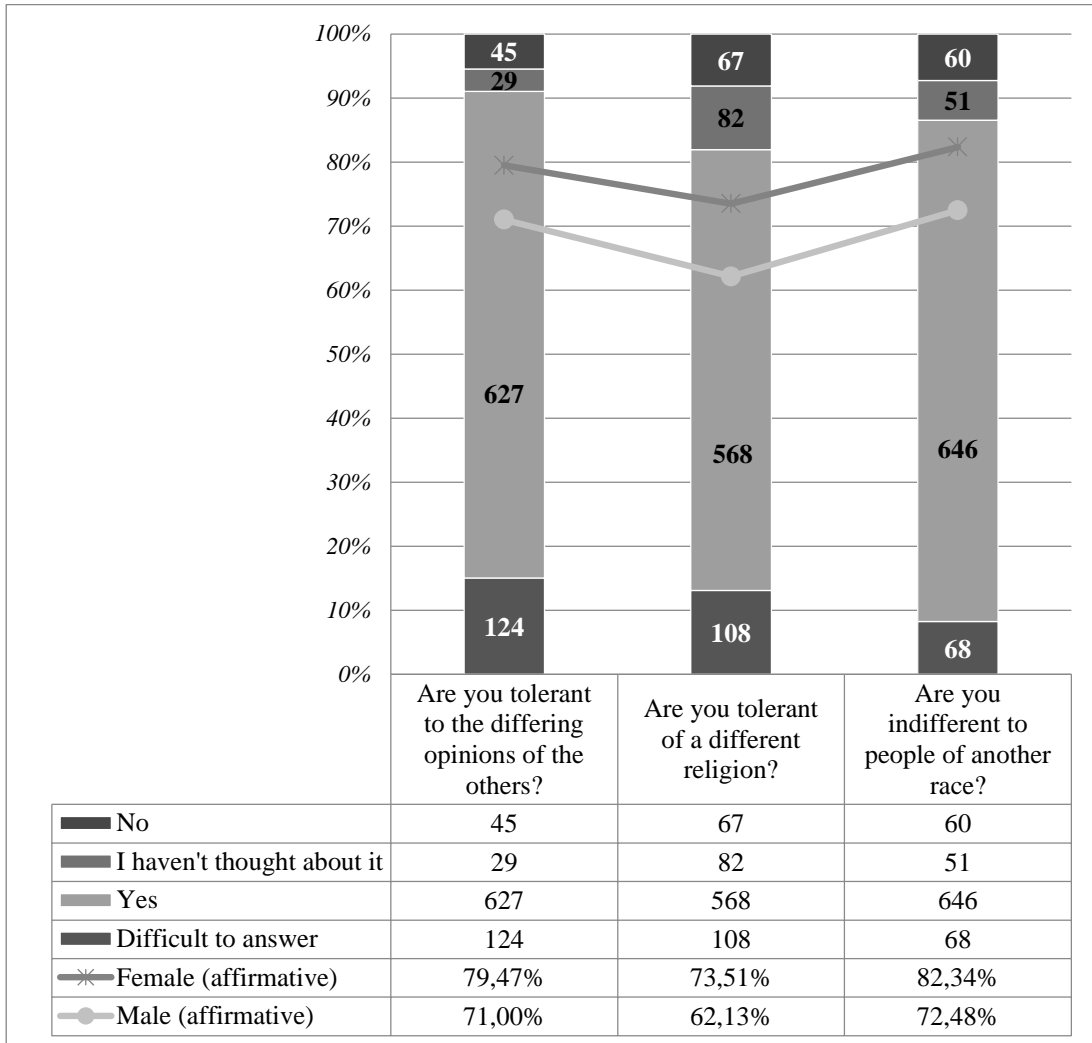
Figure 2. Self-esteem of youth tolerance (n=825)

Analyzing data describing the attitudes of young people in providing equal opportunities for different ethnic groups (Figure No.3), it can be concluded that:

• 707 (85.7%) respondents are convinced that all ethnic / racial groups should have equal opportunities to receive good education in Latvia, while 118 (14.3%) respondents are against it;

• 678 (82.18%) respondents are convinced that all ethnic / racial groups should have equal opportunities to get a good job in Latvia, 147 (17.82%) respondents think the opposite view;

• 718 (87.03%) respondents are convinced that all ethnic / racial groups should have equal rights and duties, while 107 (12.97%) respondents think the opposite.

In addition, according to the study, 712 (86.3%) respondents believe that schools should promote respect for different ethnic / racial groups, while 113 (13.7%) are opposed to it.

	All ethnic / racial groups should have equal opportunities to receive good education in Latvia	All ethnic / racial groups should have equal opportunities to get a good job in Latvia	All ethnic / racial groups should have equal rights and duties
■ Agree	423	404	404
■ Disagree	90	109	84
■ Very agree	284	274	314
■ Very disagree	28	38	23
✳ Female (affirmative)	89,53%	85,42%	91,17%
● Male (affirmative)	79,59%	77,51%	81,06%

Figure 3. Youth attitudes to equal opportunities with different ethnic groups (n=825)

Conclusions

1. Promoting tolerance in the 21st century in the multicultural society is an essential precondition for both intercultural dialogue and the reduction of geopolitical problems. The radical nationalism expressed in Europe over the last century and the iron curtain is being replaced by democratic space in which there are several nations living in unity and diversity. Tolerance gets more and more every day to reduce existing discrimination and prejudice.

2. Despite the European philosophy of "Unified in diversity", the trends of globalization, and the fact that two out of three Europeans have friends with different religions or beliefs and three out of five Europeans have friends with different ethnic origins, the most common form of discrimination in the European Union is ethnic origin. Being conscious of the consequences of the European refugee and asylum seekers' crisis, ethnic origin may continue to prevail as one of the most common forms of discrimination in the European Union.

3. In the process of implementing civic education, the school promotes significant pedagogical values: motivation, responsibility and social activity of young people, which ensures the purposeful formation of the civic position of students. By engaging in specific practical activities, the students' individual tolerance criteria are improved, which promotes active civic position and the individual's psychological readiness to be tolerant and to create positive interactions when a person comes in contact with a different.

4. Implementation of civic education is one of the prerequisites for the functioning of the school as a social institution in order to purposefully and consciously develop tolerant attitude towards themselves

and other people and a cautious, sustained attitude towards the environment. Youth tolerance is an essential component of the process of acquiring civic education, which ensures respectful attitude and a civically responsible position.

5. The empirical part of the research confirms that in general, respondents involved in the research can be described as tolerant young people in different tolerance categories with high tolerance self-esteem. In a comparative perspective, girls may have a higher sense of tolerance than boys. This fact highlights the emphasis on better engagement of boys in the planning and implementation of social processes and activities in the school's pedagogical process.

Recommendations

1. To further youth tolerance in the pedagogical process the teachers should use varied pedagogical forms and approaches, promoting pupils' awareness of the need and urgency of tolerance. The learning process should be diverse and engaging, involving both the family and the local community.

2. The United Nations Organization for Education, Science and Culture noted that: "Each Government is responsible for enforcing human rights laws, for banning and punishing hate crimes and discrimination against minorities, whether these are committed by State officials, private organizations or individuals. The State must also ensure equal access to courts, human rights commissioners or ombudsmen, so that people do not take justice into their own hands and resort to violence to settle their disputes" (UNESCO, 2014). Looking for this perspectives it is logical to admit that each state have responsibility and obligation to promote the understanding of tolerance among young people in order to promote in the long term a tolerant and civic society.

3. For the implementation of the long-term development and promotion the sense of belonging, it is very important and, therefore, it is recommended to update the civic co-responsibility and civic engagement issues in the family. Family is the environment where parents help children to develop their individual civic position with respect and responsibility towards themselves, people around them, neighbourhood, city, country, Europe, cultural heritage, history and traditions. It is parents' responsibility to educate their children not to be indifferent and passive observers, but rather to become responsible citizens of the country.

4. Parents are role models for their children and observed sense of tolerance in the family can become a leitmotiv for youth civic action in future, therefore the model of parents should contribute to the development of civic attitudes.

5. Opportunities for young people to spend their leisure time in a meaningful and purposeful way are essential in the process of the development of civic attitudes. Thus, it is very important for parents to encourage youngsters to fill their leisure time with worthwhile activities in order to facilitate to the formation of civic attitudes.

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School Managers, Emotion Management Competencies During Change Management' Scale: Development, Validity And Reliability

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Abstract
The purpose of this study is to develop a valid and reliable scale in order to determine the competencies of school managers in managing the emotions of teachers during the change process in schools. In this respect, an item pool, based on the literature and consisting of 52 items, was presented to get the experts' views. The final-form involving 40 items were constituted in line with the recommendations and suggestions and implemented among 312 teachers working in Uşak. The construct validity of the scale was tested with exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). In the result of (EFA), "The scale of emotions management competencies in the change process" which consists of 21 items, were appointed to have three factors. In addition to this, it was revealed that the scale explained the 77.11 percent of variance. In the analysis of items, it was revealed that item-total correlations and item distinctiveness were high. (CFA), which was implemented to confirm the construct, demonstrated the high levels of goodness of fit indexes in three- factor construct of the scale. The Cronbach's Alpha coefficients of the factors and the whole scale construct points that scale is reliable. In line with these findings, it can be concluded that the scale is a valid and reliable tool which can be used to determine the competencies of school managers in managing the emotions in the change process.

Keywords: Change, Emotion, Managing Emotions, Validity, Reliability

1. Introduction

Nowadays, the acceptance of emotions of as a part of our lives, has revealed the importance of emotions in work and organizational life. Emotions, influence individuals private life and also professional life activities; their decisions and experiences. During   management of educational organizations where human factor is in the foreground, especially in change management process it is very crucial not to ignore emotions and instead integrate it to the change management process (Kim, Bigman, Tamir 2015).

As the service of the educational organizations is non-physical and are given to humans via humans; it is very crucial to give the necessary importance to emotion management. Especially during the late years, emotion management competencies have been regarded between the most important social and emotional competencies. (Titrek, Bayrakçı, Zafer, 2009).

Goleman (2015) has defined emotion management as, not being under the influence of emotions or completely suppressing it during making decisions, forming options and presenting an opinion, but being able to come to a conclusion by confronting emotions. According to Brehm, the most important property of emotion is, its power to direct a person to act in a way.

If we would define emotion management in a general frame, it is; being aware of emotions, being able to use emotions in orientating, steering emotions and being able to use them in decision making stages. Emotion management competencies are inevitable requirement for school managers as, they are not only responsible for the workers behaviors but also their emotional well-being (Barutçugil, 2004).

We can define resistance as the emotional outcome of the unexpected changes in our daily lives and the development of a behavior against this can be defined as a resistance action. By humans very nature, resistance to change is an ingenious act. Change management abilities and emotion management abilities integrate with each other (Klarner, By, Diefenbach, 2011).

In one of his investigations Piderit (2000) addressed the positive and negative effects of emotional

confusion and defined that if managers will be able to manage workers emotions, they will be successful in change management.

Although there are many investigations about the general characteristics of organizations, there are only few that address the human side of organizations (Helvacı, 2015). According to the literature survey made in change management, it is obvious that there is an awareness about emotional intelligent and emotion management but there is not a study made about emotion management during change management. Most of the studies are about a person's personal emotion management which is a sub branch of emotional intelligence. In fact; in emotional organizations, emotions are not only important for a personal emotion management but also for others emotion management. Moreover, it is important for the organizational running. With the help of this work it is taught that using emotion management competencies on others will ease change management efforts and will help to reduce change resistance activities. Change management process has been divided into three processes; which are named preparation for change, implementation of change and institutionalization of change and it is aimed to develop a scale that will measure emotion management competencies of school managers by taking teachers opinions.

2. Method

This part of the study includes the works done for emotion management competencies during change management scale, which are the creation of item pool, work group and data analysis.

Building up an item pool and the frame of the scale

An item pool in order to measure the emotion management competencies of school managers with help of the opinions of teachers, was prepared based upon the emotion management and change management literature. The range of the form is composed of the emotional management competencies which a manager should own for a effective change management process. The scale is constructed to determine managers emotion management competencies according to the teachers answers to the survey. During the creation of item pool, the item preparation rules were taken into consideration and it was paid attention not to prepare items that would canalize participants, not to measure more than one opinion, and to be understandable. As a result of the literature survey, an item pool consisting of 58 items has been prepared.

In the second step, in order to determine the content validation, all the 58 items were sent to 5 experts in educational management, 2 assessment and evaluation specialists and 1 linguist. Moreover 5 teachers read all the items to determine whether they were understood well. According o the feedbacks given by teachers and experts the numbers of items were reduced to 40 items.

In order to determine the emotion management competencies of school managers, the scales answers were developed according to the 5 points likert scale with the answers; "I strongly disagree (1), I agree slightly (2), I agree moderately (3), I agree (4), I agree strongly (5)".

Participants

The form developed to measure the emotion management competencies of managers, was applied to teachers in 2016-2017 academic year to 328 teachers in Uşak province. The surveys were checked after applying and 312 of them were used for data analysis. 1 point was given to "I strongly disagree", 2 points for "I agree slightly", 3 points for "I agree moderately", 4 points for "I agree" and 5 points for "I strongly agree".

Data Analysis

In the data analysis process, firstly; in order to measure the acceptability of factor analysis Keiser-Meyer-Olkin (KMO) and Bartlett's test was made. After testing the appropriateness of sampling adequacy to make factor analysis, expletory factor analysis has been made. To determine every items appropriateness for the whole scale, total item correlation was calculated and to test the rated power of every item the 27% lower and upper limits variation was tested with t-test. In order to verify the construct validity of the scale, confirmatory factor analysis was made. As the result of the division the chi-square value into degrees of freedom, is smaller than 3, indicates to an excellent harmony (Kline, 2005). For this reason the "chi-square degrees of freedom < 3" equation was used as a criterion. Moreover to test, the scales' reliability, to every factor of the scale and to the whole scale the Cronbach's Alpha coefficients were calculated.

3. Findings

This part comprises, the data obtained from validity and reliability analysis work. It also includes explanatory factor analysis, item analysis and confirmatory factor analysis results.

Validity Study: Factor Analysis and Item Analysis
Explatory Factor Analysis

By the means of the data obtained from 312 teachers, in order to test the scales construct validity, exploratory factor analysis was made. First the KMO and Barlett's Test values were analyzed, and were determined whether they are suitable for factor analysis or not. The outcomes of KMO and Barlett's Test are in Table 1.

Table 1. The KMO Test and Barlett Test Results of the Scale

Kaiser Meyer Olkin Sample Size Adequacy		,980
Barlett Test	**X²**	15091,632
	df	780
	p	.000

Table 1 As it can be understood from the Table 1, the scales' Barlett's Test result is .000 level meaningful [$\chi2$=15091,632, p < .001]. The outcomes calculated for Kaiser Meyer Olkin size is more than the accepted value (.60) (Büyüköztürk, 2007). This shows that the scale is suitable for the factor analysis.

By making principal components analysis for the construct validity of the emotion management competencies scale, the factors of the scales were determined. Varimax Rotation was carried out and its eigenvalue more than 1.00, 3 factors were determined. By investigating the factor load, it was determined that there were items having factor loads less than .40. These items were deleted from the scale and all the analysis were made again. As a result items (9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33) were deleted from the scale (Büyüköztürk, 2007). After the repeated analysis, it was found out that all the items have factor loads more than .55. Moreover, it was found out that with deletion of some of the items the variance value increased. As a result, its eigenvalue is more than 1.00, a scale with 21 items and 3 factors was obtained. In Table 2, you can see the scale's factor load and the variance value.

Table 2 Items Faktoral Pattern, Factor Load and Variance Percentage

Items	Factor Loads		
Principals;	Fac 1	Fac 2	Fac 3
Item 4: Create a positive psychological state in us before starting a change.	.775		
Item5: Maximizes our energy by activating our emotions before a change starts.	.773		
Item 3: Acts in a particular manner in order to increase our enthusiasm towards a change, before the change starts.	.764		
Item 6: Organizes many surprises to make our emotions ready for a change before a change starts.	.752		
Item 2: Does not allow our personal habits to increase the tension of school before a change.	.707		
Item 7: Makes an effort to change our negative emotions into positive emotions before a change.	.703		
Item 1: Takes precautions to prevent resistance reactions before a change.	.684		
Item 8: Makes an effort to excite the change before a change.	.669		
Item 15: Brings the positive sides of the events into the forefront, that happen		.757	
Item 25: Displays sensitivity to our beliefs during a change.		.736	
Item16: Creates an environment in which we can express our feelings easily during a change.		.723	
Item 23: Behaves frankly while helping us during the change.		.684	

Item 21: Calms us down when we get a duty because of the change, during a change. .677

Item 17: Organizes events that make us happy during a change. .629

Item 22: Establishes an open communication channel so that we can convey our emotional problems during a change. .625

Item 38: Reassures us about that sustainability of the new situation after a change. .812

Item 39: Gives us emotional support to eliminate potential anxiety and worry that may occur with the new change. .765

Item 40: Makes us feel victorious because of the state that has come with the change. .718

Item 37: Appreciates the ones who make an effort to inveterate the new situation. .687

Item 36: Creates loyalty to the new situation which comes with the change. .679

Item 34: Rewards us for developing the qualifications we got after a change. .661

Factor 1: Emotion Management During Preparation for the Change: Variance: %27.83
Factor 2: Emotion Management During Implementation of the Change: Variance: %24.97
Factor 3: Emotion Management During Institutionalization of the Change : Variance: %24.30

Total Variance: %77,11

	Measurement on the metric ruler						
Post test Number	No selection	1	6	7	8	9	10
of teachers	1	1	3	4	15	22	16

As seen in Table 2, according to the results of expletory factor analysis the scale consists of 21 items and 3 dimensions. All the 2 factors variance is 77,11%. The 3 dimensions are named "Emotion Management During Preparation for The Change", "Emotion Management During Implementation of The Change" and "Emotion Management During Institutionalization of The Change". The scales Scree Plot is as seen in the Graphic 1.
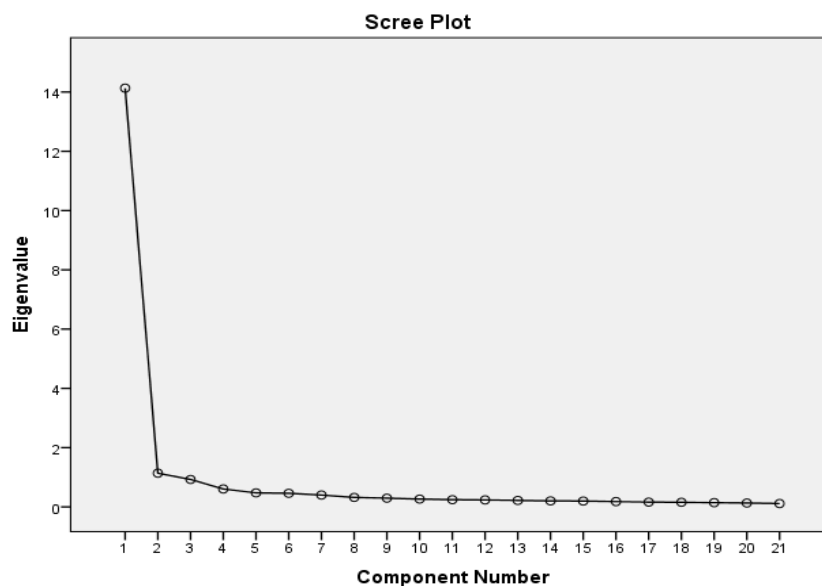
Graphic.1: The Scree Plot Graphic of the Scale

By examining the Graphic 1, it can be seen that the graphic curve is decreases in 3 spots, so it is concluded that the scale has 3 factors.

Item Analysis According to Total Correlation:

By means of the data collected from the teachers, total item correlation was made in order to determine whether the scale can measure the same structure. According to the results of total item correlation, the results are between .74 and .86 (Buyukozturk, 2007). If the total item correlation is bigger than .30 means that the items show similar attitude. In other words, they all measure the same structure.

Item Analysis Based on Item Discrimination Power:

In order to the determine the items discrimination power the data collected from 312 teachers were analyzed. Within this frame, the 27% percent of the data sets upper and lowest group average difference was tested by the independent samples T-Test. The results obtained from the T-Test shows that all items 27% of upper and lowest group average differs statistically significant. This statically significant difference between the upper and lowest group for all items shows us the items discrimination power (Buyukozturk, 2007).

Table 3. The Results of Total Item Correlation according to Lower and Upper Groupç

	Itm	Lower %27 Group N=94 Average	Ss	Üpper %27 Group N=94 Average	Ss	t	p	Total Item Correlation
FACTOR 1	1	1.53	.56	3.84	.73	-22.745*	.000	.788
	2	1.48	.52	3.86	.55	-28.533*	.000	.831
	3	1.51	.57	4.07	.63	-27.463*	.000	.836
	4	1.41	.49	4.09	.61	-31.119*	.000	.860
	5	1.46	.50	3.89	.69	-25.979*	.000	.808
	6	1.45	.54	3.55	.75	-20.806*	.000	.749
	7	1.50	.63	3.92	.57	-26.055*	.000	.804
	8	1.53	.62	3.91	.58	-25.390*	.000	.829
FACTOR 2	15	1.71	.68	4.13	.63	-23.666*	.000	.795
	16	1.69	.72	4.01	.64	-21.816*	.000	.810
	17	1.60	.60	3.77	.71	-21.212*	.000	.797
	21	1.64	.75	4.05	.64	-22.285*	.000	.802
	22	1.64	.68	3.97	.80	-20.177*	.000	.791
	23	1.67	.77	4.11	.70	-21.346*	.000	.797
	25	1.89	.93	4.17	.71	-17.847*	.000	.757
FACTOR 3	34	1.64	.67	3.77	.79	-18.757*	.000	.750
	36	1.59	.66	3.90	.68	-22.197*	.000	.802
	37	1.65	.66	4.00	.71	-22.034*	.000	.807
	38	1.63	.69	4.00	.76	-21.140*	.000	.800
	39	1.65	.66	4.04	.70	-22.508*	.000	.802
	40	1.73	.83	3.98	.81	-17.656*	.000	.775

*p< .001
FACTOR 1: Motivation for Preparation for the Change
FACTOR 2: Motivation for the Change Time
FACTOR 3: Motivation for Evaluation of the Change

Confirmatory Factor Analysis

As a result of the exploratory factor analysis we got 21 items and 3 dimensions and to verify the dimensions confirmation factor analysis was made. The goodness of fit value of confirmatory factor analysis is [χ 2 = 579.52; Sd = 183; χ 2 /Sd = 2.79; AGFI =0.81; GFI=0.85; NFI= 0.99; CFI= 0.99; IFI= 0.99; RMR= 0.04; RMSEA= 0.08]. The confirmatory factor analysis table is on appendix 1. Evolution of goodness of fit value got by the analysis shows us a perfect fit and a valid scale (Çelik & Yılmaz, 2013; Kline, 2005).

Reliability Study

To determine the 21 item and 3 dimension "Emotion Management Competencies During Change"s reliability Croanbach's Alpha coefficiency was calculated. The values for Dimension 1 named "Preparation for Change" is .95, Dimension 2 named "Implementation of The Change" is.94 and Dimension 3 named " Institutionalization of Change" is .93. The whole value for the scale is .97. According to the results it can be said that the scale is valid and reliable.

4. Conclusion and Suggestions:

In this survey it is aimed to develop a scale to measure school managers emotion management competencies during change periods. In literature survey we couldn't find another scale measuring emotion management competencies of managers during change period. This was the reason for developing a scale and trying to fill this part of the literature. As a result of the literature survey, an item pool consisting of 58 items has been prepared. In the second stage, in order to determine the content validation, all the 58 items were sent to 5 experts in educational management, 2 assessment and evaluation specialists and 1 linguist. Moreover 5 teachers read all the items to determine whether they were understood well. According o the feedbacks given by teachers and experts the numbers of items were reduced to 40 items.

In order to determine the data's consistence for factor analysis Kaiser-Meyer-Olkin (KMO) and Barlett's Test of sphericity was made. After determining the samples sizes adequateness, expletory factor analysis was made. As a result of this analysis a 21 item and 3 dimension scale was obtained. All the factor loads got from the analysis were consistent with the values figured in literature (Buyukozturk, 2007). In addition to this all the 3 dimensions of the scales variance is 72.23&. These dimensions of the scale are named "Emotion Management Before Change", "Emotion Management During Change" and "Emotion Management During Institutionalization of Change".

To test all the items suitability to the scale total item correlation was taken into consideration and to determine the items ability to discriminate the upper and lower group difference was tested with T-Test. To test a construct validity of the scale, confirmatory factor analysis was made. The goodness of fit value results obtained from confirmatory factor analysis were coherent with the values given in the literature (Çelik & Yılmaz, 2013). After insuring the construct validity of the scale all the dimensions Croenbach's Alpha factor was calculated and was found quite enough (Buyukozturk, 2007). As a result of all the analysis it was concluded that the 21 item 3 dimensions scale was reliable and valid. The scale can be found in appendix 2.

With the help of "Emotion Management Competencies Scale" further surveys can be made by associating managers emotion management competencies during change periods with teachers attitudes towards change or associating with teachers other organizational behaviors can be investigated. Also with the help of a white sample, the validity and reliability of emotion management competencies scale can be tested again.

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Appendix: 1 DFA
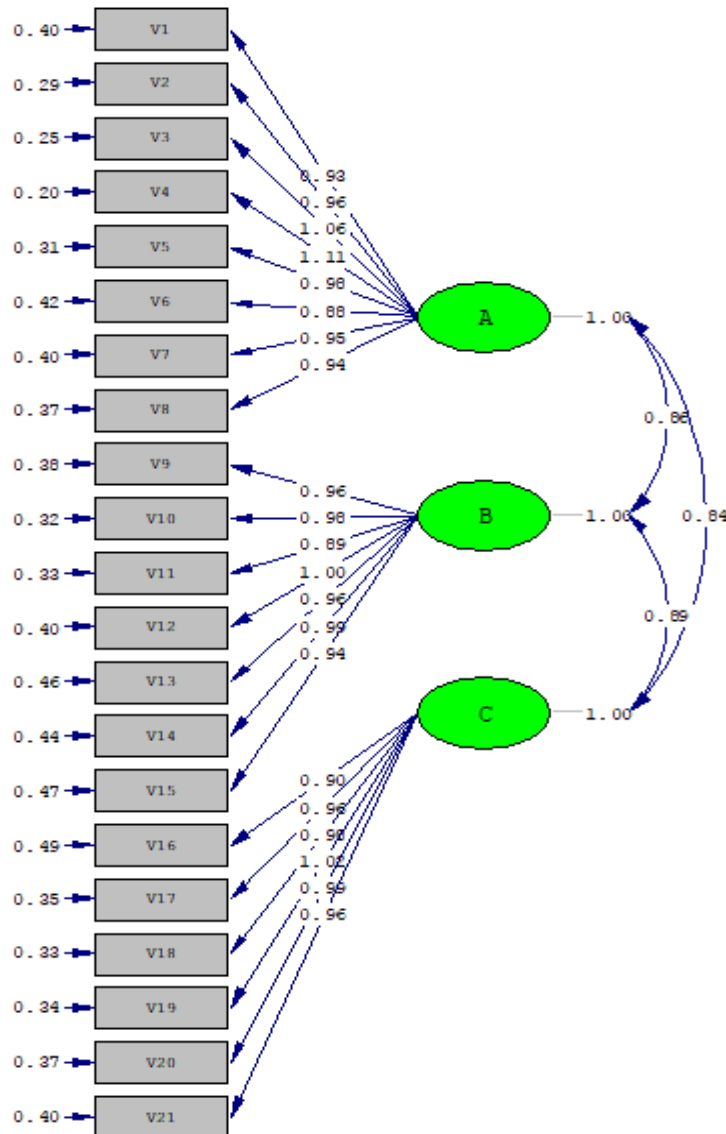
Chi-Square=579.53, df=183, P-value=0.00000, RMSEA=0.083

Apendix 2 Emotion Management Competencies Scale
Our manager;
1: Creates a positive psychological state in us before starting a change.
2: Maximizes our energy by activating our emotions before a change starts.
3: Acts in a particular manner in order to increase our enthusiasm towards a change, 6: before the change starts.
4: Organizes many surprises to make our emotions ready for a change before a change starts.
5: Does not allow our personal habits to increase the tension of school before a change.
6: Makes an effort to change our negative emotions into positive emotions before a change.
7: Takes precautions to prevent resistance reactions before a change.
8: Makes an effort to excite the change before a change.
9: Brings the positive sides of the events that happen into the forefront during the change.
10: Displays sensitivity to our beliefs during a change.
11: Creates an environment in which we can express our feelings easily during a change.
12: Behaves frankly while helping us during the change.
13: Calms us down when we get a duty because of the change, during a change.
14: Organizes events that make us happy during a change.
15: Establishes an open communication channel so that we can convey our emotional problems during a change.
16: Reassures us about that sustainability of the new situation after a change.
17: Gives us emotional support to eliminate potential anxiety and worry that may occur with the new change.
18: Makes us feel victorious because of the state that has come with the change.
19: Appreciates the ones who make an effort to inveterate the new situation.
20: Creates loyalty to the new situation which comes with the change.
21: Rewards us for developing the qualifications we got after a change.

Educational Inclusion New Teacher Challenge

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Abstract
This article reflects the new challenges in teacher training and in the classroom, analyzing the training that teachers have with regard to immigration and the skills they have for their students' learning. The article highlights the needs that teachers require to impart a new methodology in the classroom. The aim is to create knowledge by enriching the training needs and skills acquired in the permanent training of teachers; this makes us reflect on the need for lifelong learning in the face of the new challenges that society faces and in the classrooms it is reflected and it is where we have to face.The article shows the enrichment of teachers to learn a new competence to enrich teaching in the classroom.

Keywords: Diversity, inclusion, permanent formation, education, immigration.

Introduction

The changes in society have brought about changes in the classrooms where the profile of society is reflected, this article highlights the challenges in the training of teachers of students who come from other countries. Nowadays society has had important changes with the arrival of new students to the classrooms, for that reason, teachers face new challenges. The present article shows the challenges to face education, having new demands presented by society.

Making reference to Arroyo, (2013) "prepare their students to live and coexist in changing and heterogeneous environments". Education marks the pace of society, new skills, education, demands, all changes are reflected in the classroom, and teachers are the ones who should guide these new lines of learning. Essomba (2014), said "interculturality is the dimensions of education that requires more deconstruct to rebuild; what implies to become aware that what has been traditionally held as certainties and good practices in the educational event should be revised for the adaptation and transformation to new and complex situations of today's society ".

The following study focuses on the community of Madrid, where in recent years the schooling of immigrant students has been mostly high; with students from different cultures, social classes, education; throughout the course new students are enrolled as they arrive in the capital. Spain has had significant changes, Madrid has received more than seventy different nationalities, with different ideologies, cultures, customs, for it, the teacher needs to change in an accelerated way, and this forces to change the methodology in the classrooms, the schooling that has been produced in recent years highlights the diversity and enrichment of knowledge, incorporating an educational quality.

The first days that they arrive at the classrooms and do not know the language, they attend to classrooms of liaison, and attention to the diversity, offering them the equality of opportunities for the students who do not know the language or our culture, said Coelho (2012) " balancing the demands and needs of the two linguistic communities becomes more difficult with the arrival of new speaking communities a variety of different languages."

It has been observed throughout these years, that teachers did not have a training adapted to intercultural education, nor the curricular aspects to adapt the learning of students with new needs and late enrollments, for this, new forms are needed of organization, management, organization of methodology to adapt them to the students with attention to diversity. In order to maintain a quality education, a permanent formation is needed that takes into account the needs of students of all cultures, guaranteeing all the competences of all the subjects and educational inclusion influencing society.

Teachers demand the training of professionals in psycho-pedagogy to become aware, understanding students from other cultures and with new customs; we believe it is necessary to know the opinion of teachers to provide new challenges in teacher training and in the classroom.

This article seeks to train permanent teachers for educational inclusion and attention to diversity in the classroom. Nowadays, inter-culturality has presented the need to train teachers to learn to know new

cultures and to know how to live together within the same society. Following Ríos (2011) is said "a negative impact on the student's psychological and emotional well-being through the promotion of feelings of guilt, disappointment, resignation and indifference".

The study

A study was carried out to verify the index of population that was enrolled in the classrooms in the last year, following the National Institute of Statistics, 8.5% of the students enrolled in the 2016-2017 academic year, was a foreigner, most of them 30.5% are of African origin.

In order to assist students from different countries, liaison classrooms were created, facilitating the incorporation of students in the classrooms and society, the objective of the classrooms respond to the contact of the Spanish and the educational goals that are they have in education, to achieve a learning.

The training that the teachers have is scarce, for that reason, we detected that it was necessary the permanent formation of the teachers in the classrooms to carry out a quality education including all the aspects of other cultures, the teachers consider that this is a challenge and a new learning for them, with the enthusiasm of being able to enrich themselves from other cultures and keep learning; At the same time, they consider that they have an objective to achieve that is the school failure on the part of the students.

It is necessary to create methodological aspects that guarantee personal development for educational inclusion. Following Joan Rué (2007) tells us that "from which it can be considered that the conception of teaching knowledge from the competence point of view meets four conditions: Integrates theory and practice, gives importance to contextual fact; integrates different points of view; encourages and guides the transformation.

Carlos Marcelo-García (2005) states that "continuous and permanent learning is no longer an option to choose, but a moral obligation for a profession committed to knowledge. The challenges that the students have gone through are the following:

- The new scenario that they had to face the new customs, socialize and create new relationships.
- Facing the new challenges of self-esteem, security, capacity in the subjects.
- The strength that the family provides is important so that students feel protected by maintaining the affective bond in the home.

The school should favor the relationship between students, families, teachers, establishing pedagogical criteria for the activities that take place in the school.

The objective of this article is to analyze the training that teachers have with respect to immigration and the competences that they possess, for the development of their learning in the classrooms. The specific objectives are listed below:

Analyze teacher training in relation to students from other countries.
- Identify the competences required in the liaison classrooms.
- Develop permanent teacher training for new demands that society will have.

Methodology

Having the objectives set, and observing the need that teachers require in the field of educational inclusion, the purpose is to understand the needs that teachers require to impart a new methodology in the classroom. It aims to create knowledge by enriching the training needs and skills acquired in the permanent training of teachers.

Hayes (2010) states that "the understanding of the social world of teachers and teaching is fundamental to a complete understanding of the teaching of the English language" and considers that it is "important for the future of education in any society, of which The teaching of English is a part, that the teacher's agency is understood and recognized as an essential element in the educational process. "

We have carried out a descriptive study with the purpose of understanding the perspective of the teachers, attending to the diversity and educational inclusion. 150 teachers from Madrid were interviewed, who taught in educational centers with subjects with a high rate of immigrant students, in order to detect the educational needs needed by the teaching staff. The data that has been obtained has been analyzed with the SPSS program, having a Cronbach's Alpha of 0.9, which we understand that the reliability of the questionnaire is very high.

The questionnaire was distinguished in two dimensions:
- Knowledge that teachers have regarding attention to diversity.

- The type of permanent training they have in the investigation.

With regard to the first dimension, several questions were asked, with them it was intended to have a vision of the needs, difficulties and demands that teachers have. The first question refers to the knowledge that teachers have to deal with immigrant students; 62% admit not having knowledge of the cultures they have in their classrooms, with which they ask for training, 38% say they know very little about other cultures, which requires continuous training in learning new demands. The second question referred to the use of learning models based on learning, encouraging attention to diversity we can see that 47% put different new methodologies into practice, 53% consider that they need additional training to be able to teach classes with new ones students for educational inclusion.

Teachers face a new challenge to solve a new situation in the classrooms, they were asked how they acquired strategies in the classrooms: the data show that teacher training must be continuous since the majority with 92% consider recognizing that continue learning is a competence for teachers to meet expectations with which society is acquiring in each stage.

They were asked the opportunity to exchange teachers for a month to other countries to understand the customs of their students, the exchange could allow to know, reflect, share the experience with other educational centers; the answers were positive, since 74% answered that they were willing to make an exchange of centers to other countries to understand the culture, language, customs, way of life, only 26% did not conceive this option since they said that They could not travel for family reasons.

Conclusion

The research that has been done is proof of the needs of teachers to continue teaching in the classroom. Reference is made to the results of the necessary training, identifying the educational needs of teachers, it is emphasized that training is required by teachers to have a new competence in teaching.

Attending to cultural diversity means that both teachers and society are updated, to resolve the teaching of values, promoting aspects of the organization of the center, cooperating in the educational environment, adapting the curriculum. The new challenges in teacher training involve the development of confidence and self-esteem in students to establish the skills to incorporate with educational psychologists in teacher training.

We need the teachers to be competent to offer an educational quality from the Educational Project of the Center, where conceptions are made in attention to diversity, educational inclusion. It is true that a single teacher can not educate a student, for this, a group of experts, tutors, is needed to have an education full of values and attitudes.

It is a study that has been carried out in intercultural competences, it relates diversity with transformation in the classrooms, knowing the language by teachers. The little teacher training, it is necessary to increase hours for teacher training in the new demands that society has (Escarbajal, 2014). The vast majority of teachers show ongoing training for the new challenges that society has, the results tell us the need to continue learning to be able to transmit with new methodology to the new challenges that society has.

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Examining the Importance of Critical Thinking Skills of School Administrators and Teachers' Regarding Their Personal and Professional Lives*

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Abstract

The need for qualified managers and teachers who will improve and give importance to critical thinking skills and accept these skills as a philosophy of life in educational institutions has increased recently. It is unexpectable that managers and teachers who do not improve themselves in terms of critical thinking skills such as analytical thinking, questioning, research, synthesis, analysis and evaluation can contribute to institutions or students. These skills may influence the whole life of students. In this regard, the research purposed to examine how much school administrators and teachers give importance to critical thinking skills in their personal and professional lives. In this frame, it was also aimed at determining whether the importance of critical thinking skills of administrators and teachers would significantly differ in terms of age, seniority, gender, professional seniority, branch, administrative seniority, educational status and the number of in-service training taken variables. The research was carried oud with a survey method. The population of research consisted of school administrators and teachers from formal high schools in Basaksehir, Esenyurt, Avcılar and Beylikduzu townships at the European side of Istanbul. The data were collected through "Critical Thinking Tendency Scale (CTTS). The results revealed that school administrators and teachers give importance to critical thinking skills at medium level both in their professional and personal lives. Although significant difference was found in age, professional seniority and in-service training variables, there is no significant difference in gender, branch and educational status variables. It is suggested that teachers' critical thinking skills be improved during their pre-service education.

Keywords: School Manager, Teacher, Student, Critical Thinking

Introduction

Critical thinking is one of the most important skills that contributes to students' lives in educational systems. Mankind gets also independent thinking skill along with the critical thinking. Socrates defined critical thinking as "evaluating something good or bad" (Ruppel, 2005). If students' critical thinking skills are not improved, they may meet difficulties in live.

Critical thinking means evaluating, judging and identifying everything both with good and bad aspects. Çelikkaya (2012) defines critical thinking as a process which requires high-level cognitive skills such as analysis, synthesis and evaluating the accuracy and fallacy of a situation. Nevertheless, there is not an agreed definition of critical thinking as a result of trying to define it in terms of different disciplines such as philosophy (Şahinel, 2007). A teacher's support in students' critical thinking systems is considered important as their point of view towards world. Only a teacher who thinks in a critical way can form an environment which develops critical thinking, because an individual as a social actor not only creates the social environment but also is created by this social environment (McLaren, 2011). In this context, only a teacher who thinks in a critical way can raise students think critically (Karaşahin, 2009; Peterson & Deal, 2002; Schreglmann, 2011).

Problem Situation

The results of either national and international comparison exams such as PISA (International Student Evaluation Programme) and TIMSS (International Mathematics and Science Survey) or national exams such as LGS (High School Entrance Exam), YGS (Higher Education Entrance Exam), LYS (Undergraduate Placement Test) (New names: LKS (High school Registration System), TYT (General Proficiency Test), YKS (Higher Education Institutions Exam)) cause the education system to be questioned. Besides, it is still discussed that the cognitive qualities of students getting out of the school

system are under the expected level. When the exam results are analyzed, it is understood that students have difficulty with questions requiring high level of thinking. For instance, if the reading skills are taken into consideration, students mostly have difficulty with long paragraph questions which are based on reading and comprehension.

It will be more appropriate to find the reasons of students' being under the expected performance in the reality of our education system's not preparing students to think at high level. It is seen that in the Turkish education system the number of memorizing questions is more than the number of questions based on critical thinking both in high school and university entrance exams. However, we do not prepare students to life with an education system based on memorization; on the contrary we hebetate even students with high capacity. Whereas students are expected to use their knowledge and put it into practice, think, discuss and improve different points of view. In his survey Korkmaz (2009) reached the idea that teachers' critical thinking tendency and levels are insufficient. It is only possible if school administrators and teachers give importance to critical thinking and instilment of this to students. For this reason, the research purposed to examine how much school administrators and teachers give importance to critical thinking skills in their personal and professional lives. In this frame, it was also aimed at determining whether the importance of critical thinking skills of administrators and teachers would significantly differ in terms of age, seniority, gender, professional seniority, branch, administrative seniority, educational status and the number of in-service training taken variables.

Sub problems

1. How much importance do school administrators give to critical thinking in their professional lives?
2. How much importance do school administrators give to critical thinking in their personal lives?
3. How much importance do teachers give to critical thinking in their professional lives?
4. How much importance do teachers give to critical thinking in their personal lives?
5. Does the importance of critical thinking skills for school administrators differ according to age, gender, professional seniority, branch, management seniority, educational status and the number of pre-service training variables?
6. Does the importance of critical thinking skills for teachers differ according to age, gender, professional seniority, branch, management seniority, educational status and the number of pre-service training variables?

The research is expected to fulfill an important gap in Turkish education system about the related matter. The mentioned research is estimated to provide important contributions to academicians, researchers, decision makers, politicians and students from both the field and out of the field.

Method

In this part, research method, population and sample, instrument, data collection and data analysis process, validity and reliability studies are explained.

Research Model

This study was carried out with a survey research method. A survey research is a research model which aims at determining a past or still-continuing situation (Karasar, 2016). Another feature of survey research is known as being generic. It has the capacity to make generalization about the population depending on data collected from the sample. The aim of survey research is to define nature and features of objects, societies, institutions and events (Metin, 2014).

Population and Sample
Research Population

The population of the research consisted of the school administrators and high school teachers working in public high schools in European side of İstanbul. Working population of the study is school administrators and teachers in public high schools in Başakşehir, Esenyurt, Avcılar and Beylikdüzü in European side of İstanbul. There are 296 schools and 5,184 teachers in Başakşehir; 173 schools and 3,805 teachers in Esenyurt; 167 schools and 2,409 teachers in Avcılar; 205 schools and 4,160 teachers in Beylikdüzü. The given districts are among the biggest districts of İstanbul in terms of population and localization and it is thought that these districts can provide important data regarding demographic circumstances. In these districts, there are so many different people in terms of socio-economic and socio-

cultural aspects. Based on this, there are enough number and kinds of secondary education institutions in these districts to illustrate this structure. In other words, in these districts there are either schools for students from the highest income group or schools for students from the lowest income groups. It is interpreted that there are great differences between among school administrators and teachers in terms of age, education and socio-economic features. There will not be a separate sample of 134 teachers and administrators as whole the managers and teachers are in content of research population.

Data Analysis

The results are analyzed with SPSS Statistics 22 program. As the sampling of the study was large parametric tests were implemented. Minimum and maximum values and stability, errors are checked. Statistical analysis about the subject are made and findings are interpreted accordingly.

Instrument

In the ongoing research, "Critical Thinking Tendency Scale" developed Akbıyık (2002) was used and the study of validity and reliability was made. The Cronbach alpha coefficient internal consistency reliability of the original scale was calculated as 0,87. There were 30 items in the original form of scale. However; 1item was excluded as it had contradictory statements. The items were Likert style and graded from (1) Certainly Disagree to (5) certainly Agree". In the factor analysis, all the items in scale were collected in one dimension. As a result the validity and reliability analysis, the scale consisted of 29 items. The Cronbach alpha coefficient internal consistency reliability of the scale was recalculated and found as 0,812 and it was given in Table 1.

Table 1. Reliability Study

Cronbach's alpha (Reliability coefficient)	N of items (Number of items)
,812	29

The reliability coefficient of the scale is calculated as 0,81. This demonstrates that it is a reliable scale.

Results

The research purposed to examine how much school administrators and teachers give importance to critical thinking skills in their personal and professional lives. In this frame, it was also aimed at determining whether the importance of critical thinking skills of administrators and teachers would significantly differ in terms of age, seniority, gender, professional seniority, branch, administrative seniority, educational status and the number of in-service training taken variables. In this regard, a number of results were obtained. In this part, the results were presented.

Table 2. The most and least valued items in the scale

Items	$\bar{X}$	Std. deviation	max	min
25. I give importance to gather as much information as needed about the study when I am required to make a decision	4.55	,4980	5	4
20.I do not give importance to reasons of problems	2,00	,9725	4	1

In table 2, there are items which take maximum and minimum arithmetic means regarding the importance of critical thinking for teachers and school administrators. The item which has the maximum value is 25th item *"I give importance to collect as much information as needed about the study when I am required to make a decision"* with x=4, 5 arithmetic value. In the same scale the item that has the lowest arithmetic means is 20.th item *"I do not give importance to the reasons of problems"* with arithmetic value x=2, 0. It can be interpreted that managers and teachers have a tendency to critical thinking as they give importance to collecting data when they are asked to make a decision. On the other hand, it is understood that managers and teachers do not give enough importance to find the reasons of their problems.

1. Results Related To First Sub problem of The Research

The first sub problem of the research is "How much importance do school administrators give to critical thinking in their professional lives?" In this regard, the results are as follows:

Table 3. Results related to importance of critical thinking of managers regarding their professional lives

Items	X̄	Std. deviation	max	min
25. I give importance to gather as much information as needed about the study when I am required to make a decision	4.55	,4980	5	4
13. I do not give importance to discuss the parts of situation in frame of rules when I am required to make decision about a complicated subject.	2,04	1,091	5	1

In table 3, there are maximum and minimum items about importance of critical thinking skills for managers in their professional lives. The item that has the highest arithmetic value is *"I give importance to gather as much information as needed about the study when I am required to make a decision"* (x=4, 5*)*. It can be interpreted that they give importance to gather as much information as needed about the study when I am required to make a decision. In the same scale, the item that has the lowest arithmetic means is *"I do not give importance to discuss the parts of situation in frame of rules when I am required to make decision about a complicated subject"* (x=2,04*)*. It is understood that managers **do not give importance to discuss the parts of situation in frame of rules when I am required to make decision about a complicated subject."** This situation may be related to the similarity between the process of making decision and complicated processes such as problem solving, so they may consider moving according to some rules while evaluating the processes about a complicated situation.

Table 4. Results of ANOVA Test Regarding the Importance of Critical Thinking Skills of Managers

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	218,033	4	54,508	1,930	,109
Within Groups	3671,40	130	28,242		
Total	3889,43	134			

Groups (Managers and seniority)	N	X̄	SS
1-5 years	43	61,232	6,342
6-10 years	48	58,979	4,813
11-15 years	25	58,400	5,500
16-20 years	15	58,000	2,927
+21 years	4	61,250	3,947

In table 4, there is one way ANOVA variance analysis which is a parametric test to see whether the importance of critical thinking for managers differ according to professional seniority. It is seen that there is not a significant difference statistically as a result of variance analysis ($F_{(4,130)}$=1,930, p<0,05).

2. Results Related To Second Sub problem of The Research
In this context, the second sub problem of the research is "How much importance do school administrators give to critical thinking in their personal lives? The results were presented as follows:

Table 5. Questions with the highest and the lowest values from the answers of managers

Items	X̄	Std. deviation	max	min
5. It is important for me to exactly understand a question before answering it	4.49	,5007	5	4
4. Reasoning the reliability of the source of information is not important for me	1,87	1,048	5	1

In table 5, the item with the highest arithmetic means is "It is important for me to exactly understand a question before answering it" (x=4, 49). In the same scale the item with the lowest arithmetic means is "Reasoning the reliability of the source of information is not important for me" (x=1, 87)". This situation

may be interpreted that managers and teachers do sense-making study during cognitive process before giving an answer to the question, so it can be said that managers and teachers allow for critical thinking. The 5th item with the highest arithmetic means shows that managers and teachers try to understand the question before giving an answer and put it into critical thinking process.

Table 6. The results of ANOVA test according to the seniority variance of managers

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	170,298	4	42,574	,993	,414
Within Groups	5573,45	130	42,873		
Total	5743,74	134			

Groups (Managers and seniority)	N	$\bar{\mathbf{X}}$	SS
1-5 years	43	40,162	7,690
6-10 years	48	38,083	6,150
11-15 years	25	38,480	6,481
16-20 years	15	37,733	3,195
+21 years	4	42,250	7,320

In table 6, one way ANOVA variance analysis as a parametric test was used to see whether statistics of managers differ in group determination or not. It is seen that there is not a significant difference statistically as a result of variance analysis (F $_{(4.130)}$ =,993, p<0,05) .

3. Results Related to Third Sub problem of The Research
Third sub problem of the research is "How much importance do teachers give to critical thinking in their professional lives?" The results were presented below:

Table 7. The average of teachers' answers to professional questions

Items	$\bar{\mathbf{X}}$	Std. deviation	max	min
The average of teachers' answers to professional questions	3.63	,32530	4,71	3,06

In table 7, it is seen that teachers "agree" to professional questions regarding the critical thinking (x=3, 63). This result illustrates that teachers use critical thinking skills at a good level. However; it is concluded that teachers need to improve themselves in critical thinking as they are just above the score interval of "Indecisive" on Likert scale.

4. Results Related To Fourth Sub problem of The Research
The fourth sub problem of the research is "How much importance do teachers give to critical thinking in their personal lives?" The results were presented below:

Table 8. The average of teachers' answers to personal questions

Items	$\bar{\mathbf{X}}$	Std. deviation	max	Min
The average of teachers' answers to personal questions	2,94	,47073	4,43	2,21

In table 8, it is concluded "disagree" as a result of teachers' answers (x=2, 94) on the scale of critical thinking skills. The result demonstrates that teachers use critical thinking skills at a medium level which means that teachers are required to improve themselves in this matter. It should be known that it will not be a suitable approach for a teacher who doesn't give enough importance to critical thinking skills to expect students to be competent in this matter.

5. Results Related To Fifth Sub problem of The Research

The fifth sub problem of the research "Does the importance of critical thinking skills for school administrators differ according to age, gender, professional seniority, branch, management seniority, educational status and the number of pre-service training variables". The results were given below:

Table 9. One Way ANOVA test results of managers according to variance of age

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	114,098	6	19,016	53,33	,000
Within Groups	45,635	128	,357		
Total	159,733	134			

TUKEY Test Results			
Groups (Age Range)	**n**	**X̄**	**Std. Deviation**
21-25 ages	7	1,000	,0000
26-30 ages	29	1,241	,4355
31-35 ages	34	1,706	,5239
36-40 ages	28	2,286	,5998
41-45 ages	15	3,133	,7432
46-50 ages	11	3,273	,9045
+51 ages	11	4,182	,7508

In table 9, the results of One Way ANOVA test are seen in terms of the importance of critical thinking skills for managers according to age variance. It is understood that there is a significant difference regarding managers' age variable. Tukey test was administered to understand the source of the difference. Tukey test results showed that the biggest difference was between the 46-50 and +51 ages. This can be concluded that these managers in these ranges give less importance to critical thinking skills.

Table 10. The independent t test results of managers according to gender variable

Gender	N	X̄	SS	Sd	T	p
Female	164	98,652	11,085	313	-,517	,605*
Male	151	99,317	11,744			

*p<,605

In table 10, it was understood that there was not a significant difference in critical thinking skills according to gender variable (p<,605). In this regard, it can be said that gender variance does not make a difference.

Table 11. One Way ANOVA test results of managers according to professional seniority

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65,155	4	16,289	22,390	,000
Within Groups	94,578	130	,728		
Total	159,733	134			

TUKEY Test Results			
Groups (Professional Seniority)	**N**	**X̄**	**Std. Deviation**
1-5 years	21	1,857	1,314
6-10 years	59	1,712	,7890
11-15 years	35	2,286	,6217
16-20 years	14	3,429	,7559
+21 years	6	4,333	,8165

In table 11, One Way ANOVA test results present the importance of managers' critical thinking skills regarding professional seniority variable. Results showed that professional seniority has a significant

difference. Tukey test was used to understand the source of this difference. As a result of Tukey test, it was found that the biggest source came from the ones belonged to 16-20 years and +21 years of professional seniority group. This illustrates that with Professional experience managers may develop better critical thinking skill comparing to the other groups.

Table 12. One Way ANOVA test results of managers regarding to branch variable

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,785	3	1,262	1,060	,369
Within Groups	155,948	131	1,190		
Total	159,733	134			

Branch	N	Mean	Std. Deviation
English Teacher	14	2,571	1,3425
Maths and Science	55	2,182	1,2185
Social Sciences	43	2,186	,8523
Others	23	1,913	,9960

In table 12, a parametric test One Way ANOVA was used to see whether managers' branch cause a significant difference. As a result of variance analysis, no significant difference was found ($F_{(4,130)}$=1,621, p<0,05).

Table 13. One Way ANOVA test results of managers regarding the management seniority variable

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	45,219	4	11,305	15,615	,000
Within Groups	94,114	130	,724		
Total	139,333	134			

TUKEY Test Result

Management seniority	N	Mean	Std. Deviation
1-5 years	43	1,767	,5706
6-10 years	48	2,417	,6790
11-15 years	25	2,920	,8622
16-20 years	15	3,267	1,4376
+21 years	4	4,000	2,0000

Table 13 shows One Way ANOVA results of the managers regarding seniority variance. It was understood that management seniority has a significant difference. Tukey test was used to see the source of the difference. It is obvious from the Tukey test that difference is mostly from management seniority range groups between 16-20 years and +21 years. It can be said that year by year managers develop critical thinking skills regarding seniority.

Table 14. One Way ANOVA test results of managers regarding educational status

Educational status	N	Mean	Std. Deviation
Graduate	95	2,168	1,0483
Post-graduate	40	2,200	1,2026

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,028	1	,028	,023	,879
Within Groups	159,705	133	1,201		
Total	159,733	134			

In table 14, a parametric test One Way ANOVA was used to see whether managers' education variable differ statistically. Results showed that there was no significant difference ($F_{(1,133)}$=,023, p<0,0). It can be said that having a graduate degree does not make a difference.

Table 15. One Way ANOVA test results of managers regarding the number of pre-service training

The number of pre-service training	N	Mean	Std. Deviation
1-5	8	1,125	,3536
6-10	41	1,439	,5937
11-15	39	1,846	,5399
+16	47	3,277	,9487

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	92,280	3	30,760	59,738	,000
Within Groups	67,454	131	,515		
Total	159,733	134			

Table 15 illustrates the One Way ANOVA test results. Results showed that the number of pre-service training has a significant difference. Tukey test was used to see the source of the difference. It was found that those who had 16 or more pre-service training has the biggest influence. It can be commented that these trainings may have helped managers to develop critical thinking skills comparing to other groups.

6. Results Related To Sixth Sub problem of The Research

The sixth and last sub problem of the research is "Does the importance of critical thinking skills for teachers differ according to age, gender, professional seniority, branch, management seniority, educational status and the number of pre-service training variables?".

Table 16. One Way ANOVA test results of teachers regarding age variable

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	105,512	6	17,585	23,302	,000
Within Groups	232,437	308	,755		
Total	337,949	314			

Groups (Age Range)	n	$\bar{X}$	Std. Deviation
21-25 years	94	1,330	,7813
26-30 years	102	1,863	,7041
31-35 years	50	2,220	,7637
36-40 years	28	2,643	,8262
41-45 years	16	3,063	1,0626
46-50 years	11	3,182	1,3280
+51 years	14	3,000	1,8397

Table 16 includes One Way ANOVA test results of teachers regarding age variable. Results illustrated that there is a significant difference regarding age variable. Tukey test was applied to find the source of it and the main source of the difference is from senior teachers. This means that senior teachers give less importance to critical thinking skills.

Table 17. Independent Simples T test results of teachers regarding gender variable

Gender	N	$\bar{X}$	SS	Sd	T	p
Female	164	98,652	11,085	313	-,517	,605*
Male	151	99,317	11,744			

*p<,605

In table 17, it is understood from t test results that there is not a difference regarding gender variable (p<,605). In this context, it can be said that gender variance does not cause a difference.

Table 18. One Way ANOVA test results of teachers regarding professional seniority variable

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	244,897	4	61,224	32,444	,000
Within Groups	584,989	310	1,887		
Total	829,886	314			
Tukey test results					
Professional seniority	**N**		**Mean**	**Std. Deviation**	
1-5 years	123		1,789	1,4099	
6-10 years	112		2,500	1,2376	
11-15 years	50		3,240	1,1350	
16-20 years	21		4,429	1,6903	
+21 years	9		5,444	2,5550	

Table 18 shows One Way ANOVA test results regarding professional seniority variable. It is understood that professional seniority variance has a significant difference. Tukey test is applied to see the source of it. Results showed that teachers with 16-20 years and +21 years of professional seniority have a different frame of mind concerning giving importance to critical thinking skills comparing to other other groups.

Table 19. One Way ANOVA test results of teachers regarding branch variable

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,268	3	1,423	1,326	,266
Within Groups	333,681	311	1,073		
Total	337,949	314			
Branch	**N**		**Mean**	**Std. Deviation**	
English teacher	43		1,860	1,0137	
Maths and Science	115		2,139	1,1538	
Social Sciences	95		1,905	,8639	
Others	62		1,919	1,0604	

In table 19, One Way ANOVA results were presented. Results proved that there is not a significant difference regarding branch variable ($F_{(3,111)}$=1,326, p<0,05).

Table 20. One Way ANOVA test results regarding educational status variable

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,220	1	,220	,204	,652
Within Groups	337,730	313	1,079		
Total	337,949	314			
Educational status	**N**		**Mean**	**Std. Deviation**	
Graduate	221		2,005	1,0423	
Post-graduate	94		1,947	1,0304	

In table 20, One Way ANOVA results were presented. Results showed that there is not a significant difference regarding educational status ($F_{(1,313)}$=,204, p<0,05). In this context, it can be commented that education does not make any difference.

Table 21. One Way ANOVA test results of teachers regarding the number of pre-service training variable

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	100,232	3	33,411	43,710	,000
Within Groups	237,718	311	,764		
Total	337,949	314			
Tukey Test Results					
The number of pre-service training	N		Mean		Std. Deviation
1-5	123		1,415		,7780
6-10	95		1,968		,7502
11-15	48		2,479		,8989
+16	49		2,980		1,2330

In table 21, One Way ANOVA test results were given. Results showed that there is a significant difference regarding the number of pre-service trainings taken. Tukey test was applied to find the source. Test results showed that teachers who had more than 16 pre-service trainings have higher critical thinking skills. This demonstrates that the higher the number of pre-service training, the more importance to critical thinking skills will be given.

Conclusion, Discussion and Suggestions

The research purposed to examine how much school administrators and teachers give importance to critical thinking skills in their personal and professional lives. In this frame, some results were obtained. These results were presented below.

1. The results revealed that school administrators and teachers give importance to critical thinking skills at medium level both in their professional and personal lives. Yücel (2013) and Korkmaz (2009) found similar results. He found that critical thinking tendency of preservice teachers is either at medium or mostly at low level. However, Naktiyok and Çiçek (2014) found that managers have critical thinking skills at minimum level.

2. According to another result, teachers and managers resemble when critical thinking skills are considered. While evaluating difficult situations like problem solving, they behave with certain rules.

3. According to another result, it is seen that managers and teachers try to understand a question properly in their cognitive processes before giving an answer to the question, which shows that managers and teachers allow for critical thinking. It is understood that managers and teachers try to understand questions and get into critical thinking process before answering.

4. It is seen that teachers have given the answer of "agree" to critical thinking in their professional lives. This result revealed that teachers use critical thinking skills in their professional lives at a good level. However; teachers who score "I am indecisive" need to improve their critical thinking skills.

5. It is also seen that teachers who score the answer "I am indecisive" to personal lives use critical thinking skills in their personal lives at medium level. This means that teachers who have an important place at the education system need to improve themselves regarding critical thinking skills.

6. It is concluded that age, professional seniority, the number of pre-service trainings have a significant difference for both teachers and managers. However; there is not a significant difference in terms of gender, branch and educational status. This demonstrates that graduate and post-graduate education cannot contribution to teachers and managers regarding critical thinking skills as expected. Yücel (2013) found that there is no significant difference regarding teachers' gender.

Consequently if the place of critical thinking tendency is stated clearly, the necessity of critical thinking in education programs will also be emphasized with its reasons. When the social problems varying according to societies and their cultures are taken into consideration, it is possible to find a number of reasons to explain and prove the necessity for improving the critical thinking skills of students. Each educational level, each discipline or lecture, during the education process each activity should be designed in accordance with each other to improve students' critical thinking skills. That's why it is highly important to take precautions to enable students to have critical thinking skills while preparing the

education programs. However; educators don't reach an agreement about how to teach critical thinking skills, though they share the idea of improving the critical thinking skills along with the education system. The recommendations reached through this study are as follows:

Recommendations

1. As the number of pre-service trainings makes a positive contributions for both teachers and managers, more in service trainings should be organized.
2. In order to teach these skills, programs should contain classes about critical thinking skills at faculty of education.
3. Some thematic activities like philosophy days can be organized at universities.
4. It can be helpful to provide books and journals to schools for both teachers and managers' use.
5. Another mixed research can be conducted to compare results.

*Acknowledgement

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Investigation of College Students' Capability of Self-Leadership*

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Abstract

Self-leadership means, in a common sense, "the process of leading one's self with the achievements of individual and organizational success for gaining self- motivation." Self-leadership is also a concept that is linked and nested with one's self- motivating efforts. Self-leadership forms the basis of participativ e leadership as a type of leadership closely associated with the perception of gaining benefits from oneself. So primarily people should be able to lead themselves and, later on, they must be able to share the process with other individuals. Researchers seem to have adopted three self-leading strategies including behavior-oriented, natural reward, and creative idea model strategies. In the present study, private and public sector employees of different fields of operation were evaluated applying self-leadership scales. The objective of the study is to compare the self-leadership abilities of students from various university departments. In the study, factors affecting self-leadership were determined by implementing the self- leadership scale to 148 students from different departments. In addition, a reliability and factor analysis tests were conducted. In results of the study, Cronbach's-Alfa rates were determined as 0.89 for all subjects, which is highly reliable. The number of the factors were gathered under 8 titles in the Turkish version of the scale while the original had 9 factors. In the present study, the factors "determining the target" and "evaluating opinions/ideas" were excluded, and the items were gathered under 7 factors. These factors include imagination of successful performance, self-punishment, assigning reminders for yourself, talking to yourself, self-observation, focusing on natural awards, and the reliability coefficients of these factors are respectively 0.868, 0.761, 0.742, 0.819, 0.783, 0.712 and 0.767. Moreover, in scope of the study, the researcher analyzed the self-leadership abilities of the departments, and observed significant differences on self-leadership abilities considering demographic and departmental differences.

Key words: Self-leadership, Leadership of oneself, Leading oneself, Leadership abilities

Introduction

The stress and complicated workplace environment, defined by globalization, rapid improvements in technology, economic crises, decreasing resources, and increasing costs, put burden on leaders' shoulders (Lovelace et al., 2007). Moreover, due to the rapid changes in all fields, it is getting harder to make futur e predictions. In contrast to those improvements, corporations need captain-like leaders for rescuing thei r ships from the big, wavy storms. Besides, social cognitive theory (Bandura, 1986) attaches importance to one's self-managing and auditing capability when difficult and important tasks are encountered. In recent years, researchers have placed importance on their research and have found the fact of and conducting a large number of research studies regarding the topic (Yavuz, 2010). Throughout the research, a wide range of leadership definitions and leadership types were emphasized.

Leadership is people's effort of prompting their followers to reach independently or mutually determined targets through political, economic, and related factors (Burn, 1978). According to Eren (1998), leadership is the overall information and ability required for drawing followers' attentions to determined targets. In other words, leadership is the ability to persuade people to carry them to previously-determined targets (Davis, 1988).

According to various scientists, when leadership types and related approaches were examined, it can be observed that researchers encounter quite a large number of concepts considering leadership concept such as autocratical, acknowledged the complete free, participant or democratic (Sinha, 1995), charismatic (Bass and Avalio, 1992), transforms and interactionist sharer (Eren, 1998; Carson et al., 2007), and self-leadership (Manz, 1986). In the study, results of the self-leadership scale, implemented to 148 university students, who are studying in different departments, have been analyzed. Differences of students' self-leadership abilities from their demographic structures and study departments were determined. According to the results of the analysis, 7 factors have been found to have effects on the self-leadership abilities of students. These factors are imagining solid performance by setting target for oneself, imagining, assigning reminders for oneself, talking to oneself, self-punishing, and self-rewarding. Moreover, as a result of the study, self-leadership abilities have been observed to differ by the study departments.

Literature

The self-leadership concept has developed as an extension of the inspiration of Kerr and Jermier (1978) which arose from the idea that self-managing is based on the theory of self-control, instead of the concept of leadership (Manz and Sims, 1980). The substructure consists of the concepts of self-organizing, self-control (Houghton and Neck, 2002), self-impress, and self-managing (Neck and Houghton, 2006). The very first definition of self-leadership was given by Manz in 1986 as "the process of one's self leading with the achievements of individual and organizational success which is gained through self-motivation." The concept of self-leadership is formed by the comprehensive actions which concentrates on effective behaviors and ideas for self-impressing (Manz 1986). Self-leadership consists of the influence that people apply on themselves to motivate and direct themselves to perform the desired actions (Manz, 1992).

Self-leading is an individual influencing process consisting of self-directing and self-motivating efforts required for an individual's achievement (Neck and Manz, 1995). Self-leadership is all the strategies which concentrates on behaviors and ideas practicable for individuals' influencing of themselves. In this type of leadership, managing their personal behaviors are essential for individuals and any efforts performed for directing themselves are included in the scope of the leadership (Paksoy, 2002). This leadership has been defined as a process consisting of influencing, controlling, and directing the behaviors of oneself by using special behavior models and cognitive strategies (Houghton and Neck, 2002).

The scholars examine the concept of self-leadership under three basic categories including (a) behavior oriented strategies, (b) natural reward strategies, and (c) creative idea model strategies (Houghton and Neck 2002; Neck and Houghton 2006).

a) Behavior-Focused Strategies: It is the struggle of raising individual awareness for making one's self behavior management easier (Manz and Neck, 2004). This strategy is composed of the subcategories of setting a target for oneself, self-observing, self-rewarding, self-punishing, and setting self-reminders.

Goal Settings: Having personal targets that enables an individual to direct his or her behaviors and setting a target for him or herself can be stated as these are the most important ones among those strategies. Research shows that setting challenging targets for an individual can increase his or her performance significantly (Locke and Latham 2002; Neck and Houghton 2006; Politis, 2006).

Self-rewarding: Self-rewarding is one of the methods that motivates individuals and helps them control their behaviors (Manz 1992). Self-rewarding can be either non-physical or as simple as one's self-appreciation after an achievement and playing the favourite song as a reward. It can also be physical like a special journey as a self-reward after the successful completion of a project (D'Intino et al. 2007). In other words, it is one's self rewarding in either physical or a non-physical way as a result of an individuals' desired and expected behaviors (Manz, Sims 1980).

Self-punishment: In a similar way to the rewarding, one's preference for self-punishing methods can also be used as a tool for directing behaviors. In this way, the aim of self-punishing is to extinguish non-desired behaviors and in consequence of those behaviors to be expected to be directed in desired ways (Neck and Houghton 2006). However, the strategy of self-punishing may affect an individual negatively and cause a decrease in performance when it is used perpetually (Manz 1992).

Self-monitoring: In a similar way to the rewarding, one's preference for self-punishing methods is also a tool for directing behaviors. In this way, it is aimed to extinguish non-desired behaviors and in consequence

of those behaviors to be expected to be directed in desired ways (Neck and Houghton 2006). However, the strategy of self-punishing may affect an individual negatively and cause a decrease in performance when it is used perpetually (Manz 1992).

Clues strategies: This strategy provides a reminder for an individual about important issues that are required to be done, by reminding physical objects or other individuals, which could be regarded reminders (Manz 1992, Neck et al.,. 2006). Thus, an individual perceives the objects and people as guides and when he/she encounters one of these, he/she remembers the things to be done (Manz 1992).

b) Developing Constructive Thinking Patterns: The model includes extinguishing ineffectual beliefs and predictions and applying imagining and talking to oneself in a positive manner. On this point, the concentrated topic is an individual's managing and controlling ability of his or her mental models. (Burns 1980; Ellis 1977).

This strategy consists of, from one perspective, imagining solid performance, talking to oneself, evaluating self-ideas (Tabak vd., 2013) evaluating and reorganizing unrealistic beliefs and ideas to imagine a solid performance (Houghton and Neck, 2002) from the other perspective. By using the creative idea model, an individual can transform negative and disruptive internal speech to positive and creative internal speech. Internal speech, describes an individual's talking to oneself and mental self-evaluation (Neck and Houghton, 2006). The creative idea model predicts an individual finding natural rewards about his or her profession, solving the problems, and evaluating their self-leadership (Roberts and Foti, 1998). The concept involves imagining of the consummation accomplishedly before working on a study or a task (D'Intino et al., 2007).

c) Natural reward strategies: This strategy means one's efforts to focus on the undesired aspects of an action or activity, or one's struggles to build up the conditions under which she/he is motivated and rewarded by the action or activity itself (Houghton and Yoho, 2005). The reward strategy includes two basic subjects. The first one is to attach likeable and enjoyable activities to work so that the work itself is a natural reward. The second one includes putting the unlikeable portion of the work to one side and concentrating on the parts that can be seen as natural reward or the likeable portion (D'Intino et al., 2007). In short, the strategy increases an individual's self-determination, and the feeling of sufficiency provides concentration on the likeable parts of the work (Alves et al., 2006).

Although it is a play, the message of Massinger mentions academicians and leaders that admit self-control as the prerequisite for a large team and leadership that is critical for the success of modern corporations (Lawrence and Lorsch, 1967; Whetten and Cameron, 2011). Most importantly, self-leadership literature shows that the positive effects of changes in self-leadership on someone else is a spillover benefit (Phillips et al., 2017).

Behavior Focused Strategies
a) **Goal Settings**
b) **Self-Rewarding**
c) **Self-Punishment**
d) **Self-Monitoring,**
e) **Clues Strategies**

Constructive Thinking Patterns
a) **Desiring Successful Performance by Determining Goals**
b) **Self-Talking**
c) **Assessing Own Thoughts and Ideas**

Self Leadership

Natural Reward Strategies

Figure 1. Self-leadership Strategies

Figure 1 shows the strategies and subcategories included in the self-leadership concept. The self-leadership concept is composed of three main titles which are behavior-focused strategies, constructive thinking patterns and natural reward strategies. The title of 'behavior-focused strategies' includes 5 sub-titles which are given as goal setting, self-rewarding, self-punishment, self-monitoring and clues strategies. The 'constructive thinking patterns', on the other hand, includes three main sub-titles as desiring successful performance by determining goals, self-talking and assessing own thoughts and ideas.

Method

In this part of the research, sample selection, target population of the study, data collection tools, validity and reliability data, tools, and techniques used for the analysis have been included.

Purpose of the research: This research has been conducted with the purpose of determining the differences in the self-leadership abilities of university students according to their demographic structures and study departments.

Selection of Sample and Target Population: The target population has been formed by students of Hitit University Sungurlu Vocational School of Higher Education. The sample selection has been randomly made among the students of five different departments of vocational schools of higher education which have completed the survey in full.

Hypothesis of the research: In the research, to examine those relations, the hypotheses listed below are tested:

H1. There is a relation between demographic variables and self-leadership scale scores.

H1.1. There are significant differences between genders of the students and self-leadership scores. H1.2. There are significant differences between ages of the students and self-leadership scores.

H1.3. There are significant differences between type of high schools that students graduated from and self-leadership scores.

H.1.4. There are significant differences between the time that students spend in university and self - leadership scores.

H2. There are significant differences between departments of students and self-leadership scale scores.

Data collection tools: The self-leadership scale used in the research has been formed by translation made by Tabak and the others (2013) which has 3 dimensions, 8 sub-scales, and 29 subjects. First of all, the scale with 35 subjects developed by Anderson and Prussia (1997) and validated by Houghton and Neck (2002) has been reorganized and translated to Turkish. According to the study made by Tabak and the others (2013), the Turkish form of the study including 29 subjects and 3 dimensions of self-leadership scale has been declared to be reliable, valid, and available for application in Turkey. The reliability quotient of sub - sizes of Turkish translation is available. The reliability quotient of the scale has been calculated as 0,87.

Validity and Reliability Information: Reliability and factor analysis of the scale were calculated. Cronbach - alfa value has been determined as 0.89 and reliable on high levels. Factor numbers of the scale have been gathered under 7 factors while the original scale had 9 factors. Imagining a solid performance by setting personal targets, assigning reminders for oneself, talking to oneself, self-punishing, self-rewarding, target setting, and reliability factors are 0.870, 0.801, 0.796, 0.702, 0.783, 0.770, 0.716 respectively. Self-leadership abilities have been found to be different among departments, and statistical data was included in results section. While the scale factor amount was 9 in the original scale, this number reduced to 8 during the adaptation of the scale into Turkish by Tabak and his colleagues (2013). The scale items, in this project, were gathered under 7 factors.

Table 1. Factor Analysis Result

Items	Weights of the factor items						
	1	**2**	**3**	**4**	**5**	**6**	**7**
S23	0.775						
S22	0.754						
S25	0.713						
S24	0.699						
S27	0.609						
S26	0.443						
S20	0.404						
S12		0.848					
S21		0.827					
S5		0.736					
S15			0.786				
S7			0.712				
S16			0.412				
S8							
S9				0.751			
S18				0.569			
S14				0.536			
S17				0.480			

S11	0.454		
S19		0.819	
S10		0.781	
S3		0.645	
S1			0.822
S4			0.573
S2			0.474
S29			0.787
S6			0.517
S13			0.508
S28			0.465

Table 1 demonstrates item charge and factors which is attained after factor analysis. These factors, imagination of successful performance, self-punishment, detection of reminders for himself, speak to himself, self-observation, focusing of thoughts on natural awards and their rel iability coefficients Cronbach's Alpha values are respectively 0.868, 0.761, 0.742, 0.819, 0.783, 0.712 and 0.767. It is determined that there are differences between section's self- leadership skills and statistical data which are included in findings part.

Findings

In this section, the base statistics defining sample selection and results of the applied analysis have been included.

Table 2. Statistics defining demographic structure

Variables	Value	f	Percent(%)
Gender	Male	58	39.2
	Women	90	60.8
Age	18-19	27	18.2
	20-21	91	61.5
	22+	30	20.3
Department	Computer Programming	38	25.7
	Child Development	37	25.0
	For. Trade	23	15.5
	Buss. Adm.	20	13.5
	Health Programs	30	20.3
Time spent in university	1	48	32.4
	2	86	58.1
	3++	14	9.5

Table 2 presents the statistics of the sample that affect the demographic structure. 60,8% of the sample are women. Moreover, %61,5 of the sample is between 20-21 years of age and 58,1% of sample have spent 2 years in university.

Table 3. Results of t-test regarding gender and high school type

	Value	N	X	S	Sd	t	p
Gender	Male	58	3.7	0.498	146	1.238	0.05
	Female	90	3.83	0.701			
High School Type	Vocational School	92	3.76799	0.65735	138	0.652	0.67
	Reg. High School	48	3.84195	0.59564			

When Table 3 has been analyzed, self-leadership scores have found to differ regarding gender (t(146)=1.238, p=0.05), however, have found that do not differ according to the high school type (t(138)=0.652, p=0.67). When table above is analyzed self-leadership scores of women (X=3.83) showed to be greater than scores of men (X=3.7).

Table 4. ANOVA test results regarding age group of students

Variable	Resource of Variance	Sum of Squares	Sd	Average	f	p	Significant
Age	Inter Group	2.20411	2	1.10205	2.83491	0.06	-
	In-group	56.3678	145	0.38874			
	Total	58.5719	147				

Table 4 shows ANOVA test results regarding the age groups of the students. According to the results, there is not a significant difference between age groups.

Table 5. ANOVA test results regarding the departments of students

Variable	Resource of	Sum of	Sd	Average	f	p	Significant
Department	Inter Group	5.41012	4	1.353	3.638	0.007	-
	In-group	53.1618	143	0.372			
	Total	58.5719	147				

According to the ANOVA test results given in Table 4, study departments were found to effect the self - leadership scores (F(4-143) = 3.638, p = 0.007).

Moreover, when the Levene test, which has been made to observe homogeneous results, and results of the Table 5 have been examined, variances were found to not to be distributed equally (p<0.05).

Table 6. Homogeneity test of variances

Levene Statistic		df1	df2	p
4.020		4	143	0.004

Because of that reason, in order to examine the group differences, prefer Tamhane test, which is a post hoc test, were applied. Due to this calculation, the results listed in Table 6 have been obtained. According to the Tamhane Test results in Table 6, there is a significant difference between healthcare programs (X = 4.00), business administration (X = 3.93), and computer sciences (X = 3.48). Therefore, there is quite a few differences among departments.

Table 7. Inter-departm ent self-leadership scale score differences

	Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Computer Sciences	Child Dev	-0.33180	0.15896	0.338	-0.7908	0.1272
	Foreign Trade	-0.27346	0.18584	0.799	-0.8212	0.2743
	Bus. Adm.	-0.45254*	0.12901	**0.009**	-0.8287	-0.0764
	Healthcare Programs	-0.52208*	0.13405	**0.002**	-0.9109	-0.1333
Child Dev.	Computer Sciences	0.33180	0.15896	0.338	-0.1272	0.7908
	Foreign Trade	0.05835	0.19002	10.000	-0.5004	0.6171
	Bus. Adm.	-0.12074	0.13496	0.991	-0.5148	0.2734
	Healthcare Programs	-0.19028	0.13978	0.860	-0.5964	0.2158
Foreign Trade	Computer Sciences	0.27346	0.18584	0.799	-0.2743	0.8212
	Child Dev.	-0.05835	0.19002	10.000	-0.6171	0.5004
	Bus. Adm.	-0.17909	0.16578	0.967	-0.6790	0.3208
	Healthcare Programs	-0.24863	0.16973	0.808	-0.7570	0.2598
Bus. Adm.	Computer Sciences	0.45254*	0.12901	**0.009**	0.0764	0.8287
	Child Dev.	0.12074	0.13496	0.991	-0.2734	0.5148
	Foreign Trade	0.17909	0.16578	0.967	-0.3208	0.6790
	Healthcare Programs	-0.06954	0.10448	0.999	-0.3762	0.2371
Healthcare Programs	Computer Sciences	0.52208*	0.13405	**0.002**	0.1333	0.9109
	Child Dev.	0.19028	0.13978	0.860	-0.2158	0.5964
	Foreign Trade	0.24863	0.16973	0.808	-0.2598	0.7570
	Bus. Adm.	0.06954	0.10448	0.999	-0.2371	0.3762

Table 8. ANOVA test results with respect to time spent in university by students

Variable	Resource of	Sum of	Sd	Avg. of	f	p	Significant
	Inter-Group	0.638	2	0.319	0.799	0.452	-
Department	Within the	57.934	145	0.400			
	Total	58.572	147				

According to the ANOVA test results , regarding the time spent at university by student in Table 8, there is not a significant difference between self-leadership scores and time spent in university.

Results, Conclusions and Recommendations

The scale defined as leading oneself or self-leadership, has been developed participating to university students in 2002 by Houghton and Neck. However, the study may have different results when it is applied in different cultural structures of different countries (Alves et al., 2006). The studies conducted in China have showed that the self-leadership concept has been distinctly perceived in Chinese culture and the scale was found to have six factors which is different from the original. It has been declared by Neubert and Wu (2006) that the scale applied and developed in the US sample group has not been perceived in a similar way to Chinese workers' perception. Consequently, they have revealed that the self-leadership scale has required to be performed with great numbers of empirical research in countries that do not share the western culture. Since according to the results of the research, the scales must be reorganized so that it can be universal in cultural dimensions.

According to the results of the self-leadership scale applied in Turkey at Hitit University, genders and departments of the students have been found to have relations with the scores of the scale and the results have been organized in table format. In other words, it was proved that H1.1 and H2 hypotheses were approved and admitted which are perceived as a justification of the H1 hypothesis.

Boundedness of the Research and Future W orks: This research conducted at Hitit University is seen as bounded as it has been conducted with 148 vocational school students of different departments. It is predicted that application of self-leadership scales to different universities and obtaining a great number of samples may cau se different results. For forthcoming works, the researcher aims to increase the number of samples and to compare self-leadership with other types of leadership.

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