

The Effect of Self-Leadership on Self-Efficacy and University Commitment: A Study on Preservice Music Teachers

Muhammet Emre KILIÇ¹  Mehmet Yaşar KILIÇ²  Emirhan ŞİMŞEK³ 

¹ Dr, Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü, Eğitim Yönetimi, Erzurum, Türkiye muhammetemrekilic25@gmail.com

² Dr, Kıbrıs İlim Üniversitesi, Eğitim Bilimleri Fakültesi Fakültesi, Eğitim Yönetimi, Girne, KKTC myasarkilic@hotmail.com (Sorumlu Yazar/Corresponding Author)

³ Uzman, Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü, Güzel Sanatlar Ana Bilim Dalı, Müzik Eğitimi, Erzurum, Türkiye emirsimsek0025@gmail.com

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The aim of this study was to find out the relationship among variables self-leadership, self-efficacy and university commitment and their effects on each other. Accordingly, correlational survey model was used as the relationships among variable. It examines conceptual models created by researchers. The population included 1390 preservice music teachers. There were 349 preservice music teacher in the sample of the research. The research's sample consisted of 10 universities. A simple random sample was chosen for the participation of the students. Structural equation model was created with the hypotheses. Confirmatory factor analysis was used to find out the factor and item numbers of the them. The data were evaluated in terms of extreme values and 16 data were excluded according to mahalonobis values. The skewness and kurtosis coefficients of the sub-dimensions were examined to determine whether the univariate normality assumption of the data was met. According to the first result, music teacher candidates' self-leadership behaviors positively and significantly affected their self-efficacy. According to second result, preservice music teachers' self-leadership behaviors positively and significantly affected their university engagement. According to the third result, it was concluded that the self-efficacy of the preservice music teacher affected their university commitment positively and significantly. Self-leadership was an important predictor of self-efficacy and university commitment, and self-efficacy was an important predictor of university commitment.

Öz Liderlik ve Öz Yeterliğin Üniversite Bağlılığına Etkisi: Müzik Öğretmeni Adayları Üzerinde Bir Araştırma

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ABSTRACT

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Bu çalışmanın amacı, öz liderlik, öz yeterlik ve üniversite bağlılığı değişkenleri arasındaki ilişkiyi ve birbirleri üzerindeki etkilerini bulmaktır. Bu doğrultuda, araştırmacılar tarafından oluşturulan kavramsal modelleri inceleyen ilişkisel tarama modeli kullanılmıştır. Araştırmanın evreni, 1390 müzik öğretmeni adayından oluşmaktadır. Araştırmanın örnekleminde 349 müzik öğretmeni adayı bulunmaktadır. Araştırmanın örneklemi için 10 üniversite seçilmiştir. Öğrencilerin katılımı için basit bir rastgele örnekleme yöntemi kullanılmıştır. Hipotezleri test edebilmek için yapısal denklem modeli oluşturulmuştur. Faktör ve madde sayılarını bulmak için doğrulayıcı faktör analizi yapılmıştır. Veriler, aşırı değerler açısından değerlendirilerek mahalonobis değerlerine göre 16 veri analizden çıkarılmıştır. Alt boyutların çarpıklık ve basıklık katsayıları, verilerin tek değişkenli normal varsayımını karşılayıp karşılamadığını belirlemek için incelenmiştir. Araştırmada müzik öğretmeni adaylarının öz liderlik davranışları, öz yeterliklerini olumlu ve anlamlı bir şekilde etkilediği sonucuna ulaşılmıştır. Diğer bir sonuca göre, müzik öğretmeni adaylarının öz liderlik davranışları, üniversite bağlılıklarını olumlu ve anlamlı bir şekilde etkilediği bulgulanmıştır. Ayrıca, müzik öğretmeni adaylarının öz yeterliği, üniversite bağlılıklarını olumlu ve anlamlı bir şekilde etkilediği sonucuna varılmıştır. Öz liderlik, öz yeterlik ve üniversite bağlılığının önemli birer yordayıcısı olduğu sonucu elde edilmiştir. Ayrıca öz yeterlik üniversite bağlılığı için önemli bir yordayıcı olduğu sonucuna varılmıştır.

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INTRODUCTION

Preservice music teachers have a lot of problems. The first of these is the psychological problems, which are preservice music teacher lack of self-confidence, high anxiety and optimism about the problems, experienced by the students (Campbell & Thompson, 2007; Gifford, 1993; Mills, 1989; Richards, & Killen, 1993). Second problem is the performance problems which are intonation, voice disorders or in-class performance problems (Doerksen, 1999; Hackworth, 2006; Millican, 2016). Third problem experienced by preservice music teacher problem is university-oriented problems such as learning experiences, classroom management techniques, practices and incompatibility of lessons (Legette, 2013; Russell-Bowie, 2009). Finally, the last problem is knowledge and skill-oriented which are low musical ability and lack of musical experience (Gifford, 1993; Russell-Bowie, 2009).

Another situation that is as important as these problems is what the solutions are. In the context of performance problems such as dealing with the problem or working on it are offered (Millican, 2016). The solution about university problem is that students should be proactive in solving online university problems (Hebert, 2007). Another solution is the inclusion of social skills into education programs for the potential success of music teachers (Johnson, 2014). The last solution is for expert teachers to attend classes or a course on problem solving should be included in the education curriculum (Jelen, 2013). The problems and solutions of students can be diversified. However, methods of solving these problems are generally focused on educator, university and environmental factors (Çevik, 2011). Although teachers, educational environment and university administrators also contribute to solving these problems, they can cope with these problems before starting the teaching profession.

In this study, the problems and solutions mentioned above can be associated with students' university commitment. In other words, we think that as students' commitment to university increases, the stated problems may decrease. That's why, we use self-leadership and self-efficacy, which are two important factors that can increase university commitment in this model. We believe that students can solve most of these problems before students start their careers. From psychological problems to skill problems, we believe that students can overcome these problems easily and without coming to university by improving their behaviour (Carver & Scheier, 1998; Choi & Jung, 2015; Lee, 2015; Lee & Kim, 2016; Park & Park, 2008; Pillai & Williams, 2004; Theodorakis, 1996)

Self-Leadership

Self leadership means that people can manage themselves or direction of people or motivation for success. Self-leadership is directing and motivating oneself to achieve individual success (Houghton, & Neck, 2002; Manz, 1986; Manz, & Sims, 1980). Self-leadership affects outcomes of people. This is considered in the context of motivation and self-influence theories (Houghton, Bonham, Neck, & Singh, 2004; Houghton, & Yoho, 2005). Self-leadership practices are valid in all cultures, but strategies could change according to cultures (Alves, 2006). In the literature, self-leadership forms some strategies that are natural reward, and constructive (Prussia, Anderson, & Manz, 1998).

Behaviour strategy aims to increase individuals' self-awareness. Behavior-oriented self-leadership strategies support behaviours with desired successful results and suppress negative behaviours (Houghton & Neck, 2002; Neck, & Manz, 2010). With natural reward strategies, students can improve their performance by focusing more on their tasks by hanging pictures or playing music for the study environment (Houghton, & Neck, 2002). It helps the individual build their determination and competence with the help of enjoyable activities. Behaviours related to tasks will be triggered in order to increase performance (Prussia, Anderson, & Manz, 1998; Neck & Houghton, 2006). Constructive thought models are based on changing or creating cognitive thought processes (Long, Alifiah, Kowang, & Ching, 2015). This is mainly designed to create and change thought patterns in desired ways (Prussia, Anderson, & Maz, 1998).

The Relationship Between Self-Leadership and Self-Efficacy

Self-efficacy defines individuals' self-evaluation of the abilities required to perform certain aims (Bandura, 1991). People who have self-efficacy believe they can achieve success (Maddux, 2002). Studies show that self-leadership can increase individuals' self-efficacy levels (Carver & Scheier, 1998). self-efficacy and regulation affect students' learning and success. For example, if students fulfill their duties and responsibilities, they receive positive feedback from their teachers and increase their self-confidence (Schunk, & Zimmerman, 2007). There are many studies that directly reveal the relationship among self efficacy and self leadership (Kim & Kim, 2019; Choi & Kim, 2020). Prussia, Anderson, & Maz (1998) examined the the leadership's impact on outcomes. The leadership directly and significantly affects self-efficacy (Francisco, 2019; Bozkurt, Çoban, Özdemir & Özdemir, 2021).

Another study explains significant and positive relation among self-leadership and efficacy (Norris, 2008). Similarly, some studies reveal indirect and direct relation among self-efficacy and self-leadership in many contexts (Han & Kwon, 2016; Lee, 2015; Lee & Kim, 2016; Lee, Park & Kim, 2014; Unsworth & Mason, 2012; Wang, Jung, Park, Yoo, Bae & Kim, 2016).

The Relationship between Self-Leadership and University Commitment

The university commitment is the individual's feeling of belonging to the university (Libbey, 2004). University commitment involves the perceptions of students towards the university, their friends and teacher, and their active participation in the learning process as well as university activities (Covell, 2010). The concept of self-leadership predicts individuals to be attached to some extent (Manz & Sims, 2001). In case of monitoring students' disengagement, low-level participation, discipline and absence problems can be observed (Natriello, 1984). If the student is committed to the university, their psychosocial adjustment and success may be affected. In other words, students can gain attitudes and skills such as understanding complex ideas, specializing in skills that are seen as difficult, forming a perception of competence, associating university studies with future studies and taking care (Archambault, 2009; Appleton, 2006). Self-leadership creates more responsibility on individuals and as a result, self management increases. The responsibilities will encourage individuals to follow their own internal work standards and this provides a sense of purpose by increasing organizational commitment (Manz, 1986). Moreover, self-leadership is the significant determinants of it (Pihl-Thingvad, 2014). Individuals, who have self-leadership strategies generally, show an ownership about their works. Self leadership may show a higher level of commitment to their own tasks and aims (Bligh, Pearce & Kohles, 2006; Manz & Sims, 2001; Houghton & Yoho, 2005). The leadership has important effects in strengthening commitment (Houghton, Neck, Manz, 2003; Neck & Houghton, 2006; Stewart, Courtright & Manz, 2011). Nevertheless, there are a few studies about this subject. Pihl-Thingvad (2014) concluded that the leadership affected the commitment. Similarly, Andressen, Konradt, and Neck (2012) revealed the relation among self-leadership and emotional commitment.

The Relationship between Self-Efficacy and University Commitment

Erdoğdu and Yüzbaşı (2018) stated that self-efficacy levels of students and their university commitment are in a relationship. Similarly, Mengi (2011) concluded that if students' efficacy increase, the commitment of them may also increase. In addition, there are many studies that show a direct and indirect relationship among them (Almutairi, 2020; Samual, 2014). Oh & Wee (2016) found positive significant relationship among commitment and self-efficacy, nursing performance. Park & Jung (2015) examined that self-efficacy affects career and commitment positively and significantly. In many studies, relationship among commitment and self-efficacy has been proved (Coladarci, 1992; Theodorakis, 1996, Pillai & Williams, 2004).

Music teachers can solve the difficulties. They encounter in terms of them with their self-leadership skills. Some studies showed the relation among self-leadership, self-efficacy and

commitment (Han & Kwon, 2016; Neck & Houghton, 2006; Oh & Wee, 2016; Park & Jung, 2015; Pillai, & Williams, 2004; Stewart, Courtright & Manz, 2011; Unsworth, & Mason, 2012). However, there isn't any relation among these concepts. Theoretically self-leadership affects self-efficacy and commitment. However, there is no study that examines these three concepts together statistically. In this study, the effect levels and statistical significance for this model of self-leadership, self-efficacy and university attachment were emphasized. The study is important in terms of establishing a model for self-leadership, self-efficacy and school engagement.

Self-leadership, self-efficacy and university commitment may differ this year. Thus, it is a limitation of this research. The findings are limited to the opinions of preservice music teachers. This research aims to test the relationship among self-leadership, self-efficacy and university commitment and their effects on each other according to preservice teachers. In addition, the path diagram for the hypotheses is shown in the figure below.

H1: Self-leadership significantly and positively affects self-efficacy according to preservice teachers.

H2: Self-leadership significantly and positively affects university commitment according to preservice teachers.

H3: Self-efficacy affects university commitment positively and significantly according to preservice teachers.

METHOD

Research Design

The aim of this study was to find out the relationship among variables self-leadership, self-efficacy, university commitment as well as their effects on each other. Accordingly, correlational survey model was used as the relationships among variable. It examines conceptual models created by researchers. Correlational survey model was to find out the coexistence of these variables among variables (Karasar, 1998; Christensen, Johnson & Turner, 2011). In correlational research, it examined the co-variation of variables. Relational screening aimed to identify distinctions between situations, rather than finding existing standards (Büyüköztürk at all, 2008; Karasar, 2020).

Participants

The population was the large group of entities from which the data (measurements) needed to answer the questions are obtained (Büyüköztürk at all, 2008). The population included 1390 preservice music teachers. Information was collected about the population through sampling (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2008). There were 349 preservice music teacher in the sample of the research. The research's sample consisted of 10 universities. The names of this university are Ağrı İbrahim Çeçen University, Aksaray University, Ataturk University, Balıkesir University, Erzincan Binali, Gazi University, Niğde Ömer Halisdemir University, Samsun 19 Mayıs University, Sivas Cumhuriyet University, Van Yüzüncü Yıl University and Yıldırım University. The universities mentioned above are in Turkey. The provinces, where the research was conducted, are Erzurum, Ankara, Ağrı, Samsun, Balıkesir, Niğde, Sivas, Aksaray, Van, Erzincan, respectively.

We use two methods to calculate the sample size. Firstly, so as to determine the sample size in structural equation models, it was necessary to have more than 200 participants for large sample sizes. Secondly, Cochran's sample size formula was used for categorical data. While doing this calculation, the alpha level of the confidence interval was found as .05 and the error rate as 5%. As a result of this calculation, the sample size was expected to be at least 301 (Bayram, 2010; Bartlett, Kotrlik, & Higgins, 2001). 349, which was the number of samples obtained for this study, was found to be suitable.

A simple random sample was chosen for the participation of the students. It was a sampling in

which the probability of entering the sample was equal and independent of each other (Balçı, 2010). Demographic variables of research participants were as follows. In terms of the biological sex variable, 51.6% of them were female (n = 180). In addition to this, 48.4% of them were male (n= 169). In terms of class variable, 15.5% of the participants were 1st (n = 54); 31.2% of them were 2nd (n = 109), 23.5% of them were 3rd (n = 82) and % 29.8 of them are 4th grade (n = 104).

Research Instruments and Processes

Self-leadership scale

Anderson and Prussia (1997) developed the scale. Houghton and Neck (2002) revised it. Tabak, Sıgır and Türkoz (2013) adapted the scale into Turkish. "Self-leadership scale" determines the participants' the self-leadership skills. It includes three dimensions as "behavior focused", "natural reward" and "constructive thought" and 29 items. It was 5-point Likert type. It was anchored by expressions such as "never" (1), "rarely" (2), "occasionally" (3), "usually" (4) and "always" (5). According to our analysis for this study, the scale items' factor loads ranged from .356 to .872. The fit indices were $C_{min} / df (X^2 / sd) = 3.50$, CFI = .93, GFI = .95, AGFI = .90, NFI = .90, RMSEA = .08, and SRMR = .054. The fit index values were at a good level. Sample items for this scale were as follows. "I set specific goals for my personal success", "I use notes to remember what I need to achieve", "before I do a job, I imagine in my mind that I have done that job successfully".

Self-efficacy scale

Schwarzer and Jerusalem (1995) developed it. Alpay (2010) adapted the scale into Turkish. "Self-efficacy scale" finds out the self-efficacy levels of music teachers. It consisted of 10 items and had two sub dimensions. These were named as "effort and resistance" and "ability and trust". The self-efficacy scale was 4-point Likert type and was formed with expressions such as "completely wrong" (1), "somewhat true" (2), "moderately true" (3) and "completely true" (4). Cronbach's Alpha value was .86 for the total scale. The scale items' factor loads ranged from .597 to .885. The obtained confirmatory analysis fit indexes were $C_{min} / df (X^2 / sd) = 3.37$, CFI = .94, GFI = .94, AGFI = .90, NFI = .92, RMSEA = .08, and SRMR = .043. The fit index values of the model created were at a good level. Sample items for this scale are as follows. "If I try hard enough, I can always find a way to solve difficult problems", "if I make the necessary effort, I can solve many problems", "when I encounter a problem, I can usually find several solutions".

School commitment scale

Participants' university commitment was measured by the school commitment scale. Fredricks, Blumenfeld, Friedel, and Paris (2005) developed the scale and Çengel, Totan, and Çöğmen (2017) adapted the scale into Turkish. It was used to find out the level of university commitment of music teachers. It consisted of 19 items and three dimensions. These dimensions were named as "behavioral dimension", "affective dimension" and "cognitive dimension". The university commitment scale was a 5-point Likert type and had "not right at all" (1), "sometimes correct" (2), "sometimes right" (3), "most of the time right" (4) and "very correct" (5). The Cronbach's Alpha value was .84 for the total scale. The factor loads of the scale items ranged from .633 to .872. The obtained confirmatory analysis fit indexes were $C_{min} / df (X^2 / sd) = 2.55$, CFI = .93, GFI = .91, AGFI = .88, NFI = .90, RMSEA = .07, and SRMR = .069. These results showed that the fit index values of the model created were at a good level. Sample items for this scale were as follows. "I complete my work in class on time", "I like being at university", "Activities at university excite me".

Data Analysis

The testing model and confirmatory analysis were performed via SPSS 21 and AMOS 24. Confirmatory factor analysis aims to find out if the previously existing scale is suitable for the original

factor structure as a result of using it in the current study (Suhr, 2006). The SEM was created with these hypotheses. Since the structural equation model took into account the measurement errors and indirect effects of the observed variables in the created model, it allowed researchers to work on multivariate models and to test these models (Bayram, 2010). Confirmatory factor analysis was used to find out the factor and item numbers of the them. Structural equation modeling was done to test the model. Universities were in different provinces. google forms were used.

The data were evaluated in terms of extreme values and 16 data were excluded according to mahalonobis values. The skewness and kurtosis coefficients of the sub-dimensions were examined to determine whether the univariate normality assumption of the data was met. They were found to be between -1.5 and +1.5. Therefore, it is appropriate (Tabachnick & Fidell, 2013). When the correlation values were examined, no relationship was found that could cause multicollinearity (Büyüköztürk, 2011). In the evaluation of model fit goodness, $X^2 / sd = CMIN / DF$ value between 0-5 and p value between .01 and .05; The CFI value was .90 and 1.00, the GFI value was between .90 and 1.00, the AGFI value is between .85 and 1.00, the NFI value was between .90 and 1.00, the RMSEA value was between 0 and 0.08, and the SRMR value was between 0 and 0.10. (Bollen, 1989; Browne & Cudeck, 1993; Byrne, 2010; Hu & Bentler, 1999; Kline, 2016; Schermelleh-Engel, Moosbrugger, & Müller, 2003; Tanaka & Huba, 1985).

Ethic

This research was ethically approved by the Cyprus Science University Ethics Committee with the decision numbered 2023/02.001 on 02/02/2023.

FINDINGS

The aim of the study is to find out the effect of self-leadership on self-efficacy and university commitment. The correlation values among self-leadership, university commitment and self-efficacy are shown in Table 1.

Table 1. *Correlations among self-leadership, self-efficacy and university commitment*

VARIABLES	N	SD	1	2	3	1.1	1.2	1.3	2.1	2.2	3.1	3.2	3.3
1. Self Leadership	3.74	.40	1										
2. Self Efficacy	3.28	.47	.58	1									
3. University Commitment	3.92	.54	.37	.36	1								
1.1. Behavior Focused	3.41	.45	.85	.51	.26	1							
1.2. Natural Reward	3.98	.47	.88	.49	.38	.52	1						
1.3. Constructive Thought	4.12	.64	.67	.49	.25	.51	.55	1					
2.1. Talent and Trust	3.46	.42	.53	.87	.40	.40	.50	.45	1				
2.2. Effort and Resistance	3.17	.56	.55	.96	.31	.51	.44	.46	.71	1			
3.1. Behavioral	4.27	.65	.22	.13	.56	.16	.23	.13	.19	.09	1		
3.2. Affective	3.76	.91	.24	.26	.74	.17	.24	.19	.26	.24	.31	1	
3.3. Cognitive	3.81	.76	.29	.30	.73	.22	.30	.18	.35	.25	.13	.18	1

There is a significant and positive relationship among self-leadership and self-efficacy ($r = .58, p < .01$). There is a significant and positive relationship among self-leadership and university commitment ($r = .37, p < .01$). There is a significant and positive relationship among self-efficacy and university commitment ($r = .36, p < .01$). The relationships among these dimensions of the scales are shown in Table 1. The analysis results of the model created according to research are shown in Figure 1.

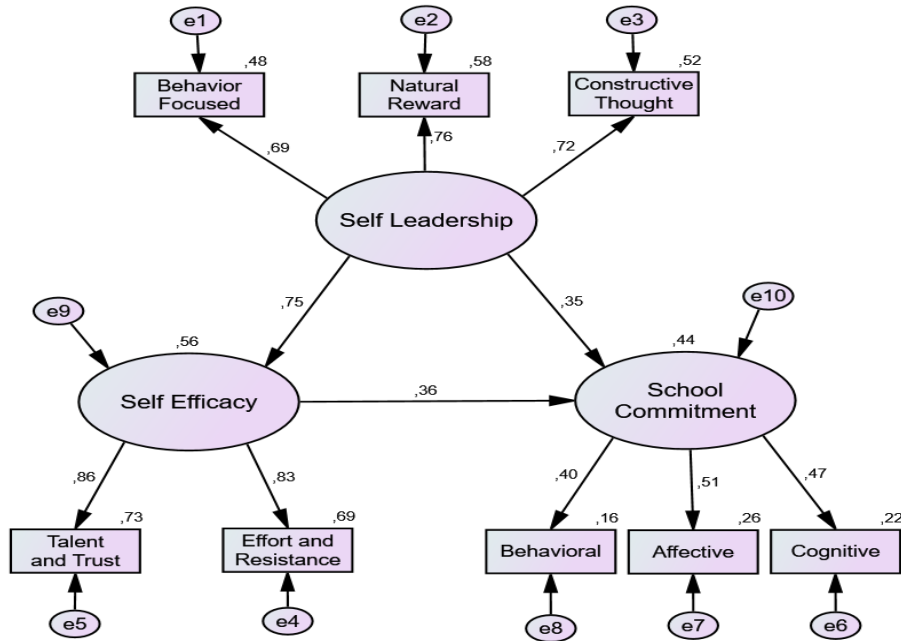


Figure 1. Path diagram for the model created.

When Figure 1 is examined, factor loads for the self-leadership variable range from 0.69 to 0.76. Factor loads for the Self Efficacy variable vary between 0.83 and 0.86. Factor loads for the University Commitment variable range from 0.40 to 0.51. The goodness of fit values and the reference goodness of fit values obtained for the model created are shown in Table 2.

Table 2. The goodness of fit values and the reference goodness of fit values

Fit Indices	Reference Fit Values	Model Fit Values
X^2/sd	$0 \leq X^2/sd \leq 5$	3.25
CFI	$0.90 \leq CFI \leq 1.00$.95
GFI	$0.90 \leq GFI \leq 1.00$.96
AGFI	$0.85 \leq AGFI \leq 1.00$.92
NFI	$0.90 \leq NFI \leq 1.00$.93
RMSEA	$0.00 \leq RMSEA \leq 0.08$.08
SRMR	$0.00 \leq SRMR \leq 0.10$.04

Model fit values are $X^2/df = 3.25$, CFI= .95, GFI= .96, AGFI= .92, NFI= .93, RMSEA= .08 and SRM = .04. The values are among the reference fit values. These results are an indicator that the goodness of fit values of the model are at a good level. Regression values, standard error and critical ratio belonging to the created model are given in Table 3.

Table 3. Regression values, standard error and critical ratio

Relationships	Regression Values	Standard Error	Critical Ratio
Self Leadership → Self Efficacy	.75	.11	9.8*
Self Leadership → University Commitment	.35	.19	2.1**
Self Efficacy → University Commitment	.36	.13	2.0**

Self-leadership positively and significantly affects self-efficacy ($\beta = .75$, $p < .01$, $t = 9.8$). This result confirms the "self-leadership positively and significantly affects self-efficacy" hypothesis in H1. According to this result, having self-leadership skills of music teacher candidates increases their self-efficacy. The self-leadership characteristics of students are an important factor in providing self-efficacy.

Another result obtained from the study is that self-leadership affects university commitment positively

and significantly ($\beta = .35$, $p < .05$, $t = 2.1$). This result confirms hypothesis "self-leadership positively and significantly affects university commitment" in H2. According to this result, having self-leadership skills of preservice music teachers increases university commitment. That is, the self-leadership behaviour of students is an important factor in ensuring university commitment. When the relationship between self-efficacy and university commitment is examined, self-efficacy affects university commitment positively and significantly ($\beta = .36$, $p < .01$, $t = 2.0$). This result confirms hypothesis "self-efficacy affects university commitment positively and significantly" in H3. The self-efficacy of students increases university commitment. In other words, the self-efficacy of students is an important factor in ensuring university commitment.

DISCUSSION, CONCLUSION, RECOMMENDATIONS

According to the first result, students' self-leadership behaviours significantly and positively affected their self-efficacy. There is a positive and significant relationship among the efficacy and self-leadership. Choi & Jung (2015) revealed the relation among the leadership and self-efficacy. In order to develop self-efficacy, this leadership might be important element. Han & Kwon (2016) showed a significant and positive relation among this leadership and self-efficacy. Different studies about the subject also showed that there were significant positive relationships among self-efficacy and self-leadership (Lee, 2015; Lee & Kim, 2016; Lee, Park, & Kim, 2014; Wang, Jung, Park, Yoo, Bae, & Kim, 2016). According to these results, if students had had self-leadership behaviours, their self-efficacy may have increased. Self-leadership strengthens the self-efficacy of individuals (Manz & Neck, 2004; Prussia, Anderson & Manz, 1998). Individuals with high self-efficacy increase the standards (Bandura & Cervone, 1986). For example, when cognitive modeling was included in the educational environment, it produced more self-efficacy than those who only attended the course (Gist, 1989).

The students' self-leadership behaviours positively and significantly affected their university commitment. No other study has been found that fully understands the relationship among university commitment and self-leadership. However, there was a significant and positive relationship among commitment and self-leadership. Manz (1986) concluded in his study that self-leadership indirectly increases commitment. The self-leadership imposed responsibility on individuals and this causes organizational commitment by encouraging individuals to follow their own internal work standards. In addition, there were many studies about significant and positive relationships between self-leadership and commitment (Houghton, Neck, Manz, 2003; Neck & Houghton, 2006; Park & Park, 2008; Stewart, Courtright & Manz, 2011). If students had had self-leadership behaviors, their commitment to university may have increased. Individuals who control their own behavior may be more committed to their institutions (Breevaart, Bakker, & Demeruti, 2014). Individuals with self-leadership can be said to be committed to their institutions as well as their commitment to their duties and responsibilities (Houghton, & Yoho, 2005; Manz & Sims, 2001).

The self-efficacy of students affected their university commitment positively and significantly. Erdogdu and Yüzbaşı (2018) stated that there was a positive significant relationship among students' general self-efficacy levels and their commitment to university. Ayık, Savaş, and Yücel (2015) stated that there was a positive and significant relationship between students' self-efficacy beliefs and university commitment. There were also studies on the relationships between competence and organizational commitment. Oh & Wee (2016) that there was a positive correlation between self-efficacy and organizational commitment. Park & Jung (2015) stated that there was a positive significant relationship between nurses' professional self-efficacy and organizational commitment. They stated that there was a positive significant relationship between self-efficacy and career commitment. In addition, as a result of studies on the relationships between self-efficacy and commitment, there were positive and significant relationships between self-efficacy and commitment (Coladarci, 1992; Pillai & Williams, 2004; Theodorakis, 1996). According to these results, self-efficacy of students may have increased their commitment to university. The increase in students' sense of self-efficacy in the university environment also increases their sense of belonging to the university. Research has shown that there was a positive relationship between university engagement and self-efficacy (Conchas, 2001;

Mengi, 2011). One of the elements of organizational commitment, using the individual's time in useful works had similar characteristics with maintaining their commitment to their goals, which was an element of self-efficacy (Martin & Nicholls, 1987; Yilmaz et al., 2002).

Within the scope of self-leadership, music teacher educators should motivate students to manage and direct themselves in order to suppress negative situations such as absenteeism, lack of self-confidence, anxiety, performance problems, voice disorders and classroom performance. Music teacher educators should support students throughout the year to achieve the goals they need to achieve during the year and maintain their motivation to reach these goals. Music teacher educators should establish positive relationships with students and create a positive university climate with extracurricular activities in order to increase students' commitment to university. Preservice music teachers should develop strategies for themselves to solve the problems they face. Preservice music teachers should be involved in the university environment as much as possible by developing self-control mechanisms. Preservice music teachers should read books about self-efficacy as well as self-leadership and also participate in activities that will improve themselves.

Studies can be carried out on variables other than self-efficacy and this leadership in order to ensure students' commitment to university. Teacher candidates' self-leadership, self-efficacy and commitment to university can be analyzed according to some demographic variables. In addition, a similar study can be performed with a qualitative research method and the opinions of teacher candidates on this issue can be determined.

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GENİŞLETİLMİŞ ÖZET

Giriş: Müzik öğretmeni adaylarının birçok sorunu bulunmaktadır. Bunlardan ilki, özgüven eksikliği, sorunlara ilişkin yüksek kaygı ve iyimserlik gibi yaşanan psikolojik sorunlardır (Campbell ve Thompson, 2007; Gifford, 1993; Mills, 1989; Richards ve Killen, 1993). İkinci sorun ise tonlama, ses bozuklukları ya da sınıf içi performans sorunları olan performans sorunlarıdır (Doerksen, 1999; Hackworth, 2006; Millican, 2016). Müzik öğretmeni adayının yaşadığı üçüncü sorun ise öğrenme deneyimleri, sınıf yönetimi teknikleri, uygulamalar ve derslerin uyumsuzluğu gibi üniversite kaynaklı sorunlardır (Legette, 2013; Russell-Bowie, 2009). Son sorun ise bilgi ve beceri odaklı olup, düşük müzik yeteneği ve müzik deneyimi eksikliğidir (Gifford, 1993; Russell-Bowie, 2009). Bu sorunlar kadar önemli olan bir diğer durum ise çözümlerinin ne olduğudur. Performans sorunları bağlamında problemle ilgilenmek ya da onun geliştirilmesi için çalışmak gibi öneriler sunulmaktadır (Millican, 2016). Üniversite sorununun çözümü öğrencilerin çevrimiçi üniversite sorunlarının çözümünde proaktif olmalarıdır (Hebert, 2007). Bir diğer çözüm ise müzik öğretmenlerinin potansiyel başarısı için sosyal becerilerin eğitim programlarına dahil edilmesidir (Johnson, 2014). Son çözüm ise uzman öğretmenlerin derslere katılması veya eğitim müfredatında problem çözmeye yönelik bir dersin yer almasıdır (Jelen, 2013). Öğrencilerin sorunları ve çözümleri çeşitlendirilebilir. Ancak bu sorunların çözüm yöntemleri genellikle eğitimci, üniversite ve çevresel faktörler üzerinde yoğunlaşmaktadır (Çevik, 2011). Öğretmenler, eğitim ortamı ve üniversite yöneticileri de bu sorunların çözümüne katkıda bulunsalar da, öğretmenlik mesleğine başlamadan önce öğretmen adayları bu sorunlarla yeterince baş edememektedir. Bu araştırma, öğretmen adaylarına göre öz liderlik, öz yeterlik ve üniversiteye bağlılık arasındaki ilişkileri ve birbirleri üzerindeki etkilerini test etmeyi amaçlamaktadır.

H1: Öğretmen adaylarına göre öz liderlik öz yeterliliği anlamlı ve olumlu yönde etkilemektedir.

H2: Öğretmen adaylarına göre öz liderlik üniversite bağlılığını anlamlı ve olumlu yönde etkilemektedir.

H3: Öğretmen adaylarına göre özyeterlik üniversite bağlılığını olumlu ve anlamlı bir şekilde etkilemektedir.

Amaç ve Yöntem: Bu çalışmanın amacı, öz liderlik, öz yeterlik ve üniversite bağlılığı değişkenleri arasındaki ilişkiyi ve birbirleri üzerindeki etkilerini bulmaktır. Bu doğrultuda, araştırmacılar tarafından oluşturulan kavramsal

modelleri inceleyen ilişkiisel tarama modeli kullanılmıştır. Araştırmanın evreni, 1390 müzik öğretmeni adayından oluşmaktadır. Araştırmanın örnekleminde 349 müzik öğretmeni adayı bulunmaktadır. Araştırmanın örneklemini için 10 üniversite seçilmiştir. Öğrencilerin katılımı için basit bir rastgele örnekleme yöntemi kullanılmıştır. Hipotezleri test edebilmek için yapısal denklem modeli oluşturulmuştur. Faktör ve madde sayılarını bulmak için doğrulayıcı faktör analizi yapılmıştır. Veriler, aşırı değerler açısından değerlendirilerek mahalobis değerlerine göre 16 veri analizden çıkarılmıştır. Alt boyutların çarpıklık ve basıklık katsayıları, verilerin tek değişkenli normal varsayımını karşılayıp karşılamadığını belirlemek için incelenmiştir. Araştırmada müzik öğretmeni adaylarının öz liderlik davranışları, öz yeterliklerini olumlu ve anlamlı bir şekilde etkilediği sonucuna ulaşılmıştır.

Bulgular: Öz liderlik ile öz yeterlilik arasında anlamlı ve pozitif bir ilişki vardır ($r = 0,58, p < 0,01$). Öz liderlik ile üniversiteye bağlılık arasında anlamlı ve pozitif bir ilişki vardır ($r = 0,37, p < 0,01$). Öz-yeterlik ile üniversiteye bağlılık arasında anlamlı ve pozitif bir ilişki vardır ($r = 0,36, p < 0,01$). Kendi kendine liderlik değişkeni için faktör yükleri 0,69 ile 0,76 arasında değişmektedir. Öz Yeterlilik değişkenine ilişkin faktör yükleri 0,83 ile 0,86 arasında değişmektedir. Üniversiteye Bağlılık değişkeni için faktör yükleri 0,40 ile 0,51 arasında değişmektedir. Model uyum değerleri $X^2/df = 3.25$, CFI= .95, GFI= .96, AGFI= .92, NFI= .93, RMSEA= .08 ve SRM = .04'tür. Değerler referans uyum değerleri arasındadır. Bu sonuçlar modelin uyum iyiliği değerlerinin iyi düzeyde olduğunu göstermektedir. Öz liderlik, öz yeterliliği olumlu yönde ve anlamlı bir şekilde etkilemektedir ($\beta = .75, p < .01, t = 9.8$). Bu sonuç, H1'deki "öz liderliğin öz yeterliliği olumlu ve anlamlı bir şekilde etkilediği" hipotezini doğrulamaktadır.

Araştırmadan elde edilen bir diğer sonuç ise öz liderliğin üniversite bağlılığını olumlu ve anlamlı düzeyde etkilediğidir ($\beta = .35, p < .05, t = 2.1$). Bu sonuç, H2'deki "öz liderliğin üniversite bağlılığını olumlu ve anlamlı bir şekilde etkilediği" hipotezini doğrulamaktadır. Öz yeterlik ile üniversite bağlılığı arasındaki ilişki incelendiğinde, öz yeterliliğin üniversite bağlılığını pozitif yönde ve anlamlı bir şekilde etkilediği görülmektedir ($\beta = .36, p < .01, t = 2.0$). Bu sonuç H3'teki "öz-yeterliğin üniversite bağlılığını olumlu ve anlamlı bir şekilde etkilediği" hipotezini doğrulamaktadır.

Sonuç ve Öneriler: Öğrencilerin öz liderlik davranışlarının öz yeterliklerini anlamlı ve olumlu yönde etkilediği ortaya çıkmıştır. Öğrencilerin öz liderlik davranışları üniversiteye bağlılıklarını olumlu ve anlamlı bir şekilde etkilemiştir. Öğrencilerin öz-yeterlikleri üniversiteye bağlılıklarını olumlu ve anlamlı bir şekilde etkilemiştir. Öz liderlik kapsamında müzik öğretmeni eğitimcileri, devamsızlık, özgüven eksikliği, kaygı, performans sorunları, ses bozuklukları ve sınıf performansı gibi olumsuz durumları bastırmak için öğrencileri kendilerini yönetmeye ve yönlendirmeye motive etmelidir. Müzik öğretmeni eğitimcileri, öğrencilerin yıl içinde ulaşmaları gereken hedeflere ulaşmaları için yıl boyunca destek vermeli ve bu hedeflere ulaşma motivasyonlarını korumalıdır. Öğrencilerin üniversiteye bağlılıklarını sağlamak amacıyla öz-yeterlik ve bu liderlik dışındaki değişkenler üzerinde de çalışmalar yapılabilir. Öğretmen adaylarının öz liderliği, öz yeterliliği ve üniversiteye bağlılıkları bazı demografik değişkenlere göre incelenebilir.